

2023

# Broadway Positive Behaviour Policy



# Broadway Primary

#BroadwayFamily

Broadway Primary School



***“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.”***

***Dr Dan Siegel***

## **PART 1: BEHAVIOUR POLICY**

### **1: Introduction**

#### **Overview**

Our school community is committed to the creation of teaching and learning environments where the learning, social and personal needs of our pupils are nurtured. We aim to empower them to achieve in an atmosphere of safety and mutual respect.

#### **Aims**

The purpose of the policy is to provide a simple, practical code-of-conduct for our school community which:

- Encourages pupils to be partners in their own development as respectful, responsible and resilient citizens
- Establishes an ethos within school where positive behaviour is promoted and negative behaviours are dealt with fairly and consistently
- Secures a learning climate where effective teaching and learning can take place
- Teaches appropriate behaviour both directly and through positive interventions and modelling.

**Responsibilities:** We believe in an inclusive and positive approach to behaviour. We believe that it is everyone's responsibility to promote, model, teach and regulate the behaviour of our pupils in school.

#### **Equality:**

This policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of our safeguarding obligations

**Children with special educational needs or disabilities:**

The behaviour system and procedures outlined in this document have been designed for all pupils including those with special educational needs and/or disabilities. However, some children will have their own behaviour plans, and this should be considered.

## 2: Expectations

We follow our Broadway Values Pyramid which are further developed in our class, school and playground charters.

**One Motto** – **These four Walls Contain the Future** with a supportive hashtag of [#broadwayfamily](#)

**Two Choices** – **Right choice and Wrong choice**

**Three C's Care, Curiosity, Concentration** which drive our high expectations of behaviour, personal development and learning across our school community.

**Four houses** – The school community is divided into 4 houses – these are local charities. The children work towards achieving house point. For the academic Year 2023-2024 these houses are [Men Shed](#), [Derian House](#), [Sophie Lancaster Foundation](#) and [East Lancashire Down Syndrome Society](#). These charities may change in Sept 2024

We encourage success by supporting everyone to meet these expectations. This policy is followed by the entire school community including our before and after school care – Busy Bees.

## 3: Teaching Positive Behaviour

We constantly promote positive behaviour using a variety of strategies. We are first and foremost a community of learners. We explicitly teach children about behaviour, and do not presume that all children know, without instruction, how to behave in all situations. Similarly, we do not reprimand pupils for making mistakes – we would not punish a child for getting a maths problem wrong, so we do not punish children for making mistakes with their behaviour (subject to the behaviour pyramid). We strongly believe that all behaviour incidents are a chance for us to support children to develop and grow, and this has informed our response when children display negative behaviour.

We promote positive behaviour throughout the school day, both explicitly in lessons, and indirectly through the inclusive and positive school ethos outlined in our school values above, by embedding behaviour expectations within all aspects of school life.

## 4: Relationships

Many studies have shown that relationships are the key to behaviour management and regulation. We believe that where learners feel they are valued, they respect adults and accept their authority. It is critically important that staff build strong relationships with the pupils and encourage personal resilience and have high expectations of both learning and behaviour. Staff should never ignore or attempt to excuse poor behaviour but should attempt to understand its communicative intent and use all behaviour incidents as an opportunity for growth, learning and change.

Staff follow a shared language and model the behaviours we wish to see in our pupils:

- Positive language: (See below section 5)

- Calm Interactions – language, tone and demeanour must show calmness in the adult. Anger is a personal, emotional response which we actively discourage. **We do not shout at children.**
- Non – personal comments – children should never be labelled. The pupil isn't 'naughty'. All discussion should address the behaviour and not the child.
- Ability to Change – all language should encourage growth mindset. All pupils can learn and change their behaviours. This must be made explicit in all interactions regarding behaviour choice. Learning from mistakes is an expectation in our school.
- 'Deliberate botheredness' – kind words, curiosity, compassion and knowing the children well.
- Celebrating good behaviour – examples of good behaviour emphasising those who continually behave appropriately in school
- Environment - staff must be aware of the classroom environment: the layout, tidiness, sensory stimuli etc. If we want children to keep the classroom tidy, staff must keep the classroom tidy as well.
- Structure and lesson planning – inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure and/or are bored. We therefore encourage teachers to develop interesting, authentic learning opportunities in all lessons. It is far better to prevent unwanted behaviour from occurring in the first place: dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

## 5. Use of language

It is vital that the language used by staff and pupils encourages good behaviour. It is essential that positive language is used as much as possible. Positive language has many benefits.

