



# BERRYBROOK PRIMARY BEHAVIOUR POLICY

## Document Control Table

<b>Title</b>	Berrybrook Primary Behaviour Policy
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## Document History

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
22/7/2021	AS	Appendix 1 - Updated Core Values Poster added
July 2022	LF/AM/LM	Pg 2- changed 'to learn self control' to 'to learn self restraint and self regulation'
July 2022	LF/AM/LM	Pg 4- changed 'define' to 'defined'
July 2022	LF/AM/LM	Pg 6- removed 'and'
July 2022	LF/AM/LM	Pg 9- changed 'continues' to 'continuous'
July 2022	LF/AM/LM	Pg 10- removed 'Learning Mentor'
July 2022	LF/AM/LM	Pg 11- added 'Cards'
July 2022	LF/AM/LM	Pg 11- amended spelling 'behaviour'
July 2022	LF/AM/LM	Pg 11- added 'to'
July 2022	LF/AM/LM	Pg 13- changed 'on-going problems' to social, emotional and mental health difficulties.
July 2022	LF/AM/LM	Pg 12 – amended '(see policy – Promoting Wellbeing and Positive behaviour within School). The document is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council. The document aims to provide good practice for promoting wellbeing and positive behavior at Berrybrook Primary School. It provides a framework for a graduated response to identifying needs and implementing support (see hierarchy of interventions in appendix 3).
July 2022	LF/AM/LM	Pg 13- changed 'particular children' to 'all children' added 'including' (those with Social, Emotional and Mental Health difficulties).
July 2022	LF/AM/LM	Appendix 3- changes made to the 'Hierarchy of Interventions'.
July 2022	LF/AM/LM	Rationale changes
July 2022	LF/AM/LM	Aims Changes
July 2022	LF/AM/LM	Whole School Approach changes
1/9/2022	AS	Pg. 5 - 'and also misses a proportion their weekly golden time at the end of a week' removed. Pg. 5 – 'on a class chart and' removed

1/9/2022	AS	Pg. 6 - Covid-19 section removed Pg.6 – ‘ If a child achieves Green or above all week they will receive a ‘Green all week’ note home’ removed
1/9/2022	AS	Pg. 7 – Golden Time section removed Pg. 7 – ‘Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with an entry in the Golden Book. The comments are read during the ‘celebration assembly’” removed.
1/9/2022	AS	Pg. 11 – Lunchtime Misbehaviour changed to Lunchtime Behaviour
1/9/2022	AS	Appendix 3 removed – Covid-19 Behaviour Poster
6/9/2023	AS	‘Sanction’ changed to ‘consequence’ throughout document ‘Fixed-term exclusion’ changed to ‘suspension throughout document
		Pg. 6 – ‘and school core values’ and ‘then’ added ‘go’ amended to ‘move’ ‘please be aware’ removed ‘Deputy Head’ changed to ‘Assistant Headteacher’
		Pg. 7 – ‘Each class will need to have a class tally chart that is clearly visible to the whole class. By the end of the day if a child remains on green or gold, a green tally point is achieved.’ Removed
		Pg. 7 – ‘The children that get it right’ and ‘Rewards’ section amalgamated
		Pg. 7 – ‘stickers and stamps’, ‘raffle tickets’ first in line’ and ‘certificates’ removed from list
		Pg 9 - ‘Purple card’ and ‘report card started’ split into separate actions Suspension changed to ‘suspension’ Lunchtime exclusion removed ‘short and long term suspension from school’ replaced with ‘suspension from school’ ‘Deputy’ changed to ‘Assistant’ Absconding and swearing removed from Purple Card list ‘In order to support positive behaviour at lunchtime:’ added
		Pg 13 - Sentence moved and ‘In order to support this:’ added ‘Reasonable force’ changed to ‘positive handling’ ‘power’ change to ‘authority’ ‘in these instances’ added
		Pg. 14 - ‘Reasonable force’ changed to ‘positive handling’ ‘in such instances, the following apply’ added Removal from Classroom section moved about Searching, Screening and Confiscation
		Pg. 15 – ‘powers’ removed ‘school office’ changed to ‘school staff’
		Pg. 16 – First two sentences of Behaviour Outside School Premises’ amalgamated and edited
		Pg. 18 – ‘and respect’ added
		Pg. 20 – ‘Executive Headteacher’ added

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Perry Hall Multi-Academy Trust schools. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parent/carers and other members of the wider school community, ensuring it is inclusive, consistent and supportive of all pupils.

