



Policy: Behaviour Policy

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Aims and principles

At Brindley Heath and Foley Infant Academy & Foley Infant, we want all our children to be independent, confident learners, who are prepared for the wider world when they leave our school. We have a positive and inclusive approach to managing and supporting behaviour.

We aim to focus on good behaviour, and support children to make the right choices, through strong relationships, and individualised provision. We believe strongly in the importance of praising and promoting good behaviour.

We place a great deal of emphasis on our school values of pride, aspiration, respect, resilience and take every opportunity to discuss and model these at all times.

Our behaviour system aims to support children in making appropriate choices for their behaviour. We give children choices and make it clear as to the consequences of the choices they make.

We believe children have rights and responsibilities. Children have the right to be safe, be treated with respect and to learn without disruption. Children have the responsibility to care for themselves, and respect other people and their school.

We expect all adults and children to:

- Treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

Positive Reinforcement and Rewards

Values

The school talks about our values regularly and how these are reflected in children's behaviour.

School rules

We have 4 golden school rules.

- Always try your best
- Look, listen and follow instructions
- Respect everyone and everything
- Kind words, kind hands and kind feet

The rules are worded positively, and are an integral part of school.

Responsibility

Pupil leadership in school ranges from class monitors, school monitors as well as ambassador roles within the school council.

Curriculum

At Brindley Heath and Foley Infant Academy, we strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. School encourages systems and routines to keep well-ordered classrooms. The values and school rules are reinforced by the adults in school by:

- Giving clear and concise directions to children so that misunderstandings do not arise
- Praising pupils who comply
- Backing up verbal praise with action

Early Years

Rewards

Celebration assembly certificates -

Learner of the week: This certificate reflects children's attitude to learning and their growth mindset. This is a cross curricular award, being awarded for attitudes towards learning in all aspects of the curriculum.

Children will have a daily opportunity to be selected to write their name in the 'Golden Book'. Pupils in the golden book are chosen and received praise for one our 'Secrets to Success' which are the positive learning behaviours expected in school.



- Hosue points – Given out by adults for achievement in work or behaviour. Children’s house points are collated and when they have reached a set goal, they will access and Bronze, Silver and Gold award. These will be celebrated in assembly. Gold award children will receive a treat of ‘hot chocolate with the head’. The rewards will be devised in conjunction with the school council and review yearly.
 - 75 family points – Bronze Award
 - 150 family points – Silver Award
 - 250 family points – Gold Award

10 family points is an exceptional prize award to children. Up to 3 points can be awarded during lessons as a reward. E.g. during retrieval practise in reading lessons.

- ‘Putting pennies in their purse’ – offer praise when children are doing the ‘right thing’. Even the smallest thing can be celebrated. When children begin to know what it feels like to be praised, they will seek it out!
- Verbal praise – both private and public but being mindful of those children who feel uncomfortable with public praise.
- Roles of responsibility – Given to children who consistently behave as good role models. These may include team captains, school council, monitors etc.
- Stickers - given out by teachers, TAs and midday supervisors for effort with work and behaviour and achievement in work.
- Attendance Certificates – for excellent attendances over the term as set out in the attendance policy.

Early Years

In Early Years, house points are displayed and collated in an age appropriate way, with rewards given to pupils such a ‘choosing time’ with special toys or equipment half termly. House points earned in EYFS are also included in the weekly Foley celebration assembly.

Inappropriate behaviour

At Brindley Heath and Foley Infant Academy, we will not tolerate behaviour which impacts on other peoples learning and/or safety. Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

If a child makes an inappropriate choice regarding their behaviour, then the behaviour policy will be used. Adults use a clear system which is displayed and referred to visually in classrooms. Behaviour incidents will be recorded on CPOMS (for Red/Yellow cards or monitoring purposes).

Non-verbal warning - a gentle reminder through looks, eyebrow raises etc.

Positive reminders of desired behaviour – clearly expressed positive behaviour staff desire. E.g If a child is talking: “{Child’s name} look and listen to my instructions please?”

Choices given:

1: Two positive alternatives are given to support children to make the correct choice.

“You can finish your work on your own or you can sit with me and I help you for a moment.”

“You can have a moment to calm down or you can play with someone else for a while.”

2: Two choices, one being a forced alternative.

“You can complete your work and I can help you if you would like or you can chose to finish it during lunch time.”

Yellow card:

A short sanction given: missing 15 minutes of break or lunch time. A phone call to parents follows this incident to explain the behaviour choice and the consequence, the same day. Some behaviour choices may warrant a yellow card without the preceding strategies.

Red card:

A longer sanction given: missing 30 minutes of lunch time. A phone call to parents follows this incident to explain the behaviour choice and the consequence before the end of the day. *Conversations on the playground are not always an appropriate forum.* Some behaviour choices may warrant a red card without the preceding strategies. Children who are missing 30 minutes of lunchtime are sent to a suitable location which is staffed on a rota.

If an incident occurs during lunchtime, children are sent into the ICT suite for reflection time once an investigation has occurred. Cards are issued through the lead lunchtime supervisor.

