

Bealings School

Behaviour Statement



Behaviour and Safeguarding are at the heart of our democratic, self-governing community of creators where children and adults are considered equal.

We work to empower the children daily in many ways. One major example is the whole school weekly meeting, chaired and minuted by Year 6 children and attended by all children and adults in our community. Everyone knows that everyone will be treated with respect and consideration, all views listened to and discussed. Sometimes this takes time. It is always time well spent and shows everyone that decisions should not be reached lightly.

We have grown an ethos of equality and openness and this is reflected in the natural and sincere way the children talk with each other and the adults. Everyone is addressed by first names and everyone knows that whatever they have to say will be listened to with consideration and respect and knows who they would approach if they have concerns or something to report.

Through our Mantle of the Expert work our children are often in role and standing in the shoes of others. Positive behaviours and attitudes are powerfully internalised.

Life at Bealings enables the children to develop an inner self-confidence and empathy for others (often through Mantle of the Expert learning) which, with amongst other things, empowers the children to raise behaviour issues themselves, publicly or privately with teachers, TAs or other team members.

Peer reinforcement of good behaviour has the biggest influence on appropriate conduct. At the school meeting the children decided to accept a proposal from Year 6 that they should be given a protective and encouraging role within the community and be known as Guardians. They wear bracelets to identify themselves and are proactive role models.

Our small (110 children) and democratic community (co-constructed on a daily basis), also enables children from diverse cultural backgrounds, of whatever sex or faith, or age, to grow in a supportive and encouraging family environment where all are valued, all are equal.

Everyone is worthy. Everyone is cared for and needed.

Behaviour Policy

Bealings School



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Date: 20.11.20

Last reviewed on: Autumn 2020

Next review due by: Autumn 2021

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the two school rules (to look after everyone and everything)
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.1 How pupils, parents and staff can report incidents of bullying

The Children know (as is regularly reinforced through the empowering nature of our democratic community) to report their concerns to the adult(s) they feel most comfortable with.

Parents should report to the class teacher in the first instance. If further action is required then the co-headteachers will be informed.

Incidents may be reported verbally (in person or by telephone) or via email through the school office.

Staff should report any concern to the class teacher and/or co-headteachers and record any incidents in the behaviour log.

4.2 How the school investigates allegations of bullying

All reported incidents of bullying are recorded and held in the school office.

Initially the class teacher will interview all pupils involved and apply any necessary sanctions (see section 7) as well as agree positive behaviour moving forward. They will ensure the vulnerable pupil feels safe and confident to report further concerns should they arise.

Should bullying continue, the co-headteachers will arrange meetings with the parents and pupils involved, and expectations for future behaviour will be made explicit, and necessary sanctions imposed (including the possibility of temporary exclusion) – see section 7.

4.3 How the school supports pupils who have been bullied, and those vulnerable to bullying

- Careful monitoring by all staff
- Open communication between staff, pupils and families
- Guardians (Year 6) take an active role in supporting vulnerable pupils during breaktime and lunchtimes
- Nurture club

- In-house psychotherapy

4.4 Whole-school proactive strategies to prevent bullying

Please see 'Behaviour Statement' at the beginning of this document.

4.5 How the school trains staff and governors in preventing and handling bullying

In-house training for every adult who works in the community, covering every point in this document

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the co-headteachers and monitor the policy's effectiveness, holding the co-headteachers to account for its implementation.

5.2 The co-headteachers

The co-headteachers are responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The co-headteachers will also approve this policy.

The co-headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Through our school meeting all children and adults have agreed to the following:

- To take care of everyone
- To take care of everything

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour is intrinsically rewarded by peer and community acknowledgement.

Where all offences are concerned, the important thing is that the child is able to admit to their actions, apologise for them, and understand that there may be sanctions.

For light offences, such as being rude, an admission and apology may be enough.

For more serious offences, the sanctions include:

- Community service as decided upon by the community
- Withdrawal of privileges
- Meeting with Guardians (all Year 6)
- Informing parents

Repeated serious offences may lead to exclusion (see exclusion policy).

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the co-headteachers will discipline the pupil in accordance with this policy.

Please refer to our 'Arrangements for managing allegations of abuse against people who work with children or those who are in a position of trust' document for more information on responding to allegations of abuse. This can be found in the school office.

The co-headteachers will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which include:
 - Treating pupils with respect and kindness
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour initially through discussions with the co-headteachers followed by daily discussions with the class teacher.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the co-headteachers and governing body. At each review, the policy will be approved by the co-headteachers.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Arrangement for managing allegations of abuse against people who work with children or those who are in a position of trust

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Behaviour strategies are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every year.

Appendix 2: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