## **Aims**

The aim of the Perry Hall Multi-Academy Trust is for every member of the school community to feel valued and respected and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is designed to support the way in which the members of the school can live and work together, building a whole school culture that teaches pupils expected behaviours that ensure standards do not have to be lowered.

It aims to promote a supportive environment where all feel happy, safe, calm and secure. We aim to:

- teach, empower and skill children to create and maintain high standards of behaviour and to learn self-discipline and self-regulation.
- ensure pupils' behaviour does not normally disrupt teaching, learning or school routines.
- give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- teach children politely and fairly, so they learn to be polite and fair.
- teach children to mutually respect and show kindness to other people, their property, beliefs, feelings and to respect differences.
- ensure that all members of the school community create a positive, safe environment and everyone is treated respectfully.
- praise and reward good work, behaviour and attitude. We will always reward improvement.
- ensure that all incidents are dealt with quickly, fairly and effectively.
- involve parents/carers in all aspects of school life, including their children's behaviour.

## **A whole school positive approach to behaviour**

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-discipline. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

We recognise that good behaviour arises from building positive relationships and from setting high expectations of behaviour. We promote high standards and expectations of good behaviour which exist throughout the school community and culture. Behaviour is taught to all

children so that they understand what behaviour is expected and encouraged and what is unacceptable.

The behaviour policy outlines a consistent and positive approach, detailing how the expectations of behaviour are taught and communicated together with outlining fair implementation of measures so that staff and pupils can thrive and achieve.

## **Core values**

Each school within Perry Hall Multi-Academy Trust has its own core values which have been devised by the school community including its children, staff, governors and parents/carers. The core values reflect the ethos and attitudes that are defined by each school and support the government's Modern British Values.

The Government has highlighted the following 4 key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The Modern British Values are:

1. Democracy
2. Rule of law
3. Mutual Respect
4. Tolerance for those of different faiths and beliefs.

Berrybrook Primary School's core values can be found in **Appendix 1**.

## **Expectations as a member of Perry Hall Multi-Academy Trust**

At Perry Hall Multi-Academy Trust, as adults, we will:

- treat each other with respect at all times; therefore, providing a positive role model for the children and each other.
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- follow our Core Values and teach these to the children.
- ensure that children are aware of the Core Values and that each class has its own class expectations.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- teach and reinforce routines and the expected behaviours of all pupils.
- treat all children fairly and apply this policy in a consistent way.
- reward good behaviour.
- provide encouragement and stimulation to all pupils.

## **Class expectations**

Each year group will create their own class expectations which will apply in all areas of the school and are based upon the following principles:

- we are gentle;
- we are kind and helpful;
- we listen;
- we are honest;
- we work hard;
- we look after property;
- we are respectful;
- treat others how you wish to be treated.

As well as the class expectations, every member of the school community should apply the following principles: If you do not stop the inappropriate behaviour you are condoning it; you own your behaviour.

### **Staff induction, development and support**

- All new staff will be provided with an induction when becoming part of Perry Hall Multi-Academy Trust.
- Staff will be introduced to the Behaviour Policy and will be provided with the opportunity to explore the approaches contained with a member of the Senior Leadership Team.
- The routines and behavioural expectations of the whole school community will be addressed and taught to all new staff.
- New staff will receive training around the behaviour management strategies used within school.
- Regular training for staff will be provided to staff to support their professional development in line with promoting positive behaviour within school and in supporting children with Special Educational Needs.

### **Rewards and Consequences overview**

We aim to create a healthy balance between rewards and consequences with both being clearly specified.

Behaviour which reflects the core values of the school behaviour policy will be recognised and positively reinforced. The emphasis of the school behaviour policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Where pupil's behaviour is not in line with the school's behavioural expectations and core values, pupils understand that there will be consequences and expect reasonable, fair and consistently applied consequences.

Staff should respond promptly and should operate a stepped approach to consequences, which allow children to identify the next consequence.

All systems are flexible to take account of individual circumstances. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences. Staff should take into account any contributing factors which may be influencing behavioural presentation.

## **Good to be Green behaviour system**

All staff use the 'Good to be Green' behaviour system in school as it is a consistent and fair behaviour system which supports the maintenance of the school culture and ethos by:

- recognising and praising good behaviour to communicate expectations and values to all pupils.
- providing a platform to teach behavioural expectations to prevent reoccurring adverse behaviours.
- supporting children who are struggling by providing opportunities for children to reflect upon and make changes to their behaviour.
- being accessible for all staff and as such allowing for consistency to be achieved across the school environment.
- providing clear expectations for all pupils where rewards and consequences are proportionate, fair and understood.

