

Bromley Heath Infant School

Positive Behaviour Policy

Including

Exclusion Policy (appendix 2) and Positive Handling (Reasonable
Force - appendix 23)

BHIS Behaviour Policy

Author/Person Responsible	<i>Head Teacher</i>
Date of Ratification	<i>October '24</i>
Review Group	<i>Staffing and Curriculum Committee</i>
Ratification Group	<i>Full Governing Body (FGB)</i>
Review Frequency	<i>Annual</i> <i>Subject to local education authority and/or national policy change</i>
Review Date	<i>October'25</i>
Previous Review Amendments/Notes	<i>March 2014/ 15/ 16 And updated May 17 May 18 Amendments made Sept 18 Updated December 2020/21 Updated September 2022 in line with new DFE advice Reviewed September 2023 Reviewed October 2024</i>
Related Policies	<i>SEND Policy Anti-bullying Child Protection and Safeguarding</i>
Chair of Curriculum Committee Signature	Signed <u><i>Sarah Cook</i></u>

Equality Impact Assessment (EIA)Part 1: EIA Screening

Policies, Procedures or Practices:	Behaviour Policy	DATE:	October'24
EIA CARRIED OUT BY:	A Perry -Hodge	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		N/A
Sex (male, female)		N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		N/A

Bromley Heath Infant School

Positive Behaviour Policy

Rationale

Positive behaviour management, based on the School values and behaviour curriculum, underpins the ethos of our school and is modelled by all. Thus making the school a welcoming and safe environment in which all children are ready to learn, respectful of others and thrive. Positive behaviour is established through celebration and positive reinforcement of good conduct for all children. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is not. Good behaviour enables a purposeful and supportive learning environment, enabling us all 'to be the best we can be'.

Aims

- To create a safe and secure school community in which there is an atmosphere of mutual respect promoting excellent behaviour.
- To establish a whole-school, consistent approach to maintaining high standards of behaviour and reflect the values of the school.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own choices, including through outlining expectations and consequences of behaviour.
- To ensure that all children are treated fairly and in a positive manner in line with the school's behaviour policy.

We can achieve this by:

- Modelling desired behaviours so that respect, fairness and regard for each other develop.
- Promoting the behaviour we expect through our behaviour curriculum.
- Supporting children to make good choices through positive recognition and clear expectations, with sanctions understood.
- Promoting partnerships with parents and carers through the Home/School agreement and by sharing responsibility for our children's behaviour.
- Ensuring that **all** staff are aware of specific children's needs e.g. through staff training, via handover meetings and staff/TA/SMSA meetings.

Behaviour Curriculum

Three Golden Rules

Our school golden rules are shared with the children, and parents, at regular intervals throughout the school year with frequent reference. **All staff** are responsible for ensuring that the rules are fairly and consistently applied.

1. We are respectful.

2. We are ready to learn.
3. We walk proudly.

Our behaviour curriculum is based on a celebration of positive behaviour. The following principles are adopted throughout the school

- Give first attention to those doing the right thing, demonstrating the expected behaviours and encouraging these.
- Teach routines so that children know what is expected of them during transitions and during different points of the school day.
- Recognise and give verbal praise to pupils demonstrating the three rules or desired learning behaviours e.g. Understand Others Bear.
- Expect all children to behave well, appear on the recognition board and be awarded star of the day, acknowledging pupils demonstrating great behaviour.
- Consistent and clear language is used to recognise positive behaviour and to address misbehaviour.
- Star learner of the week will be congratulated on a Friday in an assembly and with their parents and carers receive fantastic Friday Feedback. Children are also awarded 'Bears' certificates and celebrated for showing the bears' learning attributes e.g. Understand Others Bear, Concentrate Bear. All children are encouraged, through positive reinforcement, to 'be the best we can be'. Whole class rewards may also be worked towards using 'Diamond Power'.

Consequences

Children need to recognise and understand that if their behaviour falls below the standard which could reasonably be expected, that consequences can be applied.

- Step 1 Reminder - remember our 3 rules (Respectful, Ready and walk proudly)
- Step 2 Caution - a clear caution delivered privately, whenever possible, making the child aware of their behaviour and outlining the consequences if they continue. Children are encouraged to think carefully about their choices.
- Step 3 Last Chance - speak to the child privately giving them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
- Step 4 Time out - this might be a short time in another classroom/ outside the classroom with an adult or at the side of the field of play. It is a few minutes for the child to regulate emotions, calm, look at the situation from a different perspective and compose themselves. Where appropriate, work would be provided. Parents are informed should a Time Out occur.