- **Focuses on what *can* be done**
- **Suggests actions or alternatives**
- **Sounds helpful and encouraging**
- **Stresses positive actions Is non - confrontational**

We find that negative language can have the following impact

- **Focuses on what *can't* be done**
- **Offers no options or teaching points**
- **Can shame pupils**
- **Damages relationships**
- **Is confrontational**

## 6. Rewards, praise and celebrations

We have a wealth of rewards and celebrations which we utilise in the school. Praise is used consistently around school and is process based. Staff are expected to praise all pupils, but praise must be clearly stated, realistic and follow the growth mindset criteria set out in the teaching and learning policy.

## **Recognition Boards**

Positive behaviour expectations form the basis of our reward system. We do not use happy/sad faces, nor do we 'name and shame' pupils. Instead of displaying the names of pupils who behave inappropriately, our goal is to celebrate those pupils who behave appropriately. Recognition boards are displayed in all classrooms. These are used to celebrate learning attitudes, good behaviour, manners and social skills. Each week, staff will identify a behaviour they want to see from everyone, and the aim is for all pupils' names to go on the board during the week. This promotes peer responsibility, teamwork, kindness and effort. It is a way for us to get children to practice the good behaviour skills we have taught explicitly in class.

Further methods of positive praise are listed at the end of this policy.

## **7. Dealing With Negative Behaviour**

### **7.1: First response: behaviour first aid**

All negative behaviour will fall into two categories: **inappropriate and unsafe**. Inappropriate behaviour is where the child, or other peoples' safety is not at risk. Unsafe behaviour will always be inappropriate but also includes a risk to the child or others and is often accompanied by strong negative emotions. Our first response to any incident must be appropriate to the nature of the behaviour and will follow the procedures outlined below:

- Negative behaviour which is inappropriate, will be met initially with an attempt to re-focus and/or re-engage the pupil with positive reminders and discussion. This will generally be low-level behaviour or distractions.
- Unsafe behaviour will be met with an attempt to de-escalate the situation in order to ensure the safety of all involved as a priority (see 7.3 and 7.4 below).

