



Birchfield
PRIMARY SCHOOL



Behaviour Policy

Version created: June 2023
Review date: June 2025
Approved by DCEO: June 2023

Birchfield School Behaviour Policy

Contents

Introduction	3
School Culture	3
Birchfield Principles.....	3
Recognition and Rewards	3
Behaviour Incidents	4
Response to behaviour incidents.....	4
Bullying	4
Equality	5
Support, Provision and Interventions	5
Responsibilities and Expectations	5
Heads	5
Senior Leaders	5
Teachers	6
Pupils.....	6
Parents.....	6
Local Academy Committee/Trust Board	6
Off-Site Behaviour.....	7
Malicious Allegations	7
Peer to Peer Sexualised Behaviour	7
Positive Handling/Reasonable Force	7
Searching Pupils	7
Prohibited Items include but are not limited to.....	8
Confiscation	8
Review	8

Introduction

At Birchfield School, we have the highest expectations for the behaviour and conduct of all of our pupils - at all times. The way our pupils behave is learnt during their earliest years and the habits they develop will support them to make a valuable future contribution to society and to keep themselves and others safe. The purpose of our behaviour policy is to support all staff and children in understanding and fulfilling our behaviour expectations but also supporting children to make the right choices. The policy aims to ensure consistency, equity and fairness in approach.

Birchfield School Culture

Our school culture is built on our school values – Determination, Respect, Curiosity, Ambition, Resilience and Empathy and our high expectations of ourselves and each other.

We expect our pupils to know the school values, to develop their understanding of them and to learn to demonstrate them in actions as well as words.

We develop positive and nurturing relationships with the young people we serve and we expect all staff and children to make a positive contribution to school life.

We believe that every member of the school has the right to learn and teach and to feel happy and safe.

Where behaviour does not align with school values or culture, staff will actively work with pupils to support improvements.

Birchfield Principles

- All staff follow the behaviour policy and apply it with consistency and fairness
- All staff focus on positive behaviour and use this as a model to reinforce expectations for all
- Staff and pupils have high expectations for themselves and each other.
- Staff and pupils uphold the school values in their actions and words in lessons and as they move around school and interact with others.
- Pupils in lessons give their full attention to the teacher, listening and following instructions given. Pupils are quiet when the teacher is explaining or modelling to the class or group.
- All pupils are encouraged to be role models for others.
- Rewards are used to recognise achievements, improvements and consistency
- Pupils are helped to take responsibility for their actions and sanctions are used to support this
- Pupils are expected to tell the truth
- All pupils understand the behaviour expectations and their responsibilities within this
- Our partnership with parents is supportive of the behaviour ethos and culture of the school

Recognition and Rewards

The significant majority of pupils at Birchfield School consistently display positive behaviour and it is important that these pupils are recognised and rewarded. Additionally, those children who are showing improvements should also be recognised and rewarded. Where possible, recognition and rewards are provided instantly. School-wide rewards include verbal praise, certificates and stickers and postcards home. Staff are afforded the autonomy to enhance school-wide rewards with rewards and recognition bespoke to their pupils. These may be different dependant on the age and stage of pupils.

Behaviour Incidents

The school responds to any behaviour incident that does not align with school culture and the values. Behaviour ranges from minor to serious incidents. Minor incidents are generally infrequent, do not impact significantly on others and cease happening with little intervention. Examples could be distracting others or talking over a teacher/peer.

Serious incidents are defined as repeated, dangerous or impacting significantly on themselves and/or others. Examples of this could include bullying or repeated disruptive behaviour. The examples above are by no means exhaustive but provide a brief oversight. Sanctions, including red or yellow cards, reflection or time out (amongst others) maybe issued.

Response to behaviour incidents

The response to behaviour incidents is thorough, fair and takes into account circumstances, context and intent. The response is outlined below:

- Fact finding to fully understand the incident. This includes statements from any party involved or any witnesses to the incident. These may be verbal and/or written.
- Incident logged on internal logging system
- Sanction issued or escalation to senior leaders
- Senior leaders fully review the incident, building on the information provided.
- Senior leaders decide on – often in consultation with other departments - an appropriate outcome.
- Outcome shared with pupils, parents and relevant staff members.
- Written outcomes shared with parents where this is appropriate.
- Monitor, review and reflect

Bullying

Bullying is 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
- Happens in person or online
- Intentional and/or intimidating

Birchfield School does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attending our school feel happy and safe. A full review of any incident reported as bullying will be carried out and support for the victim or victims involved will be put into place. Close monitoring may be required for a period of time. Parents are kept informed regularly and appropriate sanctions disseminated. The anti-bullying policy provides further information around this.

Type of bullying	Definition
Emotional	Being intentionally unkind or unfriendly, excluding, tormenting

Physical	Assault, taking another's belongings, any use of violence
Discriminatory	Any negative comments, graffiti or gestures against any protected characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments that are sexually inappropriate or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online bullying	Bullying that takes place online, such as through text messages, social media, messaging apps or gaming sites

Equality

All policy and practice is in line with the 2010 Equality Act. The School will make reasonable adjustments for responding to behaviour which may be related to a protected characteristic. Where suspensions or permanent exclusions needs to be considered (see PACT Suspension and Permanent Exclusions Policy), the school will ensure that a pupil with a protected characteristic has their needs considered.

