



Behaviour and Discipline Policy

Policy written	Shared with staff	Adopted by Governors	Review date
March 2024	March 2024	May 2024	March 2025

This document is a statement of our aims, principles and strategies for behaviour. It was developed through consultation with staff, pupils and governors.

1) Our Aim (Written statement of behaviour principles)

- Every pupil is helped to behave well and take responsibility for their actions
- Every pupil understands they have the right to feel safe, valued and respected
- Every pupil can learn free from the disruption of others, from violence or from threat
- Pupils do the right thing, even when that thing is hard






2) Underlying Principles

- Behaviour can be learnt, therefore it's a behaviour curriculum (Some pupils might need additional support or interventions) It is our job to teach them to do this well.
- We make it as easy as possible to behave well by making it the social norm
- We teach the children what to do, not what to avoid. Sanctions are the backstop, not the focus
- Our behaviour management will be based, like good Special School Provision, on clear structures and love
- Good relationships will be built using the notion that *If we want to be trusted, we have to be trustworthy*
- Exclusions will only be used as a last resort
- By keeping families well-informed, they are better able to help us to help the children

3) How will we help ALL pupils to behave well?

We will achieve this through:

- living out our Behaviour Policy in every action and conversation, acting as role models
- a calm, safe, uncluttered environment where all feel valued.
- treating everybody with **dignity** and **respect**, allowing them to flourish and do well
- a thorough **Induction** process
- Keeping **parents fully informed**
- **clear routines / high expectations**
- a **positive approach** in order to teach the children how to behave well, not react to misbehaviour.
 - noticing the little things
 - making people feel valued
 - celebrate the little things / when children do things well / when children are role models
- rewarding good behaviour:
 - Stickers
 - Dojos
 - Friday Awards Assembly Certificates
 - postcard home
 - phone calls home
 - speaking to parents at home time
- an **engaging, curriculum** where **all children can achieve** and be challenged
- opportunities to work collaboratively and build relationships
- teaching the children how to behave well / better through a restorative approach:
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you think you need to do to make things right?
- ongoing reference to the School Pillars:

Family	Respect	Nature	Rainbow	Ready to Fly
				
We... <ul style="list-style-type: none"> • work well with others • are kind • are role models 	We... <ul style="list-style-type: none"> • listen well • respect equipment • are polite 	We... <ul style="list-style-type: none"> • look after our school and village 	We... <ul style="list-style-type: none"> • welcome everybody • accept different points of views 	We... <ul style="list-style-type: none"> • persevere • always try our best

In terms of **Respect** we would expect the children to:

- show good manners: 'please' and 'thank you'
- hold door open for others
- offer to help / ask if others need help
- not laugh if somebody drops something
- walk sensibly
- clear up own mess at lunchtime
- not interrupt
- line up quietly and sensibly
- use 'excuse me'
- leave things tidy
- spot things that need doing and take the right action

What will the policy look like in action?

Clear expectations: It is important that all children know what is expected of them. Rules that are ambiguous or not universally enforced set children up to fail. We want to be open and fair with children, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes but having clear and consistent sanctions for when things go wrong.

Consistency not confrontation: How well we all implement the system is crucially important to the success of the system and the school. A confrontational approach with children is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever it occurs.

Look for the positive: The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. We want to let the silent majority know that we appreciate how well they are doing and not focus on the negatives that can be created by a small minority. A consistent approach to the use of rewards is every bit as important as the use of sanctions. We want to catch students doing well and praise and reward them for it.

Chances and Choices: The system is based on giving students chances to correct mistakes they may have made. This is done by staff making clear to a student that in whatever situation they are in they still have a choice: they can either choose to take a step back from the behaviour they have been demonstrating and any sanctions will be kept at that level; or they can choose to continue with their poor behaviour and that will only lead to the next level of sanction.

Calm and De-Personalised: The conversation between a member of staff and a student should always be conducted calmly by the staff member. Make clear that the issue is not a personal one between the student and yourself: the issue is that the behaviour of the student contravenes the clear expectations of our school community. The only situation where it is valid for a member of staff to shout is as a shock tactic to prevent or halt behaviour that may endanger the safety of the student, another student, staff member or to prevent wilful damage to property. These occasions will be few and far between.

Individual Adjustments within a Consistent Approach: It is always important to seek to identify and understand the reasons behind any poor behaviour. Only by doing this can measures be put in place to address any underlying factors, in an attempt to remove or mitigate the cause of the behaviour. This should happen in every case. In some cases the response may require agreement to some individual adjustments to the application of the Policy. This may be to meet SEND requirements or to address another identified vulnerability where it is deemed that a reasonable adjustment for an individual is required. These adjustments should never remove or undermine the aims of this policy to achieve the highest standards of behaviour, but they may scaffold the achievement of those expectations for an individual or establish the use of alternative sanctions that would be more appropriate.