### **7.2: Dealing with different behaviours: an individualised response**

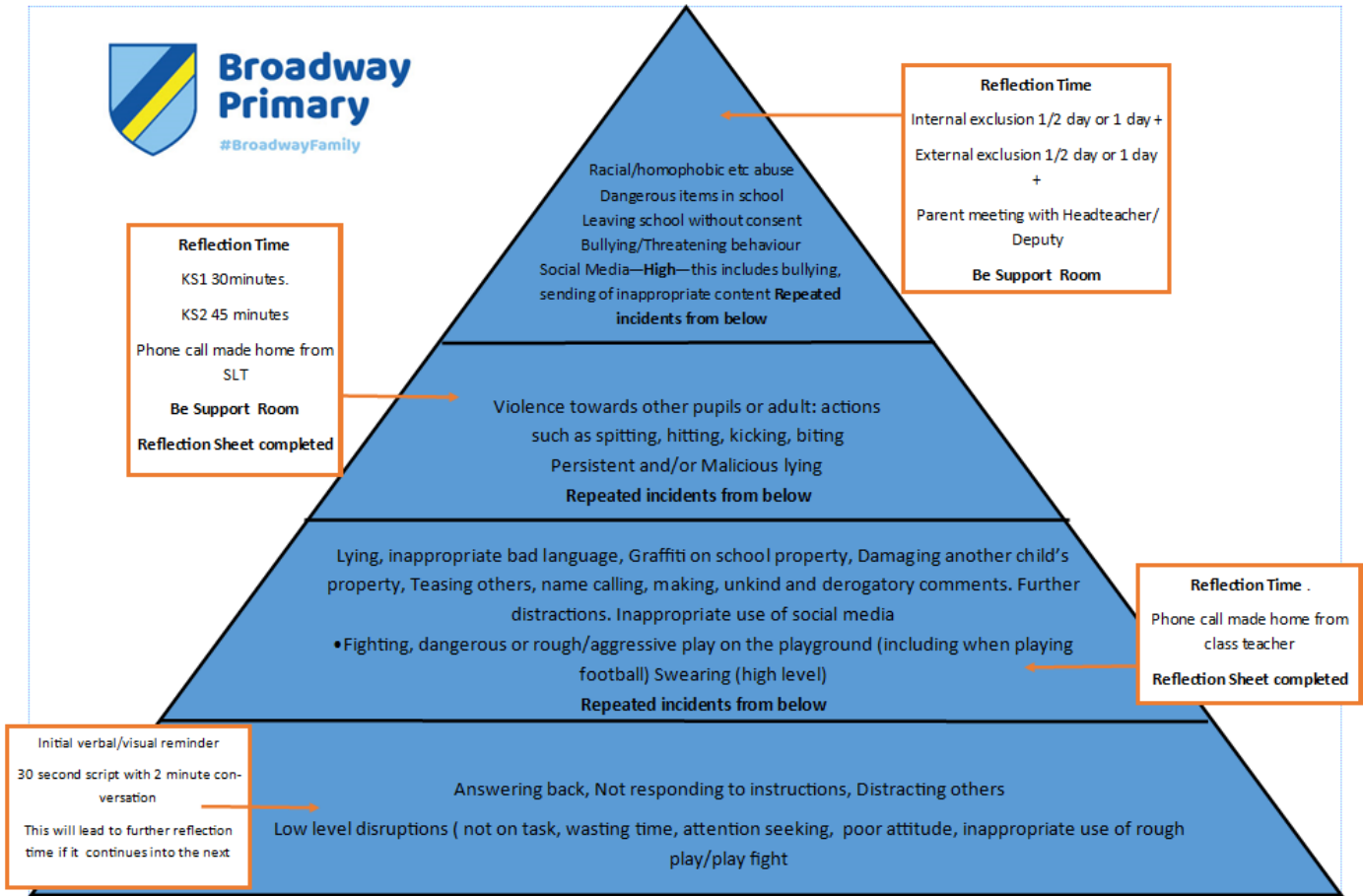
We will always attempt to teach, encourage and de-escalate any behaviour that is inappropriate or unsafe. Our first priority will always be to ensure the safety of all involved, and then to remedy the situation, teaching appropriate behaviours and responses whilst dealing with any incident.

We are an inclusive school, and we do not generally exclude children from a classroom as a punishment. However, time-outs may be used in order to help a child calm down and re-set before continuing their learning, and to minimise any impact on the rest of the class. In exceptional circumstances, a child may be directed to learn in a different classroom/outside of the classroom at the discretion of senior leaders and following the steps of the behaviour pyramid.

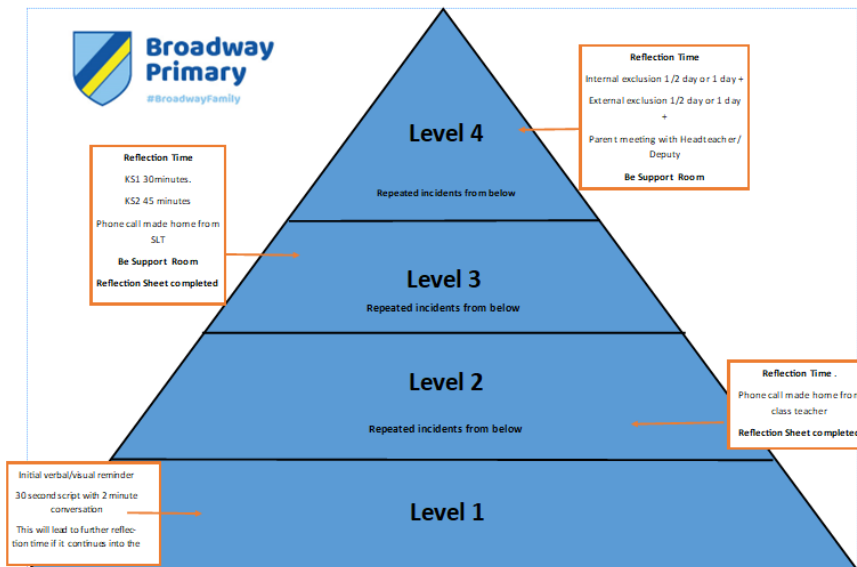
Many staff are trained in de-escalation, safe guides and holds. We will only use physical interventions with children if it is absolutely necessary to prevent serious harm. Senior leaders will support staff if pupils are in crisis.

