



Burnham on Crouch Primary School

Connected to our world

Behaviour Policy

Staff consulted: Autumn 21

Ratified by the Governing Body: 16Sep21 under Chair's Action

Review date: Autumn 2022

Policy Statement

At Burnham-on-Crouch Primary School we believe wholeheartedly in the holistic development of the whole child including teaching character such as kindness, honesty and tolerance, and learner attributes including resilience and emotional well-being. We aim to help children find their voice, talents and thrive. For this to take place effectively there must be a) a calm and purposeful atmosphere where children and adults can listen to each other without undue distraction and b) children are taught to know the difference between right and wrong, make the right choices and take responsibility for their behaviour and learning. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices.

Our Aims

- To create a school where every child feels safe and loves learning so they rarely miss a day of school.
- To support parents in helping their children to become sensible, polite, well behaved children in school, at home and in the wider world.
- To work with parents in helping develop their children's understanding of acceptable attitudes and values with relations to behaviour, bullying, work ethics and respecting diversity.
- To promote a positive atmosphere where strong relationships, fair and consistent discipline lead to excellence.
- To recognise, reward and celebrate impeccable conduct, attitudes, punctuality and attendance.
- To marginalise poor behaviour by celebrating good or better behaviour.
- To deliver a whole school approach and effective implementation of a policy of behaviour.

Core Values of the School - Leaders of learning

Our behaviour and rewards policy identifies a set of values that have been developed and agreed by staff, pupils, parents and the Governing Board. These values underpin all that we strive to achieve at the school and enable our pupils not only to make progress and flourish in the classroom, but also to promote their social, moral and spiritual development.

Our Leaders of Learning have also identified seven core values, represented each by a public figure, which demonstrate the attributes and traits that all staff and pupils strive to achieve. The seven core values are:

Resilience (represented by Winston Churchill)

Children demonstrate resilience by tackling difficult work and seeking challenges in class. Children learn to employ strategies and overcome obstacles on their own or with peers before seeking help. Children learn from mistakes and maintain a positive attitude when faced with disappointment.

Teamwork (represented by Harry Kane)

Children show teamwork in all their lessons by sharing ideas, responding to others and assisting their peers. We pride ourselves on how we help others collaboratively. Children work in pairs to read and improve work, generate ideas and overcome problems. Teamwork means allowing others to shine, maintaining a positive working environment and learning when to give and when to take.

Creativity (represented by Willy Wonka)

Children show creativity in all subjects and we encourage all children to share and use their own ideas. Our lessons always allow for creativity and are never task focused – children are encouraged to show their creativity in their presentation, their ideas and their method.

Independence (represented by Martin Luther King)

Independence is a vital skill for future learning and one we encourage in all children. The power to make independent choices, improve their own learning and self-correct and edit is important. Children need to grow in confidence and be determined to meet challenges on their own and trust their own judgement.

Positivity (represented by Pharrell Williams)

Our school is a positive environment for pupils and staff. A positive outlook and attitude is vital to learning and we pride positivity as one of our core values. Children are encouraged to ensure their behaviour creates a positive working environment for everyone.

Intelligence (represented by Albert Einstein)

Children are encouraged to pride themselves on their growing understanding of the world around them. Intelligence can also be seen in the choices we make and how quickly we learn from our mistakes.

Bravery (represented by Harry Griffiths, Soldier – Miss Stock's grandad who served in the Second World War and was awarded rank of Chevalier by France for his bravery.)

Bravery is shown by our pupils throughout the curriculum. Children sharing their ideas, taking risks and challenging themselves is all part of bravery. Children are encouraged to be brave and show themselves as an example of behaviour to other children.

Our expectations are that the children at Burnham-on-Crouch Primary School will follow the core values in the following:

- Before and after school
- In and around school
- In lessons and clubs
- At lunchtime and playtimes
- On visits and when meeting visitors

Rewards and Outstanding Behaviour

We strongly believe in rewarding excellent behaviour, attendance, punctuality and hard work. This policy is designed to promote and acknowledge outstanding behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance, punctuality, achievements, 'doing the right thing' and generally being kind and helpful to others.

We aim to praise and reward pupil's outstanding behaviour in a variety of ways:

- Verbal praise;
- Written praise in books;
- Display of work;
- Postcards home;
- Telephone calls home;
- Assembly certificates;
- Head teacher awards;
- House points;
- Special treats e.g. tea party with the Head teacher;
- Whole school reward events
- Termly Tops Time Celebration

Rewarding attendance

At Burnham-on-Crouch Primary School we also reward children for their attendance and punctuality at the end of each term. If a pupil's attendance and punctuality is 97% or above at the end of the term they will receive a reward. The percentage is reset at the beginning of each term. Therefore, if a pupil does not obtain the 97% in the first half term they still have two additional chances.