Classroom Management Guidelines for Staff

To support high standards of behaviour and an excellent climate for learning it is expected that will:

- be on time;
- supervise an orderly entry to the room;
- insist on the removal of any outdoor clothing;
- expect and insist on silence when you are speaking;
- expect students to sit well
- always challenge racist or sexist or homophobic comments or language and refer to the Head teacher
- expect children to leave tables and rooms tidy. Keep your desk tidy.
- treat the students with respect and expect to be treated with respect in return;
- **seize every opportunity to praise good work, effort and conduct.**

Serious Misconduct

If a pupil is involved in a serious incident of unacceptable behaviour: physical assault against a pupil or adult, verbal/threatening behaviour towards members of staff or pupils, bullying including racism or persistent disruptive behaviour, then a decision may be reached by the Headteacher to exclude the pupil for a set period of time following Local Authority guidance on Exclusion of pupils. Again, Local Authority procedures will be followed and the governing body involved if an exclusion is made permanent in very serious circumstances.

In some exceptional circumstances, it may be necessary for staff to use *reasonable* minimum force to physically hold to care a child in certain limited and defined situations under Section 93 of the Education and Inspections Act 2006. This act enables staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) committing any offence (or, for a pupil under the age of criminal responsibility, of 10 years, what would be an offence for an older pupil)
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

If any pupil has been physically held to care, parents will be informed on the day. Parents/carers should be aware that this course of action is only used as a last resort after all other strategies have been exhausted.

What are the consequences of good and inappropriate behaviour?

- To enable all staff to relate to the School Pillars and Expectations when discussing behaviour, traffic lights are displayed next to the Pillars/Behaviour expectations in each class
- No names or photos are displayed
- **Green** represents the social norm/expected behaviour
- Superstar removed. Every opportunity taken to celebrate positives. Friday certificates to celebrate outstanding behaviour (1 per year group) – hot chocolate time / milkshake time

	Example Behaviour	Action	
The social norm	<ul style="list-style-type: none"> • Children follow the behaviour expectations 	<ul style="list-style-type: none"> • Try to spot them doing things well/celebrate this! (refer to Pillars) • Celebrate and reward the children doing things well -Stickers - Dojos - Friday Awards Assembly Certificates - postcard home - phone calls home • - speaking to parents at home time 	
Poor low level behaviour	<ul style="list-style-type: none"> • Calling out / Interrupting • Silly Noises • Ignoring Instructions • Immature name calling • Pushing whilst lining up • Wandering around room • Throwing, flicking small objects to be silly • Any other minor incidents • Not working • Disrupting learning • Being cheeky/rude • Taunting/teasing others • Rude/ threatening gestures 	<ul style="list-style-type: none"> • Celebrate others doing the right thing • Give the child a verbal reminder of what is expected. • A 1:1 approach, tailored to individual need. • Explain that if this doesn't improve they will be on Amber. 	<ul style="list-style-type: none"> • If children don't improve their behaviour after being reminded, they will be on Amber: removed from class for 5 minutes, with their work, for some Reflection time. -Class 1/2 to Class 3 -Class 3 to Class 1 Frame this positively – 'it's time for them to calm down, reflect, and I know that you will come back in a more positive way' • Child returns to class. Class team to support child to understand impact of their actions: -What happened? -What were you thinking at the time? -What have you thought about since? -Who has been affected by what you have done? In what way? -What do you think you need to do to make things right?
Continued poor behaviour	<ul style="list-style-type: none"> • Repeat occurrence of the above, or disruption in other class after being moved to Amber 	<ul style="list-style-type: none"> • Red behaviour • Removed from Class to HT • Playtime missed 	<ul style="list-style-type: none"> • HT to have restorative conversation: -What happened? -What were you thinking at the time? -What have you thought about since? -Who has been affected by what you have done? In what way? -What do you think you need to do to make things right?
More serious poor behaviour	<ul style="list-style-type: none"> • Harming someone • Leaving room without permission • Damage to property • Swearing deliberately at someone • Racist/homophobic name calling • Verbal abuse/threats to staff/children 	<ul style="list-style-type: none"> • Red behaviour • Removed from Class to HT • Playtime missed 	<ul style="list-style-type: none"> • HT to have restorative conversation: -What happened? -What were you thinking at the time? -What have you thought about since? -Who has been affected by what you have done? In what way? -What do you think you need to do to make things right? • Playtime(s) missed • After-school club loss • Serious incident recorded by HT • Parents informed
Extreme behaviour	<ul style="list-style-type: none"> • Fighting, biting, serious harm to others • Throwing dangerous items • Serious verbal abuse of children/staff • Complete non-compliance • Serious damage to school property • Leaving school premises • Stealing 	<ul style="list-style-type: none"> • In such circumstances parents will be invited to a meeting with Headteacher and class teacher. • It may be deemed necessary to implement a fixed term exclusion. • A Behaviour plan will be drawn up with a view to supporting the child and their long term ability to remain in school. • Referral to external agencies • Exclusion from break/lunchtime and from school trips. • Police informed if Child leaves the premises. 	
	Continued repeat of any of the above after behaviour/pastoral support plan implemented.	Possible permanent exclusion in line with NYCC guidelines.	

