Bingham Primary School
Policy Document
Policy Name: Behaviour Policy

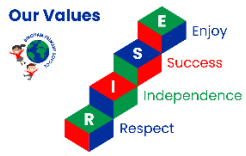
This policy will outline our expectations for driving excellent behaviour, which includes how good behaviour will be promoted and the protocol for unacceptable behaviour.

Bingham Philosophy

We believe in positive behaviour management based on the good relationships fostered within the school community. We have high expectations and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions. This policy is to be read alongside the school anti-bullying policy, the school positive handling policy and the CIT exclusions policy.

We use our behaviour policy to help pupils improve attitudes & behaviour in the classrooms, on the playgrounds and when representing the school on visits. When children meet behaviour expectations, they will have the opportunity to join in with the celebrations and rewards systems we have in school.

Our fundamental aim is for our school to be a happy, safe, and supportive community where children and adults care for each other.
This is linked to our School Values of **RISE.**



The children are familiar with our Bingham Belief: ***"We believe that if we work hard and never give up, we can achieve anything!"*** and this is developed through our assemblies, curriculum, House Point system and Class Dojo.

We also have Bingham Behaviours which are referred to at all times.



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Aims of a positive approach to behaviour to help each of our children to achieve their full potential:

•To encourage a calm, purposeful and happy atmosphere within the school.
•To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
•To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for their own behaviour.
•To support pupils to develop further and learn from their mistakes.
•To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving a common purpose, in which there is mutual respect.
•To ensure that pupils behave in a responsible manner, showing consideration, courtesy and respect for others at all times.
•To ensure safety through making the boundaries of acceptable behaviour clear.
•To recognise the value of each person as an individual with unique gifts and talents.
•Establishing and insisting on routines for entering the classroom, seating arrangements, using and distributing equipment and transitions within the classroom and around school.

Positive Language
Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good', they are however making the right or the wrong choices. Praise is used in a rich and focused way. We recognise that we need to be clear about what it is we are praising. Positive language focuses on how much pupils have improved rather than expecting perfection.

Class Dojo and House Points
We use Class Dojo to reward the children with Dojo Points for demonstrating our school rules and working hard in lessons. Children all belong to a House Team and every time they achieve a house point for team effort, they can add a token to the classroom House Point chart. These are totalled weekly. We have House assemblies, competitions, and events.

Bingham Belief and School Values
Pupils who have shown the Bingham belief throughout the week will be given a sticker that says, 'I've been caught with the Bingham Belief.' Two pupils will be chosen to have a hot chocolate and biscuit with the headteacher and discuss how they have shown resilience for that week.

Headteacher Golden Stickers
Pupils chosen to show their work to the headteacher and celebrate their achievements and having a sticker 'made from real gold.'

Celebration Assembly
Every week a child from each class will be awarded the 'Star of the Week' certificate. These will be chosen by the class teacher and their parents / carers are informed.

Other Rewards
There are a variety of other rewards that do not contribute to the whole school system can be used at the discretion of class teachers and school leaders:

- Verbal praise
- Showing work to other teachers or school leader
- Good work assemblies
- Stickers
- Certificates
- Privileges
- Positions of responsibility
- Telephone home to parents/ dojo to parents
- Work displayed in classroom or in a display board around the school

In order to achieve this, we need to set out a clear set of rules, rewards and sanctions that will be applied and understood consistently.

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Before any sanction, the adult needs to identify the behaviour that is unwanted and this needs to be explicitly explained to the pupil.