The following table outlines how we will deal with different behaviours, dependent on the nature of the incident

## **Behaviour Pyramid 2023**



### Child version



### Clarification on the use of the Be Support Room

- Most behaviour should be dealt with by the class team. Only extreme behaviours that could be considered dangerous, defiant (to the extent of major distraction of others or for lengthy periods of time) and violence require this intervention.
- Class Teams should follow the behaviour pyramid in most incidents, this includes the use of the Be Ready Room, pink slip with the missing of playtime/lunchtime or other sanctions as outlined in the policy.

The class team should deliver a child (if able) to the Be Support Room and then cover Mrs Taylor during this intervention. If the child is unwilling to come, then Mrs Taylor should be sent for.

The class team will be asked the following questions – if the answers do not meet threshold, then you will be informed, and the class team will need to deal with the incident themselves or referred to other members of the Behaviour Team for support. This is to protect Mrs Taylor's role. It is also vital that Mrs Taylor is not used to show praise for the children she may work with – Mrs Taylor look at the writing that Joe has done' for example – unless it is immediately after an intervention and of sufficient quality.

- What aspects of Level 3 or 4 behaviour has the child displayed from the behaviour pyramid?
- What interventions/sanctions have already taken place?
- Has the behaviour escalated even though these sanctions have been followed?
- Is the child in danger to themselves or others, causing major distraction or 'out of control'?

**Level 1** – Class discipline using policy – possibly leading to pink slip (for repeated)/be ready etc.

**Level 2** – Seek support from either Mrs Mellors/Mrs Murray/Mrs Khan (pastoral) for next level support and a possible word outside the classroom but not in the Be Support. They will then advise the class team on possible steps forward.

**Level 3** – Seek support from Mrs Taylor – you will be asked the questions listed above.

### **7.3: De-escalation:**

There are many ways to de-escalate negative behaviour and staff are encouraged to use a variety of these when responding to unsafe behaviour where there are heightened negative emotions.

Examples of strategies include:

- Keeping calm, adjusting tone and volume of voice
- Listening without comment
- Being aware of body language and personal space
- Using positives instead of negatives
- Removal from the situation or allowing time to cool off
- No judgement/ no personal attacks
- Using a 'change of face' if necessary
- Distraction – another activity offered

### **7.4 Emotion coaching:**

Based on the research by American psychologist John Gottman, Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and to teach the child about more effective

responses when experiencing negative emotions. Inappropriate behaviours are not condoned, but when the child is calmer, incidents are discussed in a more rational, mutually respectful and positive manner. The main steps to this strategy are:



**NOTE:** Children take an average of 40 minutes to calm down after an emotional crisis. Staff must be willing to wait until a child has calmed sufficiently to attempt step 4.

**7.5: Investigation**

When an incident occurs, it is essential that pupils get the opportunity to give their view of events. We always listen to the children and adults involved and incidents are investigated thoroughly.

**7.6 – High Expectations**

It is expected that children complete the work that has been set or follow the rules that the rest of the school follow with those high expectations. For example, work should be completed (it is set at their ability level so that they can achieve), challenging behaviours that could cause disruption. It needs to be consistent across the school and following the school values. It is our duty to challenge behaviours so that these children are not set up to fail. If guidance is needed the Behaviour Support team is always available.

**7.7 – Behaviour Team Feedback**

Each week a member of the Behaviour Team will complete a summary for children that they have supported. This will include triggers and patterns. It is important that the class team read and reflect on this summary to ensure changes occur moving forward.



