



Bramcote Hills Primary School

Behaviour Policy

1. Beliefs, Aims and Ethos

The school's motto is ***Make the Future Better for All***

The school operates in accordance with the following **beliefs**

Bramcote Hills' Beliefs

- We believe in delivering an exciting and broad curriculum through high quality teaching and innovation
- We believe in having high standards
- We believe in developing and knowing children as individuals
- We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability
- We believe in being inclusive so that all children can thrive
- We believe in working in partnership with our community and other schools

In addition, the provision of a high quality Personal, Social, Health and Relationship Education aims to ensure that each child will:

- develop increasing awareness of self with positive self-esteem, sensitivity to others and understanding of society
- develop respect for individuals and understand the significance of the protected characteristics
- acquire the confidence to make and hold moral judgements developing self-discipline and considerate behaviour
- be able to make informed decisions about activities or actions which affect personal well-being.

In order to promote these overall aims, the Behaviour Policy further aims:-

- to promote self-discipline and proper respect for authority among pupils
- to promote excellent standards of behaviour on the part of pupils
- to create a school community which has a culture of caring, and showing consideration, for other people.
- to create a positive culture between all the members of the school community so that there is a collective commitment to good behaviour

This policy has been revised in light of the document 'Understanding Behaviour in Schools' which is supported by Nottinghamshire local Authority. This draws on significant research by the EEF (Education Endowment Foundation) 'Improving Behaviour in Schools'.

Ethos

Children have a right to learn.

Children can normally make choices about their behaviour and should be helped to learn why a positive choice is desirable.

Children sometimes make mistakes and need support and teaching about positive behaviour choices. They are expected to respond to this support and teaching.

Children should be encouraged to be honest about their behaviour, with themselves and other people, and helped to learn from their experiences so that they take responsibility for their actions. It is understood that this may not be productive for some children.

Children should know that they are liked and listened to and will be treated with respect, consideration, politeness and concern.

Children should know that racist, sexist and other views that discriminate against the protected characteristics will not be accepted. Whilst restorative approaches will still be used, such instances will be treated more seriously because they are based in prejudice and discrimination against groups of people.

Similarly, bullying will be treated more seriously because of the significant impact it can have on victims.

Children should learn that good behaviour promotes learning, builds healthy relationships, is acknowledged and valued.

Children should learn that inappropriate behaviour may need resolving or 'putting right' and this can lead to an appropriate consequence. Consequences, which may include sanctions, will normally be followed by a fresh start.

Children should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour, the child is not rejected. Poor behaviour will not be accepted, but the child as an individual is valued and included.

Children should see that staff have high expectations of behaviour, apply the Behaviour Code consistently and show the responsibility for maintaining high standards throughout the school and grounds.

Behaviour can, in some cases, communicate an unmet need. Therefore, to change behaviour, we must respond to the unmet need. This does not withdraw the expectation for children to follow the school rules.

Children's behaviour cannot be fully understood in isolation, without considering their individual influences. Similarly, this does not withdraw the expectation for children to follow the school rules.

Relationship-based, restorative approaches offer an evidence-based approach that help to teach and support some children. It means that we will include the children in discussions, whenever time permits, so that they understand the purpose and need for positive behaviour choices.

2. Responsibilities

The Governing Body is responsible for providing a written statement of general principles (as shown in this document) and may offer challenge and support to the Head Teacher in relation to the application of the policy.

The Governing Body accepts that it has a key role in influencing the ethos of the school - its general atmosphere and philosophy, and hence its standing in the local community.

The Governing Body will ensure that Exclusion Arrangements based on LA guidance will be followed. They will be applied within the context of the general principles agreed. The duties of the Governing Body are exercised by the Pupils and Personnel Committee and the Discipline Committee as appropriate.

The Head Teacher is responsible for regulating the conduct of pupils, agreeing rules and guidelines with staff and keeping them under review. The Head Teacher is also responsible for ensuring the Behaviour Policy is known within the school and applied reasonably.

Class Teachers are responsible for their pupils' pastoral welfare, the application of this behaviour policy and meeting the particular needs of children in their class.

All members of staff are responsible for applying the Behaviour Code fairly and consistently within their own area of responsibility and throughout the school.

3. Parental Involvement and Responsibilities

The school strives to build a positive and lasting partnership with parents/carers from the initial visit, through the induction process and as the child progresses through school.