- Step 5 Repair - This might be a quick, restorative conversation at break time or a more formal meeting depending on the context but is always be managed respectfully.

These strategies will be used to deal with unacceptable behaviours in school alongside the use of PHSE (Jigsaw) and circle time activities within the curriculum. To ensure continuity throughout the school, staff are to use a short prepared script when communicating step 2- caution and step 3- last chance. Examples of these script outlines are contained in appendix 1.

For those children who consistently behave inappropriately, an individual behaviour support plan may be formulated, in consultation with parents. If further support is needed, outside agencies will be involved. There are clear links with the SEND policy and care is taken to ensure that a child's inappropriate behaviour is not masking an underlying special need and that there is no breach of legislation.

GRADUATED RESPONSE

SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND and decisions would be made on a case-by-case basis. Children with disabilities are legally entitled to expect reasonable adjustments to be made to enable them to participate fully in all aspects of school life. We are committed to achieving this whenever practical.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy, including the Equality Act 2010; using best endeavours to meet SEND needs (Children's and Families Act 2014) and provision with Education and Health Care Plans. Consequences outlined in this policy may need adapting for individual cases.

As far as possible, triggers will be identified and a Risk Reduction Plan put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and could include movement and sensory breaks, staff training in areas of SEND (including autism), adjusted seating plans – such as a 'Concentration Station' or the use of equipment to support (for example a wobble cushion or sensory headphones); social stories, reduced language or picture cards.

Serious behaviour clause and exclusions

The consequences (stage 1-5) will be implemented at the discretion of the class teacher, however will be superseded if the behaviour is deemed dangerous or severe (for example violent or severely disruptive behaviour). In which case, the headteacher or deputy headteacher (or another senior member of staff in their absence) will be called to support. For serious breaches of the behaviour policy, an 'internal exclusion' may be deemed necessary, where a child learns outside of their classroom, or is internally excluded from lunchtime. Parents will be informed with reasons for the consequence and we will work with children to reflect on choices through a 'repair' conversation (a Behaviour Support or Risk Reduction plan may also need to be put in place). Please also refer to our Anti-Bullying policy for details of how we would work with children in instances of bullying or discriminatory behaviour in addition to any potential sanctions.

For information on suspensions and permanent exclusions, see appendix 3.

Searching and confiscation

Before conducting a search, the headteacher (or another member of SLT) will be consulted. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a dangerous or stolen item. In this instance, they might be asked to empty their pockets or for their bag to be checked. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The school also reserves the right to confiscate any items considered dangerous, a risk or that are prohibited. The below guidance outlines further.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Discipline beyond the school gate

Whilst the school accepts that it has the power to discipline beyond the school gate, it believes that due to the age of the children attending the school that the main responsibility for a pupil's behaviour beyond the school day lies with the parents; however, the school will deal with individual cases reported to it in line with this policy, such as on a school-trip or where there is an impact on the school/ pupils. Parents will always be informed of any incidents and actions taken.

Consistency and fairness are key factors in our approach to behaviour management and in supporting the children to develop a sense of self-discipline and an acceptance of responsibility for their own behaviour choices.

This policy has been reviewed and rewritten to take into account guidance on behaviour and discipline from the DfE in Sept 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

This policy should be read in conjunction with

SEND Policy

Anti-bullying

Child Protection Policy

Appendix 2 Exclusions

Appendix 3 Positive Handling Plan

This policy will be reviewed annually.

Appendix 1

Script for consequences

Step 2 Caution

.....(Child's name).... remember we are (respectful / ready / walk proudly) at Bromley Heath Infants. Please think carefully about your choices.

Step 3 Last Chance

.....(Child's name).... remember we are (respectful / ready / walk proudly) at Bromley Heath Infants. If you are not (respectful / ready / walk proudly) then you are not able to learn / safe. Next time I will ask you to move and we will talk about this at playtime/lunchtime. I know you can do this I remember when

(Appendix 2)

Bromley Heath Infant school Exclusion Policy

Introduction

Bromley Heath Infant School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. This policy is specifically on exclusion but it should be read in conjunction with the behaviour policy above.