Sanctions

Stage	Sanction	Typical but not exhaustive behaviours warranting such a sanction	
Stage 1 (Reminder)	Verbal warning, possible change of seating.	Low level unwanted single event behaviour e.g., not listening, dropping litter, poor manners etc.	
A second verbal warning can also be given if needed before stage 2.			
Stage 2	Check in with pupil	Check in with pupil and use emotion coaching and explain what needs to change. This could mean a change of place e.g. a walk down the corridor to re-set	Incidents, actions and sanctions are recorded on CPOMS.
Stage 3 (Caution)	Missing part of a breaktime with a staff member	Continued low level unwanted behaviours. Refusal to follow reasonable instructions. Rudeness. Lack of respect shown. Use of inappropriate language. Lack of effort towards class tasks. Unwanted persistent low-level behaviour or a single more serious event. Refusal to follow reasonable instructions.	
Stage 4	Send to AHT/ DHT	Continued behaviours as above. Single more serious event.	
Stage 5	Send to Head Teacher and / or possible withdrawal of privileges.	Continuing behaviours as above. Fighting. Repeated events of unwanted behaviour. Parents / Carers informed by class teacher.	
Stage 6	Send to Head Teacher, parents contacted and / or possible withdrawal of privileges. * *This stage could lead to the stages below following the outcomes of meetings and reviews of evidence.*	Bullying. Cyber-bullying in school. Serious single event. Persistent low-level behaviours. Damage to school property. Stealing.	
Internal Suspension		Serious single event. Continuing persistent behaviours over a period of time.	
Fixed Term Suspension * Fixed term suspensions could lead to permanent suspensions following reviews of evidence and advice taken.		Persistent disruptive behaviour. Serious single event usually where the physical or emotional safety of other children or staff is a concern. Evidence of bullying. Evidence of in school cyberbullying. Evidence of behaviours of a homophobic or racist nature.	
Permanent Exclusion		In response to a serious breach or persistent breaches of the school's behaviour policy and where, allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school.	

Allegations of bullying are all investigated and recorded on CPOMS system.

If a child shows violent, threatening, aggressive or verbal (including racial) behaviour they are sent (accompanied) immediately to the Head Teacher. Behaviour is recorded on CPOMS system. Racial or homophobic incidents are recorded in the separate log, forms completed. Parents are informed of this.

We believe that children deserve a "fresh start" every day and that consequences incurred for one day should not, where possible, be carried over to the next day. However, we acknowledge this might not always be viable. For example, if an incident occurs during an afternoon session, the sanction could take place the following day. From time-to-time, teachers will remind the whole class that every day is a new day and a chance to do even better than the day before.

Children who are constantly being given "warnings" may need a behaviour plan or pastoral support, to address a particular behavioural problem. Teachers are asked to seek advice and support from the Head Teacher or another member of SLT, should this happen. Wherever possible, staff at Bingham Primary School will always endeavour to make the necessary reasonable adjustments. When managing children on the Special Education Needs Register, the staff will take extra care in monitoring and administering reasonable adjustments in order for the children to reach their full potential academically and socially.

Additional Needs

When a child has additional behavioural needs we will complete an analysis of requirements with both staff who work with the pupil and input from parents / carers. The school will implement a behaviour support plan. This will be made up of information gathered at the analysis stage and will include tailored provision and intervention to aid the removal of any barriers to learning.

We aim to make reasonable adjustments to assist any pupil with additional needs, therefore there will be a clear process that will be followed to prevent discrimination and promote equality and inclusion. Any additional support that has been agreed and implemented will be reviewed and evaluated. Parents will be expected to be involved in the setting and reviewing outcomes and provision.

CPOMS

CPOMS is a software application for monitoring child protection, safeguarding, pastoral and welfare issues. Working alongside the school's existing safeguarding processes, CPOMS is a system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs and domestic issues. Using CPOMS, the school can ensure that pupils are safe and fully supported, whilst school staff can focus on teaching and providing support.

Every member of staff across the school has an obligation to report any concerns which they may have. With their own individual logins, CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders can build a chronology around a student and can produce reports on vulnerable pupil groups for parent meetings, Local School Board meetings or Ofsted.

Senior leaders have a separate login, that allows them to oversee the incidents that have occurred during the day and what actions have been taken as a result.

Use of reasonable force (Please refer to our Positive Handing Policy)

In extreme circumstances where a child is at risk of causing themselves or others significant harm or compromising a safe environment, it may be appropriate to use physical intervention. Staff members have received Team Teach training. Please see the school's Positive Handling Policy (Positive Handling and Restraint). See also Government guidelines: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Addressing violent behaviour

Violent behaviour is never acceptable. This is both physical and verbal violence (i.e., threats and intimidation). This also includes the possibility of sexual violence or threatened sexual violence. However, a pragmatic approach needs to be taken if the incident was a low-level playground 'scuffle' or a possible vexatious complaint. When violent behaviour is suspected, seen or reported, then an investigation must happen immediately, and a senior staff member should be involved.