Consequences for Negative Behaviour

In line with Government guidance, teachers, Learning Support Assistants, Midday Assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. The school employs a number of whole school sanctions to enforce the school rules, and to ensure a safe and positive learning environment. All adults are expected to use these sanctions consistently, fairly and respectfully.

These sanctions are as follows:

- Verbal reprimand;
- Detentions last 15 minutes for EYFS and KS1 pupils. 30 minute detentions are issued for KS2 children. Detentions will take place at break time for EYFS and KS1 pupils. KS2 pupils will have their detentions at lunchtime. All detentions will be recorded by the Behaviour Lead.
- Letter home;
- Phone call home;
- Referral to SLT (assistant head/ deputy head or head teacher);
- Meeting with parents;
- Headteacher after-school detention (24 hours' notice will be given)
- Fixed term exclusion;
- Permanent exclusion.

Persistent or serious incidents leading to a headteacher's detention or exclusion will lead to the removal of privileges until behaviour is improved. This includes the right to attend extra-curricular activities, school trips and the Year 6 residential.

Examples of serious incidents include (but are not restricted to):

- Disruptive behaviour;
- Bringing a weapon to school (with or without intent);
- Verbal assault or behaving aggressively;
- Physical assault including spitting at another child or adult;
- Sexualised behaviour;
- Stealing, extortion;
- Drugs or alcohol related;
- Deliberately creating, accessing, downloading or disseminating any material deemed offensive, obscene, defamatory, racist, homophobic or violent;
- Sending an email or message that is regarded as harassment or of a bullying nature;
- Any form of discrimination prohibited by the Equality Act 2010, (for example racism);
- Bullying;
- Vandalism;
- Making false accusations against teachers, members of staff or volunteers maliciously;
- Inciting other pupils to misbehave in any of the ways outlined in this Behaviour Policy.

Use of Reasonable Force

Guidance states that staff may physically intervene and use reasonable force if a pupil is at risk of harm to themselves or others. Staff will use professional judgement when deciding whether or not reasonable force is required. They will consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force needed
- The effect on the pupil or member of staff

- The child's age

Staff who physically intervene are trained to do so and use the correct restraint procedures. The school does not require parental consent to use force on a pupil.

'The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result'

Challenging behaviour and emotional difficulties (including pupils with special educational needs)

For pupils who have been identified with special educational needs (SEN) which include behavioural problems, the school will support these pupils in line with their educational health plan or the objectives outlined in a statutory assessment statement. This does not mean, however, that persistent breaches of the school's behaviour policy or where the disruptive behaviour seriously harms the education or welfare of the pupil or others in the school will be excused and allowed to continue at the school. When applying the policy to children who have SEN the school will take into account their needs and individual plan and make adjustments to how the policy is implemented as required. This is necessary for children who have SEN support as well as those with education, health and care plans (EHC) or statements of SEN.

Some pupils need extra support and intervention to manage their behaviour. The school is committed to supporting both pupils and families that need intervention. The type of intervention is agreed after discussion with the family members, external agencies involved in the pupil's and family's welfare, the pupil, teachers, our designated family support worker, the SENDCO and a member of the SLT.

Fixed-term and permanent exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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. The behaviour of a pupil outside school can also be considered grounds for an exclusion.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, including lunchtimes, 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 to issue a permanent exclusion immediately after a fixed- period exclusion in exceptional cases where further evidence has come to light. The Headteacher can permanently exclude a pupil in response to a serious breach, or persistent breaches, of the school's behaviour policy. In addition, a child can be permanently excluded if their actions are seriously harming the education and welfare of others pupils in the school. In the event of a permanent exclusion, the parents and carers have the right to appeal and the case be brought to the Governing Body.

If a parent or carer believes that their child has been discriminated against in the exclusion process because of a disability, then they may also make a claim to the First-tier Tribunal (Special Educational Needs and Disability) within six months of the exclusions: www.tribunals.gov.uk/Tribunals/Firsttier/firsttier.htm. The Tribunal can consider claims about permanent and fixed-term exclusions. For permanent exclusions, this can be done instead of, or in addition to, an independent review panel. If a parent believes that a permanent or fixed period exclusion occurred as a result of discrimination other than in relation to disability (e.g. in relation to race) they can make a claim to the County Court.

Information on school discipline and exclusions issued by the Department for Education can be found here <https://www.gov.uk/school-discipline-exclusions/exclusions>.

