



# BIRD'S BUSH PRIMARY SCHOOL RELATIONAL/BEHAVIOUR POLICY

## Document Control Table

<b>Title</b>	Bird's Bush Primary Behaviour Policy
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## Document History

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
Sept 22	SB	Relational Policy approach adopted
September 2023	MD	Review, pg 3 – slight rewording of expectations, Page 7 - addition of information on Dojo points, (also references later in policy), page 9 – clarification of lunchtime procedures for behaviours causing concern, pg 10 – clarification of serious behaviours
September 2024	MD	

## **Rationale**

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, parents and other members of the wider school community.

## **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 Relational/Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To teach children to think about their behaviour and to learn self-regulation.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children to respect other people, their property, beliefs and feelings, essentially, to respect difference.
- To praise and reward effort, positive behaviour and attitudes.
- To involve parents in all aspects of school life, including their children's behaviour.

## **Core Values**

Each school has its own core values that have been devised by the children, staff, governors and parents of each school. They reflect the ethos and attitudes that define by each school.

All core values 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 British Values are:

1. Democracy
2. Rule of law
3. Mutual Respect

4. Tolerance for those of different faiths and beliefs.

The individual school's core values can be found in **appendix 1**.

Bird's Bush Primary School use the principles of Emotion Coaching when appropriate to engage with children and help self-regulation, developing children's own ability to manage their feelings and emotions.