### **How it works** (also see visual triangles in Appendix 2)

Each class has their own chart with the children's names displayed. Each morning and afternoon is a fresh start, all children start with a green card.

The class will agree their class rules during the autumn term – these should be linked to the school rules and school Core Values.

If a child breaks a class/school rule or shows inappropriate behaviour, a verbal warning and then a stop and think card is given. On the third incident a Yellow Card is given. The yellow card of that child is placed on the class chart under the child's name as a visual prompt.

At this point the child has another chance to turn the behaviour round and go back to green. If the behaviour continues, then the child will move onto a red card which is placed over yellow card in the good to be green chart.

The consequence for a red card, is that a child misses the next break time and lunch time.

Parents will be informed if their child has received a red card verbally at end of day or by phone. SLT will be monitoring children that receive red cards to support them. (e.g. talk to parents/report card/pastoral support if red cards become regular etc). The class teacher will inform a member of SLT if they are concerned about a child's amount of red cards.

Any red card in a day is recorded on individual CPOMs profiles. Which are monitored regularly by the SLT to identify any patterns of behaviour and if further intervention and support is needed.

However, some inappropriate behaviours will go straight to a purple card e.g. fighting, deliberately hurting pupils and staff and abusive or threatening behaviour towards other children and adults. These situations should go straight to the Head of School/ Assistant Headteacher or a member of SLT in their absence.

If a child continues a pattern of receiving red cards, parents will become involved and an extra system put into place that will link into the 'good to be green' system.

### **Rewards (Green, Gold and Platinum cards)** (See 'Green' display triangles in **appendix 2**)

All members of staff will recognise, celebrate and reinforce appropriate behaviour at all times around the school through praise. Wherever appropriate, children's best efforts will be celebrated and staff should work on the principle of a 4:1 praise to consequence ratio.

Positive recognition and rewards are given to those children who demonstrate consistent good behaviour and remain on a green card consistently, those who show good manners, particular helpfulness and acts of kindness in school. Each pupil is provided with a 'Good to be Green' bookmark where they are given stickers to acknowledge their positive attitudes, approaches to learning and behaviours.

Further rewards to celebrate consistently good behaviour may also involve:

- Verbal praise
- Verbal praise to parents about their children
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Positive phone call home
- Star of the Week certificates
- Praise certificates.

Pupils can also earn 'gold' or 'platinum' cards for positive behaviour. A gold card is given to those that are continually on a green or behave/ engage exceptionally well. A platinum card is achieved for continued good behaviour or moments of excellence. Gold and platinum cards are attached on to their 'Good to be Green' bookmark.

When gold and platinum cards are awarded, the children receive a raffle ticket and a prize draw takes place during Friday celebration assemblies. Stickers are also stuck on to a good to be green bookmark. When the bookmark is complete the child's parents are informed and a certificate, badge and prize are presented to them by the Head of School during assembly. Children who achieve a platinum card also go into a prize draw to go for 'Tea with the Head' on a Friday.

If more than one bookmark is completed the child is awarded with their 2nd pin badge.

## **Class Pass**

With Class Pass, children are rewarded for working together as a team and behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. Class Pass ensures that the children who behave well, which are the majority, are rewarded.

Class Pass activities are suggested and agreed by the children and staff. When the class reaches the top of the Class Pass display, they will receive a 'Golden Time' activity.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and

they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

## **Consequences**

Despite positive responses as a means to encouraging good behaviour in Perry Hall Multi-Academy Trust, it may be necessary to employ a number of consequences to ensure behaviour is corrected; ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is one that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any consequence is applied fairly and that it is fully explained.

If the class/school rules/expectations are broken the following consequences may be taken:

(Consequences will be differentiated to the needs of the children – refer to traffic light system above)

1. Verbal warning.
2. Stop and Think card given.
3. Yellow card given.
4. Red card given and parent spoken to.
5. Purple card is more serious and involves a meeting with parents.
6. Report card started.
7. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a ‘Time out’ area under the supervision of the Learning Mentor, Phase Leaders (Assistant Heads) or Head of School.
8. Referral to S.E.N. Coordinator & liaison with other support agencies. (meeting with parents – if not already taken place)
9. Behaviour Contract.
10. Internal isolation.
11. Short suspension from school
12. Permanent exclusion from school

## **Serious Incidents (Purple Cards)**

The following are classed as very serious incidents:

- Bullying
- Cheating



- Defiance
- Persistent lies
- Continues disruption in class
- Physical violence
- Racism
- Stealing

Extremely poor behaviour must be reported to the Assistant Headteacher or Head of School immediately. A letter will be sent home or a phone call made to the parents. For instances of serious unacceptable behavior, a child may spend a period of time with the Learning Mentor where he/she will be able to continue with their studies. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a suspension, or on rare occasions, may take the form of a permanent exclusion (see 'suspensions and permanent exclusions' below).