When Exclusion could be used

The decision to exclude a pupil, either for a suspension (previously known as fixed term exclusion) or permanent exclusion is seen as a last resort by the school as we will do all we reasonably can in helping change a child's behaviour through altering the causes of the behaviour. As such they are used sparingly and only as part of an overall behaviour strategy, which seeks to support the children in developing a sense of self-discipline and an acceptance of responsibility for their own behaviour choices. Suspensions (fixed term exclusions) or permanent exclusions will only be used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Physical assault of staff or pupils by a pupil, other acts of violence, including severe verbal bullying, frequent high-level disruption to lessons may come within this category.

We are aware that there are a disproportionate number of children with SEND that are excluded across England which is why we seek to engage with external agencies, the SENCO, therapies and other professionals where behaviours reach this stage. We ensure that all our actions are acting within the Education Act 1996, The Equality Act 2010 and the SEND Code of Practice 2015. In line with the reconciliation element of our behaviour policy, a positive and constructive return to school meeting will always be scheduled for the start of the child's first day back after the exclusion period expires.

Exclusion Procedures

Suspension (fixed term exclusions) can only be sanctioned by the Headteacher or their nominated deputy. Parents, chair of Governors and the LA will also be informed of any decision made. During any suspension, children are entitled to education: work will be set and marked for pupils during the first five school days of a suspension (unless a lunchtime suspension). This can include utilising Google Classroom.

The school seeks to avoid permanent exclusions. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should 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, such as staff or pupils in the school. The Headteacher alone makes the decision to proceed to permanent exclusion in consultation with the Chair of Governors and using the guidance from the DFE (see below).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Informing parents/carers:

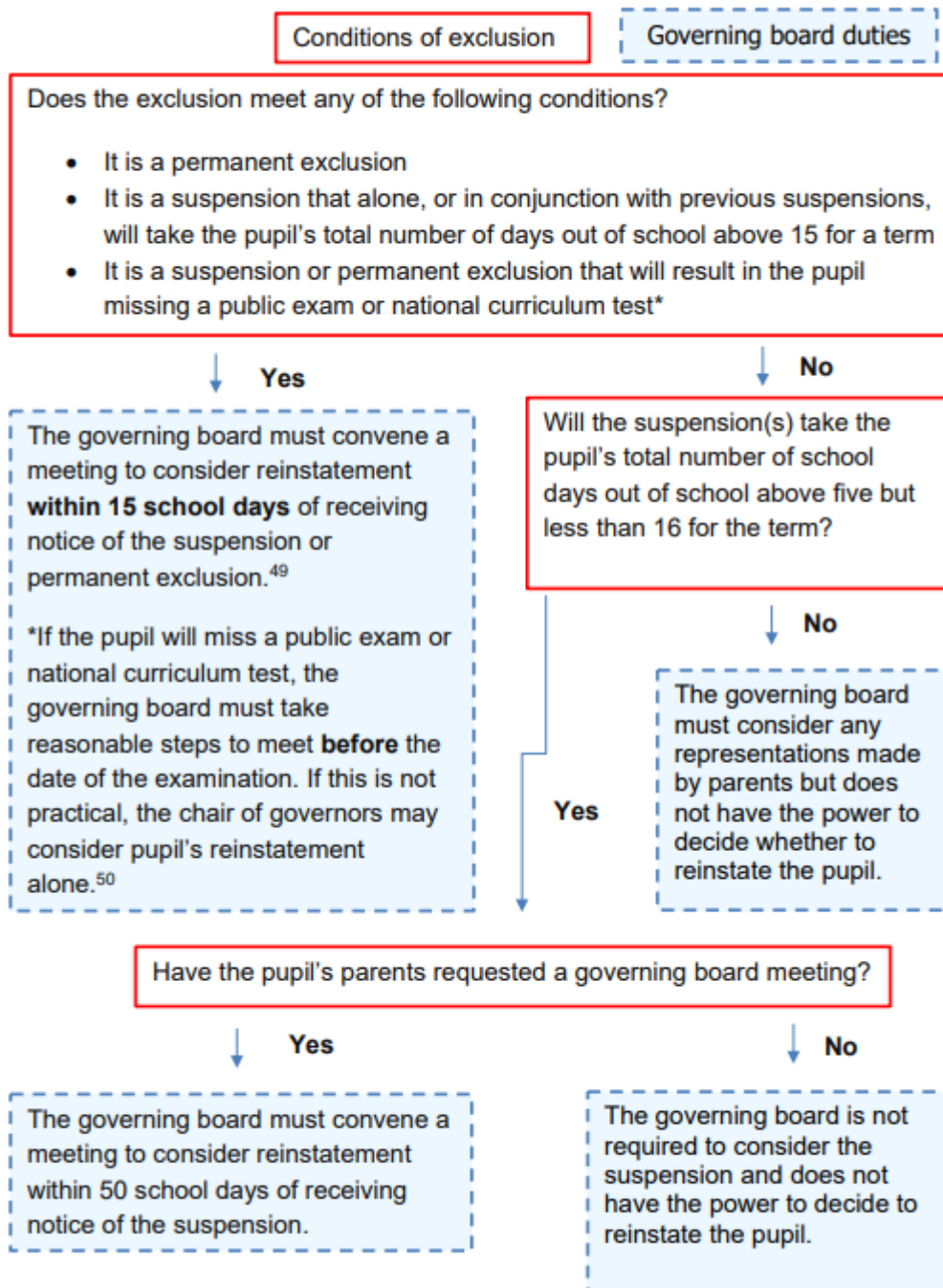
Should any suspensions or a permanent exclusion occur the Headteacher must provide parents with the following information in writing:

- The reasons for the suspension/ exclusion;
- The period of a suspension or, for an exclusion, the fact that it is permanent;
- Parents' right to make representations about the suspension or exclusion to the governing body and how the pupil may be involved in this;
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- That for the first five school days of a suspension (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Written notification of the information above can be provided by delivering it directly to the parents or by posting it to their address.

Governors' responsibility

A summary of the governing board's duties to review the headteacher's exclusion decision



This policy will be reviewed as part of Bromley Heath Infants Behaviour Policy. See main policy for review dates.

(Appendix 3)

Bromley Heath Infant School

Positive handling (Reasonable Force) Policy

Rationale

In rare circumstances, and to prevent a child from harming themselves, others or damaging property; staff, using their professional judgement, may use reasonable force.

Force is never used as punishment at Bromley Heath Infant School and all staff know that it is against the law to do so. (See appendix 3 Positive Handling Policy)

Aims

This policy aims to give all members of the school community clear guidance regarding the use of physical intervention within the school. It has been written in accordance with the Department of Education guidance 'Use of reasonable force: advice for Headteachers, staff and governing bodies' (DfE, 2013).

It also ensures that any physical intervention that members of staff undertake is carried out in a way that supports the ethos and values of our school.

When is reasonable force permissible at Bromley Heath Infant School?

Physical intervention will be avoided whenever possible. It will only be used as last resort to prevent a pupil injuring themselves or others. Before its use, a dynamic risk assessment, based on professional judgement, will be made by staff. They will consider whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Positive handling will never be used as punishment.

Under DfE guidance (2013), all members of staff have legal power to use reasonable force. The school also acknowledges that staff are not expected to put themselves at unreasonable risk but they must take steps to minimise risks, for example by removing other pupils and calling for assistance where possible.

How staff might intervene

When the decision to intervene has been made, staff will use the minimum level of restraint required to achieve the desired result and for the shortest amount of time. Any decision will also take into account the following factors:

Any positive handling (reasonable force) will always be proportionate to the circumstances of the incident, appropriate to the age of the child involved and take into account any Special Educational Needs or disabilities a pupil may have.

During serious incidents, appropriately trained members of staff will use de-escalation techniques and holds specified within Team Teach training unless under exceptional circumstances.

Staff training

At least two members of staff within the school will be trained in team teaching techniques and the training will be updated on a regular basis. All other staff will be made aware of their responsibilities on an annual basis.

Recording and reporting incidents

A detailed report of any incident where physical intervention is used must be completed in the school's Bound and Numbered book and retained; a copy should also be retained by any staff involved in the incident. This should also be entered into CPOMs. The report will include the names of all parties involved, when and where the incident took place, the names of other people present, the reason that physical intervention was necessary, how the incident began and progressed, the child's response and the outcome of the incident with details of any injuries.

Parents will be informed if positive handling (reasonable force) has been necessary, as soon as possible.

This policy should be read in conjunction with the school's Positive Behaviour Management Policy and Exclusion Policy. It will be reviewed as part of the Positive Behaviour Management Policy. See the main policy for review dates.