## 8. Restorative practice

We use restorative practice and informal mediation approaches to enable children to repair and maintain any relationships that they have damaged, and to support pupils to learn from the behaviours they have displayed. Restorative practice also gives power to anyone affected by the behaviour in a controlled, safe and supportive environment.

### 30 Second Intervention

Initially a 30 second intervention may be used. This is an agreed script that all adults will use when dealing with a first instance of behaviour. It is important that the child is reminded of the 3 C that they are not following.

#### **Whilst staying calm**

**I can see you are ... (identify the behaviour)**

**You are not showing ... (3Cs)**

**If this carries on you will be choosing to .... (map out the consequence)**

**Do you remember when ... this is the CHILD that you can be**

**Thank You**

### 8.1: Reflection – a learning opportunity

This is an opportunity for a member of staff to discuss a behaviour incident with a child after the incident has occurred. A short or longer reflection will be completed at a suitable time after an incident, chosen to cause as little disruption to learning time as possible (see table above). All reflections will focus on **Care, Curiosity and Concentration**. Staff will complete a Reflection sheet and indicate the reason for the reflection need, the amount of time required. This will then be logged. A **third reflection** (of 15 minutes or more) (in a term) will result in a **letter being sent home** to inform parents. A **sixth reflection** (of 15 minutes or more) (in a term) will result in a **meeting to discuss with parents** how we can support a change in behaviour.

The discussion, focussing on the 3C's above is the most important part of the process. This is a critical time for staff to explore triggers and teach appropriate behaviour. Staff should aim to foster a curious, non-judgemental and empathic attitude towards the behaviour, and to treat the reflection as a learning opportunity, not to punish, embarrass or humiliate.

**Be Support** In particular circumstances a child may not be able to stay with their peers whilst their behaviour is disruptive. To manage this and allow the child to regulate more quickly and make right choices moving forward, children will be taken to the Bee Support Room (Senco office/Learning mentor room). This is managed by a member of the Behaviour support team. Children will be expected to complete the work set and any subsequent work. Staff are aware that this is considered a last resort and aims to support the child in being able to go back to their class so they can successfully learn. It is vital that behaviour support staff are the ones that engage with the children to deescalate. Other members of staff should deliver the child to the Be Support room but ensure that

there is minimal engagement. At times a member of staff will need to wait with the child(ren) in Be Support until a member of the Behaviour Support Team is available – they should continue not to engage with the child in conversation etc. This includes any praise, emotional encouragement.

### **8.2: Monitoring**

All behaviour incidents (Level 2 onwards) will be recorded on the school's CPOMS system and an action (summary of the reflection). This data is used to monitor and analyse behaviour incidents in the school and provide evidence for self-evaluation and the development of school systems. Monitoring reports are produced every term and are shared with the Senior Leadership Team and Governors.

### **8.3: Apologies:**

It is crucial that any negative behaviour is resolved with all parties, no matter whether this is with peers or adults. We expect that all relevant behaviour incidents will result in a restorative conversation between the perpetrator and whomever was impacted by the action. This must include an apology and an acceptance of the apology. **If a child needs to apologise to an adult, the adult will model gracious acceptance and will accept the apology without following it with any comment except a thank you. Adults will not dwell on the incident.**

**8.3: Group restoration:** sometimes, pupils will need to be brought together to discuss an incident, or a number of incidents in order to resolve any conflict. This will be mediated by a suitable adult in school, who will ensure that all parties get to be heard and will mediate an outcome.

## **9. Individual support**

Occasionally, children may need intervention or other support to help them develop their ability to be respectful, responsible and resilient. They may need help to:

- Self-regulate
- Socialise
- Learn appropriately
- Keep themselves and/or others safe

We will always seek to work with parents if pupils' behaviour needs intervention. There is a wide range of support available within school, via our behaviour partners or through referral to outside agencies. A behaviour plan may be drawn up and monitored by the inclusion leader. Examples of support include:

Internal support	External agency support
<ul style="list-style-type: none"> <li>• Home-school diary/charts</li> <li>• Regular parent/teacher meetings</li> <li>• Regular talk time with the pupil</li> <li>• Circle of friends or peer mentoring</li> <li>• Behaviour Support Team</li> <li>• Behaviour plan</li> <li>• Trigger avoidance measures</li> <li>• Behaviour contracts</li> <li>• Personalised learning programmes with trained staff</li> <li>• Playground leader</li> <li>• Learning Mentor</li> <li>• Risk Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Inclusion Team</li> <li>• Learning Support Service</li> <li>• CAMHS including iCAMHS</li> <li>• Educational Psychology</li> <li>• Early Help to access for example:</li> <li>• Family Support</li> </ul>

## 10. Bullying & Intolerance

All incidents perceived to be bullying, or of an intolerant nature (e.g. racist, homophobic, disability, phobic etc) are dealt with by a member of the Senior Leadership Team. We do not tolerate bullying or intolerance of any kind in our school, and these incidents are all logged and analysed separately to other behaviour incidents.

## 11. Exclusion

Our school has a culture of inclusion, and we will do everything we can in order not to exclude pupils. We believe that all pupils deserve to be treated with respect and taught the values which will support them to develop into rounded, happy citizens.

However, there may be occasions where our school is not the right setting for a pupil, and where another school would provide a better level of support and care than we can currently provide. We will always attempt to keep a child in our school but may need to seek a managed move to another school, respite and intervention from the Pupil Referral Unit, or may need to exclude for a fixed term or permanently.

This will only happen under exceptional circumstances and is always a final resort.

## 12. Support for Staff

We will provide training in behaviour management, de-escalation, emotion coaching and other techniques which we expect staff to use as outlined in this policy through CPD sessions, one-to-one coaching and through the professional development system.

We will support staff with behaviour management whenever this is needed, and senior leaders will monitor and give feedback on behaviour management and the management of behaviour incidents around school.

## PART 2: Extra information

### Duties and responsibilities

#### Staff:

All adults who work in the school have a responsibility to implement this behaviour policy and to deal with inappropriate behaviour in all parts of the school and grounds. Any member of staff dealing with a behaviour incident should ensure that the class teacher is made aware of the incident at the earliest possible opportunity. They must also contribute to the positive learning environment and ethos in school using the whole school approaches to recognizing and praising good behaviour.

#### The Senior Leadership Team

All leaders will:

- have a strategic overview of the behaviour system and must lead the development of policy within school to secure and promote positive behaviour and deal with inappropriate behaviour.
- ensure that all members of staff are introduced to the behaviour policy.
- monitor implementation of the policy, review its impact and address issues that arise, offering appropriate support to members of staff who need to improve their practice.
- support and offer advice to other staff members in dealing with challenging behaviour and developing strategies to deal with this.
- Provide training and induction to new staff and anyone who may need it to enable effective professional development in behaviour management to take place.

#### Governors

Governors must formulate an agreed set of principles by which behaviour should be managed in the school and must review this regularly. They have a duty to ensure that parents are aware of the behaviour policy, are told about it annually, and that it is available both on the website and as a paper copy if requested.

They are responsible for holding the Headteacher to account for the behaviour of pupils in the school

#### Pupils

Pupils have a responsibility to follow the expectations set out by the school and to ensure that they follow the expectations set out in the school values poster (see section 2). We expect pupils to reflect on their behaviour and engage in restorative practices to support their own development and learning.

#### Parents

We endeavour to inform parents about behaviour issues that may arise in school, and will work with them to ensure any difficulties are addressed. Parents should promote appropriate behaviour with their children and support school when incidents occur.

## Positive behaviour strategies

**Broadway Curriculum:** through our Broadway curriculum, we teach:

- Appropriate and inappropriate behaviours
- Social development and understanding
- Emotional literacy and understanding
- Empathy, kindness, and assertiveness
- Self-control and self-restraint
- About bullying, intolerance and protected characteristics
- Resilience
- Emotional responses and how the brain works characteristics
- Growth mindset

**British Values:** British Values are promoted across the school in all subjects and are referred to often. Each class has a poster which is used to identify and remind pupils of the values we promote in the school. British Values are promoted within assemblies and in many other ways

**Assembly:** Collective worship in school promotes positive behaviour through songs, stories, discussion and prayer/reflection. We are inclusive and encourage all pupils to take part. Behaving positively is promoted in every act of worship.