### **Behavioural expectations during breaktimes and lunchtimes**

- The 'Good to be Green' system is also in place during both breaktime and lunchtime.
- Behaviour expectations are the same in the dining hall and on the playground as they are in the classroom.
- We expect the same school expectations and standards of behaviour at breaktimes and lunchtimes to apply as during the rest of the school day.
- We expect children to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

In order to support positive behaviour at lunchtime:

- Play leaders will be present to organise play zones to lead and model effective play.
- Members of SLT are visible during lunch time.
- The breaktime/lunchtime member of staff will inform the class teacher of any yellow cards. Red cards are reported to the SLT member of staff that is on duty.

### **Supporting pupils following a consequence**

Following a pupil receiving a consequence, the following may be implemented to support them in developing their understanding of the expectations of behaviour and in improving their behaviour:

- A discussion with the pupil and time for them to reflect upon their behaviour. Discussions should help them to understand what they did, the impact of their actions, what changes they can make and what would happen if improvements were not seen.
- Providing short term behaviour targets, with personalised reward systems to reinforce positive behaviours.
- Exploring the pupil's wider environment, including their social networks and circumstances outside of school (to be completed by a member of the Inclusion Team).
- Working collaboratively with pupils, staff and parents to explore and support the pupil's behaviour.
- Providing appropriate targeted interventions with support of the Inclusion Team.

## Recording, monitoring and evaluating behaviour

As a part of behaviour monitoring, the following data is collected:

- attendance data monitored for all pupils weekly alongside the Educational Welfare Officer (Local Authority).
- monitoring of logs and/or Red Cards. These are recorded by the class teacher / lunchtime supervisor on CPOMS. From this data we are able to identify trends and address any concerns.
- incident logs, via CPOMS, are also used to record any behaviour that is unacceptable and how it was dealt with, such as Fix Term Exclusion.
- report cards or individual behaviour systems used are recorded and uploaded (to CPOMS).
- incidents of searches, screening or confiscation.
- incidents of positive handling.
- removal from classroom.
- audits and surveys completed through the 'Getting It Right' pathway (environmental checklists, Antecedent, behaviour and Consequence (ABC) charts).

Using this data, a termly report is produced highlighting individual's behaviours. Where reoccurring behavioural incidents and/or trends are highlighted, an action plan is put in place to support the pupil in reducing the number of recorded incidents.

Staff should consider whether the behaviours being presented give cause to suspect that a pupil is suffering, or likely to suffer from harm. If this is the case staff must follow the school safeguarding policy (in line with Part 1 of Keeping Children Safe in Education) and speak with the designated safeguarding lead within the school.

### Initial Intervention following ongoing behavioural incidents

- The Senior Leadership Team should be made aware of ongoing, persistent behaviours, where few improvements are being made.
- Staff should have frequent and open engagement with parents.
- Staff should implement the **'Getting it Right- Promoting Wellbeing and Positive Behaviour within School' pathway (See Appendix 3)**. 'Getting it Right' is a Pastoral Support Programme. The document is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council. The document aims to provide good practice for promoting wellbeing and positive behavior at Berrybrook Primary School. It provides a framework for a graduated response to identifying needs and implementing support (see hierarchy of interventions in appendix 3. It is overseen by the SEN Coordinator and involves the identification of precise and realistic behavioural outcomes for all children including those with social, emotional and mental health difficulties. The SEN Coordinator will liaise with parents and external agencies as necessary.
- School will engage with local agencies in line with appropriate stages on the 'Getting it Right' pathway to identify appropriate support for specific behavioural challenges.
- Staff should seek to understand whether appropriate provision is in place to support SEND, and as to whether this is impacting upon an individuals behaviour. A graduated response should be implanted in line with the SEND policy and Code of Practice.

## Suspensions and Permanent Exclusions

Suspensions and permanent exclusions are used in response to serious incidents or persistent poor behaviour which has not improved following in-school consequences and interventions. Only the Executive Headteacher (EHT) or Head of School (HoS) has the power to exclude a child from school. The EHT or HoS may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The EHT or HoS may also exclude a pupil permanently. It is also possible for the EHT or HT to convert a suspension into a permanent exclusion if the circumstances warrant this.