Before excluding a pupil, where practical, the Headteacher will give the pupil an opportunity to present their case. If the Headteacher excludes a pupil, she/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform parents how to make any such appeal. A reintegration meeting with the Headteacher or deputy and behaviour lead will be arranged to discuss the support for the pupil and to reinforce the school's expectations.

The Headteacher informs the Local Authority 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 Headteacher.

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 appeals panels meet 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 must comply with this ruling. In reaching the decision on whether to reinstate, The Governing Body will consider whether the decision to exclude the pupil was:

- **Lawful**
- **Reasonable**
- **Procedurally Fair and Proportionate**, taking into account the Headteacher's legal duties

Early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The Headteacher will also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

The school will engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, the school will co-operate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This may involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, the school may consider requesting an early annual review or interim/emergency review.

Additionally, a Positive Referral to Child Support Unit may be made when a child's behaviour puts them in danger of permanent exclusion. A reduced timetable may also be implemented to support a child's reintegration or where full attendance at school is not possible due to behaviour issues. This will be agreed as recommended by the specialist behaviour team. A part-time timetable may be used as short term measure towards achieving full reintegration, building back up to full time hours as long as parents/carers, Local Authority staff, and other agencies where involved are all in agreement and a written plan is put into place. This would be most appropriately done through a Pastoral Support Plan (PSP). A part-time timetable must not be treated as a long-term solution. Any PSP or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. If in the circumstances the last resort means that there is an agreeing to a part-time timetable then the school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

The Headteacher will only ever exclude a pupil based on disciplinary reasons. 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.

When considering a fixed term or permanent exclusion, the Headteacher will always have regard to the SEN Code of Practice and the Equality Act 2010. When imposing an exclusion, the procedure the Department for Education's statutory guidance on exclusion published in 2017 will be followed. A copy of the Department for Education's statutory guidance on exclusion can be obtained from the school's office on request.

Equality

The Equality Act 2010 consolidated all previous equality legislation into one act of parliament. The Act identifies the following protected characteristics which are relevant to pupils at the school:

- Sex;
- Race;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy and maternity;
- Disability.

It is unlawful for the school to discriminate against a pupil by treating them less favourably than others because they or somebody they associate with (including a family member) have a protected characteristic. This applies specifically to the imposition of any sanctions against pupils, including the imposition of fixed term and permanent exclusions. The Act also provides that the school must make "reasonable adjustments" for pupils with a disability, by taking reasonable steps to avoid any disadvantage suffered by those pupils because of their disability. Where appropriate, the school will also seek expert, external advice to help implement various 'reasonable adjustments' successfully. A disability is defined as being a physical or mental impairment which has a substantial and long term adverse effect (lasting or recurring, or likely to last or recur, for at least twelve months) on the pupil's ability to carry out normal day to day activities. A disability may include a behavioural disability, regardless of whether the pupil has a statement of SEN.

A "reasonable adjustment" may include imposing a less serious sanction in relation to a disabled pupil who has breached this Behaviour Policy in a case where a pupil who is not disabled may have received a more serious sanction, including not imposing a fixed term exclusion in a case where a pupil who is not disabled may have had a fixed term exclusion imposed, or imposing a fixed term exclusion in a case where a pupil who is not disabled may have been permanently excluded. This does not, however, always mean that a disabled pupil will not receive a fixed term or permanent exclusion for serious or repeated breaches of this Behaviour Policy. The school does not use a 'blanket exclusion policy' and each incident will be investigated on a case-by-case basis.

While the Act does not apply to pupils discriminating against other pupils, teachers, members or staff or volunteers because they or somebody they associate with have a protected characteristic, such behaviour by a pupil towards another person is unacceptable and will be regarded as a high level breach of this Behaviour Policy for which sanctions may be imposed, including fixed term and permanent exclusion.

Monitoring and Review

The Headteacher along with the Behaviour Lead monitors the effectiveness of this Behaviour Policy on a regular basis, and reports on its effectiveness to the Governing Body. If necessary, the Headteacher will make recommendations to the Governing Body for further improvements. The school keeps record of incidents of misbehaviour in the whole school behaviour folder. This is monitored by the behaviour lead and Headteacher. Members of the Senior Leadership Team record incidents in which a pupil is sent to him or her on account of bad behaviour. Parents are then informed by stickers in the child's reading record or will receive a phone call. The school also keeps a record of incidents that occur at break or lunchtime. Persistent poor lunchtime behaviour can also result in a Headteacher after school detention.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the School's Behaviour Policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of equality, and ensure that no pupil is treated unfairly or placed at a disadvantage because they have a characteristic protected under the Equality Act 2010. The Governing Body reviews this Behaviour Policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved from the Headteacher.

B.C.P.S Sanctions Flow Chart