**Collaborative learning:** The use of collaborative learning strategies such as Kagan structures supports a positive ethos. Pupils are highly engaged, work together and are taught how to include all class members in their activities. Many structures teach patience and support.

**Class/school/playtime charter:** Class charters are generated at the start of each academic year. Class charters are always worded positively to encourage behaviours e.g., we will. The class charters are then signed by the class members and a copy is displayed in the classroom.

**Process praise** – praise should be directed at the effort, not at the child. Pupils should not be referred to as clever as this has been proven to have a negative impact on self-esteem. Care must be taken to ensure that negative beliefs are not supported unwittingly e.g. “well done – you aren’t good at maths, so it’s great you’ve got all these right”.

## Positive language examples

Although they maybe times an assertive, respectful, comment may be needed.

Pupil behaviour	negative response	positive response
Pupils calling out in class	Stop calling out.	Please put your hand up to answer a question
Pupils/child talking during register	Shhhh	Thank you
Pupils talking over the teacher.	Stop talking	Thank you for being respectful and listening when I am speaking.
Pupils chatting during lesson.	Stop being rude. You shouldn't be talking.	Let's get on with our work quietly so we can learn well.
Individuals continuing to chat.	WHO is still talking?	Looking at me and listening please, Jack, Sarah, Sam. Wait for silence
Pupil involved in some activity not related to the lesson, eg doodling, fiddling	Why are you doing that? Stop fiddling/messing/drawing.	I would like you to ....and then you can...."  Thank you for getting on with....
Pupil speaks to you in a rude or aggressive manner.	Don't you dare talk to me like that	STAY CALM Remember to show respect
I can't do it	Yes you can, try harder.	OK, you might not have mastered this yet, which bits can I help you with?
I don't want to do this, it's boring	You can't..... until you've finished.	When you finish ... you can.....
Pupil making slow progress addressing task.	Get on with it.	I'll come back and see how you're getting on in 5 minutes.
Pupil charging down the corridor	Stop charging down the corridor. Oy – Stop running	Walk thank you.
Pupil with untucked shirt and wearing a baseball cap.	Tuck your shirt in and take that ridiculous hat off.	Maria; thank you for sorting out your uniform... give take up time and use visual cues to remind if not done - with a smile!

## Rewards and celebrations

Examples of celebrations and rewards in school:

- **Celebration Assembly** – one (possibly more) child from each class is nominated for 'star of the week' for something they have done well. This is often linked to behaviour or attitude. Stickers and certificates are awarded in Friday's Celebration Assembly.
- **Certificates/ emails//phone calls home** - Positive communication with parents is encouraged as often as possible. Teachers will contact a selection of parents each week to make comment on positive things their child has achieved that week.
- **Golden Welly** – this is awarded each week to two children for their contributions towards playtime.
- **Termly Stars** – children can be awarded a termly star (a pin badge that they can collect on their uniform) these are awarded to children who for an entire term have made those **Right** choices, this can also include children that have made an impressive effort to make the Right choices (even if there have been a few mistakes)
- **House Points** – children will be awarded a house point for following the 3 C's. These are collected and celebrated within class but then brought into celebration assembly
- **Gold Star** –every staff member will receive at least one Gold Star that they have to give to a child that has impressed them. We advise that this should not be a child within a class that they work but more of a recognition of a child that they do not work with directly.
- **Other adults** – Pupils can be sent to another appropriate adult in school to share and celebrate their success. Other adults are encouraged to award stickers, house points and to write comments on work if appropriate. In the staffroom we have a 'botheredness' board. Staff are encouraged to write on things children have done so that other staff can praise.
- **Celebrating success** – Show & Tell sessions and 'Showing' in celebration assembly is encouraged, as long as the success being celebrated is a genuine one.

Reflection question prompts

- What has happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?



- Who has been affected by what has happened?
- How have you been affected?
- What needs to be done now to make things right?
- How can we do things differently in the future?

## Exclusions

Broadway Primary School follows the guidance from the DfE '*Exclusion from maintained schools, Academies and pupil referral units in England, 2012*'.