The decision to exclude a child (suspensions or permanent) is taken when the child:

1. Is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. After a range of alternative strategies have been tried

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the sections 'Reasons and recording exclusions' within the [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

If the EHT or HT excludes a child, parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the EHT or HT makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

Before deciding to exclude, the Headteacher should:

1. Use their own professional judgement based on individual circumstances.
2. Consider all the relevant facts and firm evidence
3. Allow the pupil to give their version of events
4. Keep detailed notes at all stages

Exclusions can be:

- Suspensions – Arrangements for setting and marking of work must be made.
- Lunchtime exclusion – This should be normally no more than 5 school days and must include arrangements for children on Free School Meals.
- Long Suspensions exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made.

### Procedures for excluding a pupil

For all exclusions:

- Parents/carers must be telephoned on the same day.
- The relevant letter must be sent to the parents within 24 hours.

- The relevant letter with the exclusion form (EX1) must be sent to children's services.
- Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.

Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

### **Managed moves**

Managed moves are used to imitate a process which leads to the transfer of a pupil to another mainstream school permanently. If this occurs the process and decision will consider the best interests of the pupil.

In some circumstances a temporary move might need to occur to improve a pupil's behaviour. If this is case, then an off-site direction will be used. Please refer to [Suspension and Permanent Exclusion Guidance 2022](#) for more information.

### **Reintegration**

Reintegration of pupils following a removal from the classroom, suspension, time spent in a pupil support unit or in another setting under off-site direction will involve an reintegration meeting between the school, pupils, parents/carers, and, if relevant, other agencies. Within the meeting a consideration of what support is needed to help the pupil return to mainstream education and meeting the expected standard of behaviour in school.

Planned support and progress reviews will be timetabled to ensure effective strategies are considered to help the pupil understand how to improve their behaviour and meet the behaviour expectations of the school. A behaviour plan will be created to ensure an understanding for all and clarity and consistency is maintained.

### **The Governing body discipline committee**

1. Exclusions of less than 6 days – a meeting will be convened if parents/carers request it.
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15.
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15.

Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised

### **Behaviour expectations and pupils with Special Educational Needs and Disabilities**

We promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive in and out of the classroom, including SEND, so that everyone can feel they belong in the school community.

Adjustments made to routines for pupils with SEND where appropriate and reasonable to ensure all pupils can meet the behavioural expectation. In order to support this:

- we create a calm environment which benefits pupils with SEND enabling them to learn.
- we consider pupil's individual needs to manage behaviour effectively.

- we follow the graduated approach (assess, plan, do, review) to measure the impact of the support provided.
- staff anticipate likely triggers of misbehaviour and put in support to prevent these with the support of the inclusion team.
- if the pupil has an Educational, Health and Care plan (EHCP) we follow the recommendation for provision set out in the plan working alongside other agencies.

## **Responding to the behaviour of pupils with SEND**

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn. We make reasonable adjustments to the consequence in response to any disabilities the pupil may have.

We do not assume that because a pupil has SEND, it must affect their behaviours on particular occasions. However, if a child is not responding to the 'Good to be Green' behaviour system for a SEND or behavioural reason there still needs to be a clear, consistent behaviour system for that child with consequences and rewards that all staff involved with that child are clear about. Where possible staff should link this into the 'Good to be Green' system.

At Perry Hall Multi-Academy Trust we seek to try and understand the underlying causes of behaviour and whether additional support is needed. Please refer to the [Equality Act 2010 and schools guidance](#) for more information.

## **Positive handling (See policy)**

There are circumstances when a child or adult might be a risk either to themselves or others and does not respond to requests. On these occasions the use of positive handling may be necessary to safeguard children and adults. Staff have the authority to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among children (section 93 of Education and Inspections Act 2006). In these instances, the child should be removed from the situation as soon as possible and a member of SLT notified immediately and immediate action will be taken to involve parents/carers.

In such instances, the following apply:

- Consideration of the risks, specific vulnerabilities, including SEND and mental health needs or medication will be taken into account when using reasonable force.
- A form (see Positive Handling Policy) must be completed and the situation discussed with the Head of School following any incident where positive handling was used. If any member of staff has been injured / assaulted in the process of using positive handling, the correct documentation must be completed as soon as possible.
- The Senior Leadership Team will work with the member of staff and parents/carers to devise an action plan to meet the child's needs. This may include the involvement of other agencies.
- Please see 'Positive Handling Policy' for further guidance.

## **Removal from classroom**

Removal from the classroom should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is extreme and warrants immediate removal. Parents/carers will be informed on the same day.