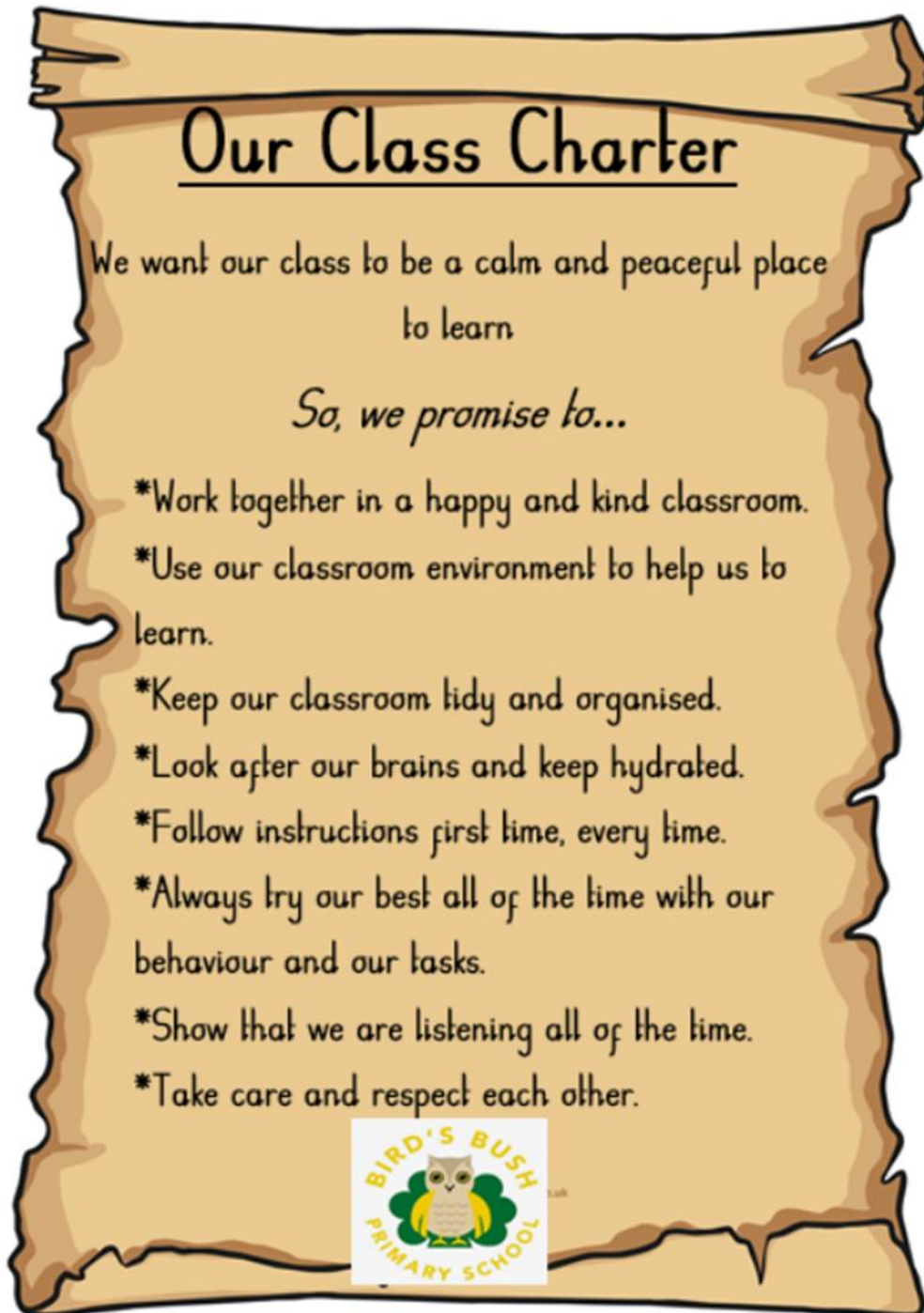
## **Expectations**

At Perry Hall Multi- Academy Trust we will:

- As adults 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.
- Reward good behaviour.
- Provide encouragement and challenge to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- 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-regulation and respect for self, others and the world around us.
- Follow our Core Values.

## Class Expectations

Our School council developed our class charter.



As well as the Class Charter we have a Home School Agreement for all children and their families which is sent out at the start of each academic year:

## Bird's Bush Home School Agreement 2024-25



### Students

I will aim to be a Birds Bush champion by demonstrating our CHAMPIONS values:

- With **confidence**, I will engage in all learning across the curriculum.
- With **honesty**, I will take responsibility for my actions and consider the feelings of others.
- With **ambition**, I can be successful by completing all aspects of home learning to the best of my ability.
- With **motivation**, I will try my best in all learning and let others do the same.
- With **pride**, I wear my Bird's Bush uniform and present my learning well.
- With **independence**, I choose to speak to others how I would like to be spoken to myself.
- With **organisation**, I will respect the school environment and equipment so that it can be enjoyed by all.
- With resilience, we **never give up** – developing our problem-solving skills and willingness to try something new.
- With **safety**, I will follow instructions and rules, talking to a safe adult if I see or hear anything that worries me.

Signed \_\_\_\_\_

Date \_\_\_\_\_

### School

We will aim to:

- Provide a broad, balanced curriculum which builds children's understanding of the world around them and their place in it which meets the needs of each child.
- Care for the safety and wellbeing of each child.
- Encourage mutual respect between pupils and adults, through role modelling CHAMPION values in everything we do.
- Teach lessons which are engaging, clearly build on what children already know and help them to learn and remember more.
- Help children learn about positive relationships so that they can get along with each other, resolve disagreements and regulate their own emotions.
- Clearly communicate with families about their child's learning progress and achievements.
- Provide appropriate home learning activities to support learning.
- Support children and their families where needed, to remove barriers to success, including signposting and working alongside other agencies.

Signed \_\_\_\_\_

Date \_\_\_\_\_



## **Parents**

We will aim to:

- Ensure that my child attends school and arrives on time each day.
- Engage positively with school through attending parents' evenings and workshops so that I understand how to support my child further.
- Help my child with reading and home learning by encouraging them to complete all tasks to a high standard.
- Support my child to demonstrate respect at home and school.
- Provide my child with a healthy snack (e.g. fruit or vegetables) and drink for the day (plain water).
- Talk with my child each day about what they have been doing and take a genuine interest in their responses.
- Support my child to be organised for learning, with the correct resources needed for each school day.
- Inform school directly if I have any questions, worries or concerns about my child.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## **Bird's Bush-Emotion Coaching**

### **Aims**

At Bird's Bush Primary School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. Emotion Coaching is used to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Emotion Coaching is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. This approach supports the school community in aiming to allow everyone to work together in an effective and mindful way.

### **Emotion Coaching**

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour.

Step 1 -Recognising the child's feelings and empathising with them.

Step 2 - Label the feelings and validating them (validating = let the child know why they might be feeling like this and that this is okay)

Step 3 -Set limits on the behaviour (if needed)

Step 4 - Problem-solve with the child

[Emotion Coaching Resources for Professionals \(emotioncoachinguk.com\)](http://emotioncoachinguk.com)

## Rewards and Sanctions

“Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.”

*P8 Behaviour and discipline in schools, Advice for head-teachers and school staff, February 2014.*

This principle underpins the behaviour policy of our school.