Children who have a red card before lunchtime will have their lunch after 30 minutes has elapsed. Children will be taken to the location by an adult.

Once an incident has happened and a reflection discussion has passed, when children are ready, they are expected to apologise meaningfully to any wronged party. This may not be on the same day, but it will be addressed by the staff following incidents.

Early Years

In Early Years, pupils will receive a reflection at the point of discussion rather than wait until later. This will be done inside the classroom, or with the class teacher at break time if necessary. In Early years, a Yellow card reflection is 5 minutes, a red card reflection if 15 minutes. A reflection spot in classrooms will be use to support children’s understanding as well as a restorative, ‘fresh start’ conversation after the timeout. Adaptations may be made at the school’s discretion based on age, stage and pupil need.

Patterns of inappropriate behaviour

If a pattern of inappropriate behaviour continues a meeting will be held with parents/carers involving the child’s class teacher and a senior leader within school. An ABC chart and/or a log book will be used to identify any triggers or patterns in behaviour. A positive behaviour reward chart may be used to address specific behaviours in school. Monitored by teachers and reported to leaders in school weekly.

Some serious behaviours may result in ‘Time away from the team’ for half or whole day. If behaviour incidents are solely taking place on the playground a Senior Leader will make a decision for children to have playtimes/lunchtimes indoors or on an alternative playground.

Some behaviour incidents may be judged as severe enough to warrant ‘time away from the team’, superseding the red and yellow cards.

Where parent meetings occur, a clear time frame and review date will be set to meet and discuss improvements or any ongoing concerns with parents.

Individual Behaviour Plans

Where appropriate, Individual Behaviour Plans/ risk assessments are created to document strategies to support pupil's behaviour. These plans set out the support mechanisms, reasonable adjustments and reactive strategies set out alongside parents. These plans complement his policy and should be used in conjunction with it. We recognise that some pupils require a differentiated response and approach where staff will use their professional judgement to adapt for individual needs.

Child on Child Abuse

Child on Child Abuse Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- Bullying (including online bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.

Stopping violence and ensuring immediate physical safety is the first priority at Brindley Heath, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Child or Child abuse is referenced in the Safeguarding and Child Protection Policy as well as KCSIE 2023. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At Brindley Heath, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being

Bullying

Everyone at Brindley Heath opposes bullying in all of its forms.

There is no legal definition of Bullying, however it is usually defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional - Being unfriendly, excluding, tormenting
- Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial - Racial taunts, graffiti, gestures
- Sexual- Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We have a zero tolerance towards bullying and by encouraging respect, politeness and consideration to others whatever their race, age, gender, disability, culture, or religion we aim to develop mutual respect and believe this can prevent bullying in our school.

Strategies for dealing with bullying will ensure:

- Suspected Bullying will never be ignored
- Assumptions about an incident will not be made
- All accounts will be listened to carefully – several children saying the same thing does not mean they are correct
- A solution focused approach will be adopted, which moves people on from justifying themselves
- Repeated follow up, to ensure the bullying has not resumed

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Sexism and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

Procedure for Dealing with Allegations of Child on Child Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should contact ESAS or SCAS to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome via CPOMS.

- If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Exclusions

The Headteacher 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 teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Only the Headteacher has the power to exclude a pupil from Brindley. The Headteacher/ Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher/ Executive Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher/ Executive head comply with this ruling.

Please see the MAT Suspensions and Exclusions policy for more details.

Social, Emotional and Mental Health

Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands is an important part of school.

We do this by:

- Helping children to develop social relationships, support each other and seek help when they need it.
- Helping children to be resilient learners.
- Teaching children social and emotional skills and an awareness of mental health.

- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience

Using a variety of strategies and resources, we support children at Brindley Heath and Foley Infant Academy with SEMH difficulties. Mentors providing daily support or weekly meetings for the most vulnerable children in school. Referrals to outside agencies such as CAMHS are made via the Inclusion Manager or senior leaders for children who need specialist support.

The Head teacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Physical Intervention

We will only use physical intervention as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. De-escalation strategies may include:

- Deploying de-escalation techniques, e.g. deflection, broken record;
- Communicating calmly with the pupil;
- Using non-threatening verbal and body language;
- Ensuring the pupil can see a way out of the situation;
- Using distraction;
- Employing withdrawal techniques, e.g. going to quiet area, removing pupil from bystanders or removal of bystanders from the pupil;
- Giving clear directions / show what behaviour is expected;
- Giving early warning of change;
- Establishing a signal or visual sign to act as gentle prompt or reminder; and/or
- Support from a member of staff well known to the pupil.

Staff members will only use physical intervention as a last resort, ensuring physical intervention is:

- Necessary
- In the child's best interest (this refers to the child being restrained)
- Reasonable and proportionate, using the minimum amount of force for the least amount of time.

The use of force is likely to be legally defensible when it required to prevent:

- Self-harming
- Injury to other children, service users, staff and parents
- Damage to property
- An offence being committed

A dynamic risk assessment will be carried out by staff during an escalated behaviour. Post intervention, a restorative session will be held to support both staff member of child. A behaviour plan and risk assessment will also be created to reduce the likely hood of further physical intervention. The plan will be review, updated and amended following each instance of physical intervention.