Removal should be used for the following reasons:

- To maintain the safety of all pupils
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe space.

The Head of School should:

- Maintain overall strategic oversight of the school's arrangements for any removals
- Make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
- Outline the length of time that it is appropriate for a pupil to be in removal;
- Ensure that the removal location is in an appropriate area of the school and is supervised by members of staff;
- Support the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Pupils should not be removed from classrooms for prolonged periods of time. The safe space, when a pupil has been removed from the classroom, should be different from the sensory/nurture rooms. The use of removal should allow for continuation of the pupil's education in a supervised setting. This should be meaningful for the pupil and can differ from the mainstream curriculum if felt it is appropriate.

We collect, monitor and analyse removal data internally in order to track repeat patterns and the effectiveness of the use of removal.

When dealing with individual removal cases, the Head of School and teachers will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

## **Searching, screening and confiscation**

Ensuring school staff and pupils feel safe and secure is vital to establishing calm, safe and supportive environments conducive to learning. Using searching, screening and confiscation appropriately is an important way the school ensures pupil and staff welfare is protected and helps school to establish an environment where everyone is safe.

When confiscating staff will consider whether it is proportionate and consider any special circumstances relevant to that particular case.

Staff can confiscate, retain or dispose of a pupil's property as a discipline penalty. Further guidance can be found in [Searching, screening and confiscation, advice for schools 2022](#).

## **Banned items**

Banned items may include the following:

- knives and weapons
- alcohol
- illegal drugs;
- stolen items;
- tobacco;
- fireworks;
- pornographic images; and
- any article that the searcher reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property.

This is not an exhaustive list. Banned items not included are at the discretion of the Head of School or a Senior Leader in their absence to ensure the safety of the school community.

## **Mobile phones**

- The use of mobile phones is prohibited for all pupils.
- If a pupil requires a mobile phone for their journey to, or return from, school they must have consent from parents/carers. All mobile phones must then be handed in to school staff, to be safely secured. Pupils can collect their mobile phone at the end of the school day.

## **Specific behaviour issues**

### **Bullying**

A definition of bullying is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Using this definition any of the following could be bullying if they are carried out repeatedly:

- Name calling
- Mocking clothes
- Exclusion from games
- Hitting a child 'for just being there'
- Stares

- Teasing another child's family or culture
- Making fun of a child's work.
- Making threats

*We will not tolerate bullying at Perry Hall Multi- Academy Trust.  
Repeated bullying will be treated very seriously and may result in exclusion.*

## **Behaviour outside school premises**

School expects pupils to have the same standard of behaviour both inside and outside of the school premises and has the potential to give pupils a consequence for misbehaviour outside the school premises to such an extent as it is reasonable. Therefore, incidents and actions, such as non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, will result in consequences being imposed on the pupil. The decision to consequence a pupil is made when under the control or charge of a member of staff of the school, this can be on the school premises or elsewhere at the time.

Collaboration with outside agencies and the Local Authority is conducted to promote good behaviour, such as school transport. Behaviour outside of school premises includes online conduct (see behaviour incidents online section).

Conduct outside the school premises that consequence pupils for misbehaviour could include the following:

- when wearing school uniform;
- when in some other way be identifiable as a pupil at school;
- when travelling to and from school;
- when taking part in any school-organised or school-related activity;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## **Behaviour incidents online**

The same standards of behaviour are expected online as well as offline. Everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed the same as it would be offline. Following the child protection policy and speaking to the DSL/DDSL. If the school suspects a pupil of criminal activity online, they should follow the steps in 'suspected criminal behaviour'.

Parents/Carers are responsible for online behaviour incidents amongst young people that occurs outside the school day and off the school premises. However, often incidents that occur online impact the school day. Staff are able to give pupils consequences when their behaviour online poses a threat or causes harm to another pupil.



Please refer to the Academy Online Safety policy, Keeping Children Safe in Education, Sharing nudes and semi-nudes: advice for educational settings working with children and young people for guidance to support.

## **Child-on-child sexual violence and sexual harassment**

School follows the safeguarding principles set out in [Keeping Children Safe in Education \(KCISE\)](#). Any initial response to child-on-child sexual violence or sexual harassment offline or online would be undertaken by the designated safeguarding lead (or deputy), with each incident considered on a case-by-case basis.

Child-on-child sexual violence and sexual harassment are never acceptable and will not be tolerated and pupils whose behaviour falls below expectations will be consequenceed. All staff will challenge all inappropriate language and behaviour between pupils and staff to ensure school has a culture in which sexual harassment of all kinds is treated as unacceptable. School refers to the [Respectful School Communities toolkit](#) for advice.