- An assessment will be made immediately as to the severity of the incident and the intent of the perpetrator. This will take into consideration the age and cognitive understanding of all parties.
- Any first aid must be administered immediately by a separate adult to ensure injuries are dealt with without delay.

- The views of all parties involved should be sought to verify what, where and when.
- Senior leaders are responsible for deciding on sanctions and follow-up actions and this will depend on the severity of the incident.
- All discussions, allegations and subsequent actions must be logged on CPOMS - timed and dated and assigned to key staff as soon as possible after the incident, with all necessary follow ups logged as further actions.
- If there are any concerns regarding signs of abuse and a child is 'acting out' then the DSL must be informed, and the appropriate action taken.
- Parents of all parties should be informed.
- The school will follow up where necessary with preventative work to teach children about the impact of violence or how to control their feelings through PHSE curriculum provision.

Tackling hate behaviour

Bingham Primary School has a six-point approach to tackling hate behaviour - this is any behaviour that is prejudicial against people with protected characteristics. We will ensure that we:

1. **Acknowledge the problem.**

We will make sure that we call this behaviour what it is and as well as challenging the more obvious name calling and violence, the lower-level incidents will also not be tolerated i.e. challenging the culture of 'banter' that might appear to be using homophobic or racist language in fun where it is assumed that the victim enjoys the 'ribbing' or is compliant with this in order to fit in.

2. **Secure a commitment from all senior leaders.**

At Bingham Primary School there is a strong vision, ethos and drive from senior leaders to tackle homophobic and transphobic conduct and language as well as understanding how we can develop respect and understanding by teaching children about the protected characteristics.

3. **Training for all staff**

All staff will be involved and receive the same training. This means that lunchtime staff, site managers, teaching assistants and staff working in the front-of-house office will all know school policies and procedures and how to recognise, challenge and record this type of behaviour. As a result, staff will become knowledgeable and confident about this aspect of their work.

4. **Update policies and procedures.**

All policies will be reviewed and updated regularly to ensure that they included lesbian, gay, bisexual, and transgender (LGBT) pupils and adults. Systems to safeguard pupils, such as training for the designated safeguarding lead, and policies will ensure that staff have a good level of knowledge about tackling prejudice-based bullying.

5. **Tackle homophobic and transphobic language strongly.**

We will always aim to ensure that any use of such language, such as 'gay' as a derogatory term, is recorded and followed up. Incidents will be taken seriously, and we will ensure that they can be reported anonymously to protect the pupils. Incidents will be measured and evaluated frequently. Similarly, any attitudes seen or suspected that are negative towards those with protected characteristics will be followed up and staff will work with pupils to change their perceptions. We will be fearless in tackling prejudice-based behaviours, and we will include parents and carers, local school board members and the community in helping to combat poor behaviour.

6. **Develop the curriculum to ensure we teach children about the protected characteristics.**

We aim to review our curriculum and systems to ensure that it can meet the needs of learners who need to be prepared for life in modern Britain. We will ensure that staff do not make assumptions about pupils' families, and we include references to same-sex couples and families. We will aim to ensure that lessons, books, and topics covered all strands of diversity, including sexuality and gender identity. We will use role models and resources provided by external organisations to create an inclusive culture within our school. Displays, posters and information to visitors will ensure that everyone entering the school knows about its values of respect for all forms of diversity. We will not single out sexuality or gender identity but ensured that the curriculum covered all types of diversity.

Repeated or persistent misbehaviour

In cases of repeated or persistent misbehaviour, the Head Teacher or another member of SLT will make formal contact with parents. Further strategies will be put in place, and the situation monitored carefully. External agencies may also be consulted. The school will work in partnership with parents to support the needs of the child.