The Behaviour Code acknowledges the vital part parents/carers play in instilling positive values and attitudes at home and supporting the school's efforts to maintain high standards of behaviour.

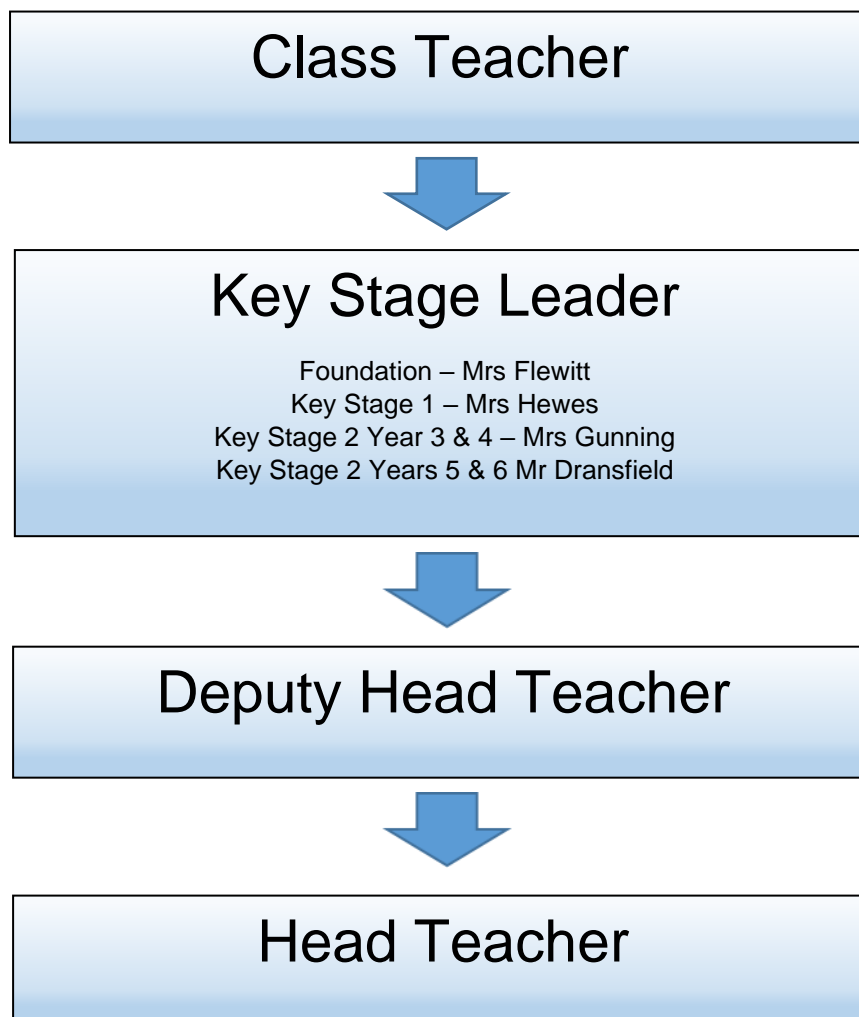
The Behaviour Code and information about a child's behaviour is shared with parents in a number of ways:

- The Behaviour Code is summarised on the school website
- A copy of the Behaviour Code parent leaflet is available
- Informal discussions between staff and parents/carers may include reference to behavioural issues

- Meetings with parents are arranged, if required, with a teacher, Key Stage/Departmental Leader/Deputy Head Teacher or the Head Teacher, and may be requested by parents/carers
- Behaviour is reported on at Parents' Evenings and on Annual School Reports. NB. If a child's behaviour becomes a cause for concern, their teacher may contact the child's parent(s) sooner

The sequence of contact for parents/carers regarding behaviour issues is shown below. Parents should always begin with the Class Teacher. Bringing an issue to the attention of the Head Teacher at an early stage, will only result in the Head Teacher referring it to the Class Teacher.

Children and parents are encouraged to share any worries they have at an early stage so that any problems can be dealt with quickly. Children may talk to any member of staff they wish and/or put a written note in the classroom Worry Box. Parents may inform their child's teacher of any concerns they have by letter, phone call, email, visit or by note in a child's school organiser (please be aware that reading records can be accessed by volunteers and parent helpers in school). Any concern will be explored and taken seriously.