Support, Provision and Interventions

Birchfield School aims to provide support or implement interventions and effective provision for child who needs it. This forms part of the school's early help offer; early identification is key to this. Skilled practitioners are deployed to deliver targeted interventions that meet pupil needs or support in building positive behaviour. This may happen through 1:1 support, group sessions or whole-class intervention and will involve discussion with the parents/family. All support provided is planned for, monitored and reviewed for impact. Where necessary, support and advice will also be sought externally, an Educational Psychologist, School Nurse, Family Support Worker and/or others, to identify or support specific needs. Where this is the case, parental consent will be sought.

Responsibilities and Expectations

Heads

- The Head is responsible for reviewing this behaviour policy in conjunction with the Director of Safeguarding giving due consideration to the school's statement of behaviour principles
- The Head, in consultation with the Director of Safeguarding and Pupil Welfare, will make decisions regarding suspensions and permanent exclusions. The next most senior leader, in the Head's absence, will do this.

Senior Leaders

- Are committed to being present and proactive in dealing with behaviour effectively
- Will be highly visible and support all staff with the upholding of positive pupil behaviour.
- Effectively communicate behaviour updates with all departments, setting realistic, detailed behaviour expectations understood clearly by all members of the school

- Role model highly consistent working practices throughout the school
- Have a clear understanding of the school culture, vision and values
- Provide high levels of support between leadership and staff, including staff PLD
- Ensure all staff adhere to the school behaviour strategies and systems, providing ongoing training and development
- Will take action to deal with incidents of poor behaviour management and/or staff who fail to follow the behaviour policy
- Monitor and respond to trends and patterns in behaviour data
- Monitor and understand behavioural needs of at risk pupils

Teachers

- Ensure that all adults in the room know how to respond to all pupils
- Promote and demonstrate the school values for and with pupils.
- Promote, recognise and reward positive behaviour
- Celebrate individual and whole class successes
- Identify and refer pupils requiring additional support
- Reinforce behaviour expectations consistently
- Support and encourage children to make the right choices
- Act as the first point of contact and communication to all parents/carers/guardians
- Record behaviour incidents promptly and accurately in sufficient detail
- Implement actions/strategies to improve whole school behaviour
- Take early intervention to prevent undue escalation of incidents

Pupils

- Know, understand and adhere to the school culture and the school values that underpin it.
- Show respect to all other members of the school community
- Take responsibility for their own actions and the impact they have on others
- Take pride in their school environment

Parents

- To attend meetings arranged by school to discuss progress in their child's behaviour
- To support their child's learning and behaviour as outlined in the Birchfield Commitment.
- Respond to communication from school and keep school updated with any significant changes in circumstances
- Discuss any behavioural concerns with the class teacher promptly
- Support children in taking responsibility for their actions
- Engage with school in an appropriate manner, adhering to the Trust Parent Conduct Policy at all times

Local Academy Committee/Trust Board

- The Trust Board are responsible for reviewing and approving the written statement of behaviour principles
- The Academy Committee will also review this behaviour policy in conjunction with the Director of Safeguarding and monitor the policies effectiveness, holding the Head to account for its implementation
- The Trust Board are responsible for monitoring this behaviour policies effectiveness and holding the Head to account for its implementation.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or travelling to or from school. This will also apply for peer-to-peer incidents. The Contextual Safeguarding Policy provides further information on this.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider the most appropriate action in accordance with this policy. The school will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

Peer to Peer Sexualised Behaviour

If staff become aware that a pupil is displaying or participating in sexualised behaviour, a judgement will be made by a senior leader to determine whether the behaviour is abusive. If the behaviour is inappropriate but not thought to be abusive, school will speak to the pupil's parent(s) regarding the incident and actions will be taken in line with the school behaviour sanctions. If the behaviour is thought to be abusive, a Designated Senior Leader must refer to Children's Services, inform parents and seek the involvement of the police.

Positive Handling/Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to prevent high levels of disruption in the classroom.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact. In deciding whether reasonable force is required, staff should consider the risks presented by incidents carefully. The needs of the pupils should be considered, including any with SEND or with medical conditions.

Reasons for restraint:

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking or hurting a member of staff or another pupil, or to stop a fight
- To prevent a pupil from harming themselves through physical outbursts

Where reasonable force is used by a member of staff, the incident must be recorded in writing. The pupil's parents will be informed about incidents involving the use of force.

Senior Leaders may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

Searching Pupils

Informed consent: DSLs may search a pupil with their consent for any item. If a DSL suspects that a pupil has a prohibited item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, the Head, and staff authorised by the Head, may search a pupil where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession that may cause harm to themselves, others or damage to property. In the Head's absence, it would be the responsibility of the Deputy Head.

Prohibited Items include but are not limited to:

- Mobile phones
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarettes, including E-cigarettes/vapes
- Fireworks
- Pornographic images
- Tools and sharp objects
- Large volumes of money
- Items brought into school with the intention to exchange for money
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to persons or property

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items may be returned to parents/carers/guardians upon collection of their child. Weapons, knives, drug paraphernalia and child pornography must always be dealt with in consultation with the police.

Review

This policy will be reviewed biannually. The Trust Board may wish for this policy to be reviewed earlier than this in response to changes in statutory guidance or upon recommendations on how the policy might be improved.