<p>Poor behaviour at playtime</p>	<ul style="list-style-type: none"> Any poor, low-level behaviour as above If poor behaviour continues after Reflection time 	<ul style="list-style-type: none"> Celebrate others doing the right thing Give the child a verbal reminder of what is expected. A 1:1 approach, tailored to individual need. Explain that if this doesn't improve they will be on Amber. Moved to Red In to HT / miss rest of playtime 	<ul style="list-style-type: none"> If children don't improve their behaviour after being reminded, they will be on Amber: told to sit on the bench for 5 minutes for Reflection time. Frame this positively – 'it's time for them to calm down, reflect, and I know that you will come back in a more positive way' Duty staff to support child to understand impact of their actions: -What happened? -What were you thinking at the time? -What have you thought about since? -Who has been affected by what you have done? In what way?-What do you think you need to do to make things right? HT to have restorative conversation
<p>Poor Behaviour at lunchtime</p>	<ul style="list-style-type: none"> Any poor, low-level behaviour as above If poor behaviour continues after Reflection time 	<ul style="list-style-type: none"> Celebrate others doing the right thing Give the child a verbal reminder of what is expected. A 1:1 approach, tailored to individual need. Explain that if this doesn't improve they will be on Amber. Moved to Red In to HT / miss rest of playtime 	<ul style="list-style-type: none"> If children don't improve their behaviour after being reminded, they will be on Amber: told to sit on the bench for 5 minutes for Reflection time. Frame this positively – 'it's time for them to calm down, reflect, and I know that you will come back in a more positive way' Duty staff to support child to understand impact of their actions: -What happened? -What were you thinking at the time? -What have you thought about since? -Who has been affected by what you have done? In what way? -What do you think you need to do to make things right? HT to have restorative conversation
	<ul style="list-style-type: none"> If poor behaviour coming in from lunchtime 	<ul style="list-style-type: none"> Celebrate others doing the right thing Give the child a verbal reminder of what is expected. A 1:1 approach, tailored to individual need. Explain that if this doesn't improve they will be on Amber. 	<ul style="list-style-type: none"> If children don't improve their behaviour after being reminded, they will be on Amber: to sit with own class teacher during assembly time for Reflection time. Frame this positively – 'it's time for them to calm down, reflect, and I know that you will come back in a more positive way' Teacher to support child to understand impact of their actions -What happened? -What were you thinking at the time? -What have you thought about since? -Who has been affected by what you have done? In what way? -What do you think you need to do to make things right?

Statement of Intent regarding bullying

At Brompton and Sawdon Community Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Brompton and Sawdon School. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the deliberate intention of hurting another person, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focussing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Prejudice-based or discriminatory**
- **Cyber** All areas of internet ,such as email & internet chat room misuse
 - Mobile threats by text messaging & calls
 - Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We will respond promptly and effectively to any issues of bullying. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place we will act immediately to stop further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher informed
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place including detention or exclusion from using certain areas of the school premises.
- 2) If possible, the pupils will be reconciled.
- 3) In serious cases, temporary or even permanent exclusion will be considered.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- reading stories about bullying or having them read to a class or assembly
- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- making up role-plays

- Input from NSPCC and Childline to support the ethos of the school.
- having discussions about bullying and why it matters through the teaching of
- PSHCE work

Equality of Opportunity (Including SEN and Inclusion)

All pupils are entitled to be treated fairly and equity in regards to this Anti-Bullying Policy. This means that it will not be accepted for any pupil or stakeholder to bully because of their particular needs or backgrounds.

Similarly, school staff should be acutely aware of the possible vulnerability of students with SEND and differing backgrounds to become bullies or to become the bullied. Staff and leaders should be proactive in identifying and preventing any bullying of all students, including those most susceptible.

Peer on Peer Sexual Harassment, Online Sexual Abuse and Sexual Violence

At Brompton and Sawdon Community Primary school, we recognise that even if there are no reported cases of peer on peer sexual harassment, online sexual abuse and sexual violence (including sexualised language), such abuse may still be taking place in our school and is not being reported. The assumption that such abuse is happening is in line with government and Ofsted recommendations.

At Brompton and Sawdon Community Primary school, we have a **zero-tolerance** approach to abuse. It is never to be passed off as “banter”, “just having a laugh”, “part of growing up” or “children being children” as we know that can lead to a culture of unacceptable behaviours and an unsafe environment for our children and young people.

We recognise that it is **more likely** that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and is taken seriously. We will ensure that no child or young person is ever made to feel ashamed for making a report.

All staff have undertaken training to recognise the different forms that peer or peer abuse can take, including:

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying);
- **abuse in intimate personal relationships** between peers;
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- **consensual and non-consensual sharing of nudes and semi nudes images** and or videos (also known as sexting or youth produced sexual imagery);
- **upskirting**, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- **initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All incidents, no matter how small they might seem, to be addressed with the children involved by those witnessing it. (see training day slides from 6/9/21). Incidents must also be reported to the Head teacher