There may be situations of serious misbehaviour when the normal behaviour strategies need to be bypassed, for example use of offensive weapons, and object used offensively or possession / use of drugs in school. In these circumstances the situation will be dealt with immediately by the Head Teacher, relevant outside agencies and a fixed term or permanent exclusion will be considered.

Searching, Screening and Confiscation

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document – 'Searching, Screening and Confiscation' - July 2022 will be used as guidance to structure our schools' screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way.

We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they ***have reasonable grounds*** to suspect that the pupil may have a prohibited item (listed in paragraph 31of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.

The list of prohibited items is:
- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.

any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations.
• tobacco and cigarette papers.
• fireworks.
and • pornographic images.
Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

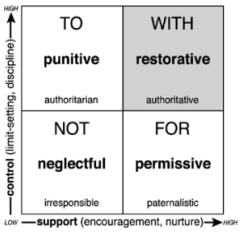
Mobile Phones on the School Premises

At Bingham Primary School we understand that pupils may require access to their mobile phones before and after school. Where this is the case (usually year 5 and 6) pupils must hand their mobile phone in to reception upon arrival and collect it at the end of the school day. The phones must not be used at any point on the school site. Should a pupil bring their phone onto the site and not hand it in then it will be confiscated, and the child's parent/carer contacted to explain that the behaviour policy has been breached. The school will inform the parent/carer of the resulting sanction and agree the way in which the phone will be returned.
The school takes no responsibility for any damage to mobile phones that are handed in at reception or brought onto the school site. This is done at the owners own risk.

Restorative Practice

Restorative Practice is not a sanction but may result in an immediate sanction dependent on the severity of the unwanted behaviour. In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no sanction may be necessary. Additionally, following a discussion, boundaries and expectations of behaviour may be established with associated consequences for non-compliance. There are some key elements to Restorative Practice (RP).

1. **The Social Discipline**
   Window RP is about working with the children rather than doing things 'to' or 'for'. RP offers high levels of support whilst challenging inappropriate behaviour.



2. **A Fair Process**
   Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome, but the process has been fair.

3. **Restorative Questions**
   These are asked to both sets of children, the wrong doer and the harmed. Discussions should always focus on the act not the actor, the deed not the doer.

Questions for wrong doer	Questions for injured party
What happened? What were you thinking at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think you need to do to make things right?	What did you think when you realised what had happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

Exclusions

Bingham Primary School at part of CIT believe that the very best place for learners to be is in school where they are safe and are learning.
However, we do recognise that as a very last resort there may be occasion where the school will need to exclude a pupil.
Our school will follow the CIT Trust Exclusions policy.
The principal legislation to which this policy relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

Only the head teacher (or the senior leader who has delegated headship responsibilities in the absence of the headteacher) can exclude a pupil and this must be on disciplinary grounds.

Governance – responsibility for dealing with exclusions sits at the Local Assurance Board with the Trust Board being informed about the situation on a regular basis.

Exclusion periods
A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
A fixed-period exclusion does not have to be for a continuous period.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion. The head teacher may withdraw an exclusion that has not been reviewed by the governing board. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Behaviours that might trigger exclusion at Bingham Primary School (this list is not exhaustive):
A decision to exclude a pupil permanently will only be taken:
• in response to a serious breach or persistent breaches of the school's behaviour policy; and..
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Actions that we consider harmful.

- If a pupil brings a weapon in to school, uses a weapon or threatens to use a weapon.
- If a pupil uses or threatens to use sexual violence.
- If a pupil uses behaviour that threatens or endangers another pupil.
- If a pupil uses behaviour that threatens or endangers any member of staff.
- If a pupil persistently bullies another child.
- If a pupil uses persistent foul, derogatory or prejudicial language or behaviour towards another child or adult in the school.
- If a pupil shows persistent disruptive behaviour in class that leads to a disruption in learning for others.

Notification of parents

If a pupil is excluded then we will, without delay, notify parents of the period of the exclusion and the reason(s) for it.

We will also, without delay, provide parents with the following information in writing:

- The reason(s) for the exclusion.
- The period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent.
- Parents' right to make representations about the exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this.
- How any representations should be made.
- Where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information mentioned in the above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.