Rewards: These celebrate and recognise the efforts children make to present appropriate learning and learning behaviours and show our Champion Values in all they do.

### Whole School Rewards

- Celebration Assemblies are held weekly.
- “Learning Champion” each week teachers are asked to select one member of the class for a special award based on an outstanding achievement over the week linked to one of our Champion Values. Children receive a certificate and parents are informed.
- “Special Awards” termly, class teachers choose two children who have really stood out for effort or attitude to receive a special award.
- Head Teacher Special Awards – children can be sent to the Head Teacher/Assistant Head teacher for special recognition for their learning, behaviours or an outstanding contribution to school.
- Dojo points are awarded by all staff, specifically linked to Champion values. The 2 children in each class with the highest number of Dojo points each half term win a ‘money can’t buy’ prize.
- Attendance rewards

### Other Rewards:

- Children work together in mixed ability Houses across their phase to collect House points in specific contexts eg Sports Day or House competitions. This fosters a sense of collaborative working.
- Notes/ Praise texts/dojo messages sent home explaining why a child has been noticed for positive learning behaviours and demonstrating Champion values.

### Strategies for supporting positive behaviours

- Use of positive role models
- Individual challenges
- Peer models/support
- Regulation station/individual regulation box
- Target sheets

- Rewards – dojo points, individual stickers

## Strategies for responding to challenging behaviours

- Emotion Coaching/Quiet reminders/check in
- Redirection and use of distraction
- Wider adjustments to learning activity
- Supervised brain breaks or sensory breaks
- Move to another part of the classroom
- Regulation Stations and calming boxes
- Move to another classroom to continue with learning activity
- Time-in at breaktime/lunchtime to work with an appropriate adult
- Communication log – including making contact with parents where appropriate
- Personal Handling Plan
- All behaviour incidents are recorded on CPOMS in an ABC format.
- Liaison with external agencies
- Behaviour contracts
- Positive Behaviour Plan

## Supporting behaviour within school

### *Classroom*

Management of behaviour within school on a day to day basis is usually the responsibility of class teachers and supported by Teaching Assistants. They are best placed to do this as they have strong relationships with the children within their class and can adapt, work with and support children best within the moment.

However there may be times when children's behaviours become disruptive to the effective education of other children (and are not de-escalating despite use of agreed strategies) or are putting the child or other children (or staff) at risk of harm.

In these circumstances, the support of a member of SLT will be requested. In such a situation the other children within the class may be moved to minimize the risks of harm.

If patterns of behaviour over time show an escalation or behaviours become extreme or dangerous, referrals to appropriate external support agencies will be made to gain support and advice. Families will be involved as will all staff who work with the child. In these cases the child will be added to the SEND register, and Individual Education Plans put in place to support the child.



## *Break time*

Whilst every effort is made to ensure that all children have a happy and enjoyable play time, we recognise that this may not always be the case. Where there are incidents of inappropriate, behaviour, these must be dealt with consistently so that it is fair and in line with the school's vision and ethos.

- Initially, incidents should be dealt with promptly and include any children involved rather than single one child out.
- Staff **should not** shout at children unless they are in immediate danger.
- Staff should not use demeaning or humiliating language about a child or their behaviour. This includes talking about an incident to other adults unless in a private place.
- Adults will talk respectfully about each other on school premises to model respect at all times.
- Parents must be informed as soon as possible in the case of repeated or serious incidents. **Appropriate adults will call** home to let them know that there has been an incident and allows them to book an appointment to discuss the matter. This allows school to work closely with parents from the beginning.

Lunch-time supervision is directed by the Senior Lunch-time Supervisor.

As with break time, we make every effort to ensure that all children have a happy and enjoyable play time. We recognise that this may not always be the case. Where there are incidents of inappropriate behaviour, these must be dealt with consistently so that it is fair and in line with the school's vision and ethos.

- We reward positive contributions by pupils and Learning Champion Characteristics are praised. Lunchtime supervisors award a Sportsmanship award each week in Celebration assembly for Key Stage 2 children.
- Initially, incidents should be dealt with promptly and include any children involved rather than single one child out.
- Staff **should not** shout at children unless they are in immediate danger.
- Staff should not use demeaning or humiliating language about a child or their behaviour. This includes talking about an incident to other adults unless in a private place for example, not talking about what has just happened while the child is there, or other children are present.
- Adults will talk respectfully about each other on school premises to model respect at all times.