School staff should demonstrate and model manners, school core values, courtesy and dignified/respectful relationships. In doing so, sexually abusive language or behaviour will not be normalised, treated as 'banter', an inevitable fact of life or an expected part of growing up. Staff will advocate strenuously for high standards of conduct between pupils and staff.

Pupils who fall short of these behaviour expectations may receive a consequence whilst other investigations by the police and/or children's social care are ongoing.

Part 5 of [KCSIE](#) provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. By responding assertively to sexually inappropriate behaviour it is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

## **Suspected criminal behaviour**

Where there is a case of suspected criminal behaviour by a member of staff or Head of School, an initial assessment of whether an incident should be reported to the police will be undertaken by the Executive Team. This will be carried out by only gathering enough information to establish the facts of the case.

All initial investigations will be fully documented (using CPOMs) to preserve any relevant evidence. If the decision dictates, Executive, or Senior leaders, under the advice of the Executive Team will report the incident to the police.

School must ensure that any further action taken does not interfere with any police action taken. However, school retain the discretion to continue investigations and enforce school consequences so long as this does not conflict with police action.

When making a report to the police, school will often make a tandem report to the local children's social care. This will be completed by the designated safeguarding lead (or deputy), as set out in Keeping Children Safe In Education (KCSIE).

## **Racial incidents - Race Equality Policy**

Racial Discrimination is not tolerated and all incidents will be recorded and dealt with in line with this School Behaviour Policy.

All racial incidents are recorded on CPOMS, flagged as racist incidents and dealt with promptly.

The Race Equality Policy is clearly outlined within the school's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education.

## **Roles**

### **The role of School Council**

The School Council consists of children from Reception through to Year 6. School councilors wear School Council badges that identify them throughout the school.

As part of their duties the School Council discuss particular expectations of conduct and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the behaviour culture and expectations. .

### **The role of Pupils**

At Perry Hall Multi-Academy Trust pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect.

To achieve this, every pupil is made aware of the school behaviour standards, expectations, the pastoral support available to them, and the possible consequences and consequences for misbehaviour.

Pupils are taught to follow the school behaviour policy and uphold the school expectations, contributing to the school culture. All pupils are supported to achieve the behaviour standards and an induction is provided to familiarises pupils with the school behaviour culture, repeating this for all pupils at suitable points in the academic year.

School also provides an induction for new pupils to ensure they understand the schools expectations, behaviour policy and wider culture. Additional support, when required or identified, is provided for pupils who join the school, such as mid-phase arrivals.

Pupil voice is an integral role within the evaluation, improvement and implementation of the school behaviour policy. Therefore, pupils will be asked about their experience of behaviour and to provide feedback on the school's behaviour culture.

### **The role of Parents/Carers**

We recognise that parents/carers have a vital role to play in their children's education and in helping schools to develop and maintain good behaviour. It is very important that parents/carers support their child's learning and co-operate with the school by getting to know the schools behaviour policy.

We are very conscious of the importance of having strong links, positive relationships with parents/carers and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents/carers to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable consequences in response to a child's behaviour, parents/carers should support the actions of the school. However, if parents/carers have any concern about the actions taken, they should initially contact the class teacher. If the matter is not resolved, the Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

Where appropriate, parents/carers are to be included in any pastoral work following misbehaviour and in attendance at reviews involving any implemented specific behaviour interventions.

## **The role of Teachers and Staff**

Perry Hall Multi- Academy Trust is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Staff at Perry Hall Multi- Academy Trust model positive relationships and have high expectations of both learning and behaviour to uphold a whole-school approach. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others, so pupils can see examples of good habits and are confident to ask for help when needed. Staff are to encourage a calm and safe environment, creating a responsive atmosphere and to avoid shouting.

Staff explicitly teach pupils what good behaviour looks like and teach pupils how to behave well to proactively support pupils to behave appropriately.

Staff should challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct, both in and outside of school. Furthermore, staff need to ensure their behaviour and conduct (See Conduct Policy) reflects the school's culture and how they uphold the school rules and expectations through modelling positive relationships.

Staff support the induction of new pupils into the classroom as well as the re-introduction of pupils back into the classroom.

Staff provide additional support where needed to avoid re-occurring behaviours.

Staff contribute to the Open-Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Staff expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

## **The role of school leaders**

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders will play a crucial role in making sure all staff understand the behavioural expectations and the importance of maintaining them.