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy.
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a fixed term or permanent may be used for any unacceptable conduct as outlined in the behaviour policy- particularly those which are:

- Unsafe and pre-meditated
- Unacceptable behaviour which has previously been reported and for which interventions have not been successful in modifying the pupil's behaviour.

The Headteacher will try to avoid using the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try to avoid the sanction of an exclusion in the future. This will be discussed with parents, but the headteacher's decision will be final. Pupils may be asked to move class, or work in a different class for some time, dependent on the circumstances of the behaviour/s.

### **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.
- The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post or email, or given directly to the parent, giving details of the exclusion and the date the

exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a Senior leader and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date. During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.

Records relating to exclusions will be stored confidentially.

### ***Permanent Exclusion***

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own, or others', safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school.

### ***General factors the school considers before making a decision to exclude***

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events

- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

### ***Alternatives to permanent exclusion***

If it is clear that the child needs respite from the school community, or would benefit from intensive emotional and behavioural support which cannot be provide at Broadway Primary School, a number of alternatives to exclusion can be explored, such as:

- A placement at A Pupil Referral Unit or other alternative provision – either temporarily, as respite or permanently
- A managed move to another local school
- Short respite placement at another local school

## **Support for Staff**

### **1. Dealing with Challenging Behaviour:**

All staff receive advice and training on behaviour management on induction and throughout their time at school. We believe that positive behaviour management is fundamental to providing a safe, secure learning environment, and as such, every staff member is aware of and will support any other colleague with behaviour management.

Staff who are having difficulty with a class, group or individual are encouraged to speak to a member of the Senior Leadership Team for advice and support. Coaching will often be used as a tool to support staff members and team teaching, observations, modelled teaching and other methods can all be used to support any staff member with their management of behaviour. If necessary, a support plan can be used.

### **2. Right to a safe working environment:**

There is a range of legislation to protect teachers against work-related harassment, malicious allegations and defamation. Any bullying or harassment of staff by pupils (including cyberbullying) will not be tolerated, whether this occurs on or off the school premises or during term times. The Headteacher will use their professional judgement to deal with any problems arising in the following ways:

- Pupils will be spoken to and dealt with in line with the behaviour policy
- Parents will be informed and school will seek to work with parents to change the behaviour of the pupil/s
- The pupil may be permanently removed from a particular class in order to safeguard the staff member, or other children
- Where a person threatens or assaults a member of staff, police can be informed and formal complaints made

- In extreme cases, exclusion may be used

***Please note: Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. Local authorities and governing bodies have legal powers to prohibit access to school premises.***

### **3. Pastoral care for school staff accused of misconduct**

All staff accused of misconduct will be supported in line with the policies for misconduct.

Any accusations against staff with regards to behaviour will be dealt with in line with the misconduct policies adopted by this school's Governing Body.

Pupils who are found to have made malicious accusations against school staff will be subject to the same restorative practice as outlined above. This will be dealt with by the Headteacher or Deputy Headteacher. Each incident will be judged on a case by case basis, taking all facts into account.

### **Positive Handling and Restraint**

As outlined in this policy many techniques are used to diffuse difficult situations before resorting to positive handling and restraint systems.

Positive handling and restraint is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

#### **Who can use Positive Handling and Restraint?**

All members of school staff have a legal power to use reasonable force. However, we would urge that staff seek support from a member of the school team who has had TEAM Teach Training.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

#### **When can Positive Handling and Restraint be used?**

- Positive Handling and Restraint can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use positive handling and restraint to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- The policy allows reasonable adjustments for disabled pupils and pupils with special educational needs.
- **Use positive handling and restraint is considered a last resort.**

## PART 3 ADDENDA AND BIBLIOGRAPHY

### 1. Consultation

In order to develop this behaviour policy, all sections of the school community have been involved. Consultations and discussions have taken place in the following ways:

- *Pupils*: via classroom meetings and the school council.
- *Parents*: whole school behaviour questionnaire, annual questionnaires at parent evenings, information received from parents contacting school.
- *Staff*: staff meetings & INSET, SLT meetings, training from EPS
- *Governors*: sub-committee discussions and adoption of policy.

### 2. Associated Policies

- Anti-bullying policy
- E-Safety Policy
- Safeguarding & Child Protection Policy