Should a child display behaviours or concern (eg. swearing, hurting, damaging equipment) the child should remain with an adult to reflect on what has happened using Emotion Coaching approaches and the language of safety. The support of Senior Leaders will be gained for any children who have demonstrated behaviours which are serious e.g. racist, homophobic, sexualized or violent behaviours or language.

## Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school's approach policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

### Rewards

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

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Stickers and stamps
- Certificates – Champions, Dojos
- Sending good work to other staff members for reward or praise
- Special responsibility jobs within class
- Special privileges
- Positive phone call home
- First in line

### Incidents causing concern

Behaviours are categorised into minor and major concerns. (see chart below)

# Birds Bush Primary School Behaviour Flow Chart



## MINOR BEHAVIOURS

- Disruption (calling out, playing music, leaving seat)
- Indirect Swearing (in general conversation or under breath)
- Leaving the learning space without permission
- Running Inside
- Minor Vandalism (scratching/ writing on tables, damaging other people's property)
- Late for Class After Breaks
- Minor Misuse of ICT
- Physical Contact Without Intent to Harm (rough play)
- Littering (wilfully)

## MAJOR BEHAVIOURS

- Direct Swearing
- Leaving the school grounds
- Major Misuse of ICT
- Verbal Abuse
- Major Vandalism
- Cyberbullying
- Defiance (consistent refusal)
- Stealing
- Direct Physical Bullying (repeated)
- Threats (verbal/written)
- Possession/Use of Weapons
- Physical Contact with Intent to Harm
- Direct Verbal Bullying
- Indirect Bullying (spreading rumours, playing jokes to humiliate, mimicking, excluding)



Minor behaviours will primarily be supported within class and by class teachers. (see Behaviour flow chart in Appendices)

Serious incidents must be reported to the SLT immediately. Contact will be made with parents. For instances of serious unacceptable behavior, a child may spend a period of time with SLT where he/she will be able to continue with their studies. If behaviour becomes persistently disruptive, or in case of serious verbal or physical violence, the child will be made known to the SEND Inclusion Hub and may be placed on a managed move, attend alternative provision or be excluded from school. This could take the form of a suspension, or on rare occasions, may take the form of a permanent exclusion.

## **Suspension and Permanent Exclusions**

Only the Headteacher has the power to exclude a child from school. The HT may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The HT may also exclude a pupil permanently. It is also possible for the HT to convert a suspension into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term 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

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

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Suspension (fixed short term) – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Long Fixed term 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:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

## **Reintegration**

A process of planned support and progress reviews is in place for all children following exclusion.

The HT the Local Authority (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 child or extend the exclusion period made by the HT.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the HT decision or to overturn it based on the evidence provided to them.

## **The Governing Body Discipline Committee**

1. Exclusions of less than 6 days – a meeting will be convened if parents 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
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised

## **Recording, Monitoring and Evaluating Behaviour**

Analysis of incidents should be used to make improvements in school.

To produce such a report the following documents and processes are carried out:

- Monitoring of logs and incident records. 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 are also used to record any behavior that is unacceptable and how it was dealt with.
- Report cards are also signed and kept as part of the child's behavior file.

## **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.*

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

### **Physical Intervention and Restraint (See Policy)**

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head Teacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Physical Restraint Policy' for further guidance.

### **Racial / Sexual Harassment**

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy.

The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

### **Race Equality Policy**

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

## **Monitoring Racist Incidents**

Racist incidents are recorded on Cpoms and tagged as racist.

## **Pastoral Support Programme**

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the Inclusion Manager and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The Inclusion Manager will liaise with parents and external agencies as necessary.

## **Roles**

### **The Role of Junior Leadership Team**

The Junior Leadership Team consists of children from Year 1 – Year 6. Members of the Junior Leadership Team are identified on the school display board in the school entrance.

As part of their duties the Junior Leadership Team discuss particular rules and their implementation, supporting the Champion Values of the school. They also play a major part in deciding on activities that spread a positive message around the school

### **The Role of Parents**

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents 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 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 sanctions to punish a child, 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. 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.

### **The Role of Non-teaching Staff**

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

## **The Role of Senior Leaders, Class Teacher and Support 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.

Teachers at Bird's Bush Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers 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. Teachers 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.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

## **Role of the Headteacher (Overseen by the CEO)**

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.

## **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 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.







## Birds Bush Primary School Behaviour Flow Chart