School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

Staff are provided training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

School seeks ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams. Please refer to Mental health and behaviour in schools guidance when using this information.

## **Role of the Head of School (Overseen by the Executive Headteacher and CEO)**

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a pupil.

Please also refer to the child protection and safeguarding policy when using this information.

## **Role of the Governors**

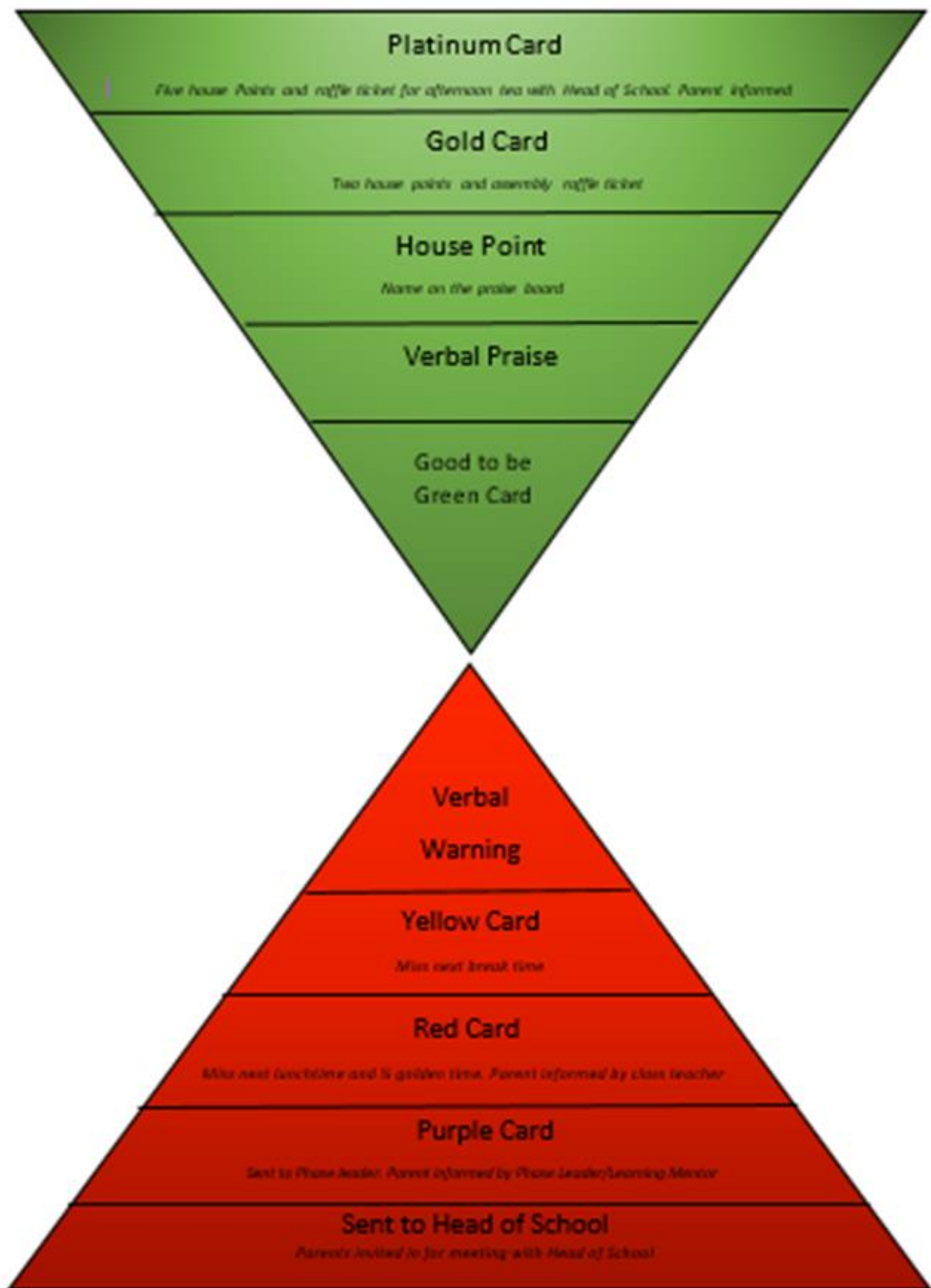
The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour policy, but governors may give clear advice and guidance to the Headteacher about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour. This policy will be reviewed by Governors annually.

## **Appendix 1 – Berrybrook Primary Core Values**



## Appendix 2 - Berrybrook Primary Display Good to be Green Triangles



### Appendix 3 - Hierarchy of interventions