All physical intervention is recorded in school on CPOMS. All serious behaviour incidents are recorded on CPOMS.

Team Teach or similar techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of ensuring the user remains safe.

Running from Staff

Generally, unless during a dynamic risk assessment, the escape route poses significant risk to the child, staff will not 'chase' or follow pupils who are engaged in 'flight' mode. In this instance, staff will continue to reassure and offer 'lifelines' for the child to return to the member of staff. This may involve tracking a child from a distance or providing a space on the school site for the child to be in.

Should the child leave school site, staff will not follow and instead call 999 to inform police and contact parents. Following an instance of leaving site, staff will formulate a risk assessment behaviour plan to reduce the likelihood of this occurring again.

The Role of the Class Teacher and Other Brindley Staff

- All staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All staff treat each child fairly and enforces the classroom expectations consistently. The teacher/Teaching assistant treats all children in their class with respect and understanding.
- It is the responsibility of all staff to ensure that all children show good and courteous behaviour when they are moving around the school building.
- It is the responsibility of all staff at Brindley to feedback to class teachers if they see a negative or positive behaviour occur during playtime/lunchtime/assembly.
- • Class teacher to keep a behaviour log, a record of unacceptable behaviour.
- The SENDCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher will discuss the needs of a child with the SENDCo or member of SLT who will then make a referral to appropriate services.
- Communicate parents, carers and in an appropriate and timely fashion.

The Role of the Headteacher

It is the responsibility of the Headteacher 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 Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour via CPOMS.

The Role of the Parents

At Brindley Heath, we work collaboratively with parents, so pupils receive consistent messages about how to behave at school and adhere to the school's behaviour policy. Parents and carers have the right to know that their children work, learn and play in a safe and supportive environment. We

ask parents to support their child's learning, and to co-operate with the school, as set out in the home– school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect the parent/carer to inform the school of any changes in circumstances that may affect their child's behaviour and to discuss any behavioural concerns with the class teacher promptly. If the school has to use reasonable sanctions as set out in this policy, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team (SLT).

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Online conduct should reflect school behaviour and expectations. Inappropriate messages, images or shared content reported to school will be shared with parents and carers and followed with safeguarding procedures if necessary.

	Behaviour	How it looks	Positive strategy / consequence
Kind Words, kind hands, kind feet.	Intentionally hurting another child	Punching, kicking, hitting, biting	Red card – parents informed
	Fighting with others	Punching, hitting, kicking, biting (more than one child instigating)	Red card – parents informed.
	Causing physical harm to others	Punching, hitting, kicking, biting (One sided)	Red card – parents informed.
	Play fighting/ rough play	Punching, hitting, kicking, pushing but as part of play or a game.	Yellow card
	Swearing	In-voluntary act / swearing as part of conversation / not directed at a person Swearing at a person	Yellow card Red card – parents informed
	Inappropriate language	In-voluntary act / as part of conversation / not directed at a person Directed at a person/ Inappropriate behaviour repeated	Explanation of inappropriate choice of language. Expectations reinforced for appropriate language in school given. Yellow card
	Racist incidents	Name calling, comments, racist language, deliberate hurtful comments about a group of people or race	Red Card – parents informed Explanation of inappropriate choice of language. Expectations reinforced for appropriate language in school given.
	Homophobic	Name calling, comments, homophobic language, deliberate hurtful comments about a group of people or sexuality.	Red Card – parents informed Explanation of inappropriate choice of language. Expectations reinforced for appropriate language in school given.
	Sexist language	Name calling, comments, sexist language, deliberate hurtful comments	Red Card – parents informed Explanation of inappropriate choice of language. Expectations reinforced for appropriate language in school given.
	Stealing	Taking objects belonging to another without consent.	Red Card – parents informed
Stealing	Taking objects belonging to another without consent.	Red Card – parents informed	
Look, listen and follow instructions	Non – compliance	Refusal to complete work, refusal to do as asked, not attending specific lessons or activities e.g. assembly, PE	Use of choice stages with time to reflect given by staff. Leading to yellow card if, after time given and strategies used to support choice making, refusal is maintained.
Respect everyone and everything.	Showing disrespect to children	Laughing at other children’s abilities Speaking rudely to children Making derogatory comments	Clear explanation of why behaviour was inappropriate. Reflection time given and apologies. If behaviour continues, then a more sever sanction may be put into place.
	Showing disrespect to adults	Speaking rudely to adults, refusal to speak/listen Answering back Walking away when being spoken to	Clear explanation of why behaviour was inappropriate. Reflection time given and apologies. If behaviour continues, then a more sever sanction may be put into place.
	Damaging property	Deliberately spoiling, damaging, breaking items in school, including pupils or school equipment.	Depending on the severity of the event: <ul style="list-style-type: none"> • Clear explanation of why behaviour was inappropriate. • Reflection time given and apologies if low level. E.g. snapping a pencil deliberately: Yellow • If behaviour is escalated through repetition or increased damaged: • Red card – parents informed