The school greatly values the support of parents/carers and believes that children are far more likely to behave well when parents/carers follow the following suggestions. We request parents and carers:

- Support the school rules
- Support the school's judgements, actions and sanctions when dealing with their child (this is not to say that parents/carers cannot raise concerns with school but this should be done away from the child)
- Have the confidence to say 'no' to their child
- Understand that they have a responsibility, as a parent/carer, to make decisions that their child may not like
- Understand that adults make decisions for their children
- Listen to their child and be sympathetic towards them - they may be upset about something – also understand that children do not always see a balanced view of some situations
- Be present and engage with their child as much as possible
- Limit the amount of 'screen time' children have
- Ensure that children do not play video games, access films or online platforms that are not age appropriate
- Monitor a child's online activity and use of a mobile phone

4. The Behaviour Code in Practice

The '3Rs'

The Behaviour Code is expressed as the '3Rs'

Responsibilities

Rights

Rules

As a member of Bramcote Hills Primary School you have a

Responsibility

- to let others get on with their work and play
- to work to the best of your ability
- to respect and care for others
- to listen and respond thoughtfully when being spoken to
- to be honest and truthful at all times
- to show care and consideration for the environment
- to tell a member of staff if you see or hear about someone being treated unkindly

As a member of Bramcote Hills Primary School you have a

Right

- to get on with your work and play
- to be yourself and proud of your achievements so long as this does not hurt others
- to be treated fairly and with consideration
- to express your views and know you will be listened to
- to feel happy, safe and confident

- to have clean and tidy surroundings
- to tell a member of staff if someone or something is causing you problems

As a member of Bramcote Hills Primary School, you are expected to follow our **Rules**

- ***Follow instructions first time***
- ***Speak kindly and politely***
- ***Always show good manners***
- ***Keep hands, feet and objects to yourself***
- ***Walk quietly in school***

These are published widely round the school and issued to parents/carers. They are listed in the Behaviour Code leaflet available in the entrance foyer.

They apply at all times when a child is on the school premise and even on the way to and from school.

They apply with teachers, support staff, midday supervisors and parents.

In addition to the '3Rs', Class Teachers devise specific instructions and guidelines for classroom procedures and management. Children may play a part in devising these instructions. Once established, children are under an obligation to 'Follow instructions first time' as stated in the school Rules.

There are also some mantras and sayings that enable all children to be happy in school.

The School Motto:

Make the Future Better for All

Anti-Bullying Mantras

We are a telling school with no bystanders

It's only a joke if everyone's laughing

It's only a game if everyone's playing

It's only an accident if you didn't mean it

Learning Mantras (this includes learning about behaviour)

What do we do when we make a mistake? Learn from it.

I can't do it ... yet.

Practice makes permanent.

5. Good Manners

Good manners are promoted at all times.

In particular, we focus on:

- Saying please and thank you
- Holding doors open for others
- Responding to others
 - 'How are you today?' with 'I'm fine (if they are) thank you, how are you?'
 - 'Good morning Name' – 'Good Morning'
 - Waiting to speak when two people are talking
- Saying 'Do you need any help?'
- Saying 'pardon?' instead of 'what?'

6. The Language of Behaviour

It is essential that all staff use the same language when dealing with pupils' behaviour.

This language is underpinned by these key principles.

- All children are fundamentally good
- Some children may not know what is expected and so this might need to be explained to them
- All children can succeed
- Behaviour is a choice (for most children)
- Every situation is dealt with on its own merits
- We do not label children as 'naughty'
- We do not use statements such as 'can you guess who has done this?' This is prejudicial (See Teacher resource – appendix 2)
- Instructions and reprimands need to be short and to the point
- We criticise poor behaviour choices, not the child
- **Whenever we can, we state what we want the child to do**
- Voices should be calm and quiet and only raised on very rare occasions
- We do not shame children

We believe that children can become what they hear. If we tell a child they are good often enough, they will believe it themselves.

Instructions

Instructions to children should be positive and assertive

e.g.

- You need to ... thank you
- I expect you to ... thank you
- I know you will ... thank you
- I want you to ... thank you

We do not start an instruction with 'please' – not because we are rude but this suggests that following the instruction is optional.

7. Acknowledging Good Work and Behaviour

It is important that we are positive about children in order to make them feel valued and to help them believe in themselves.

As a simple rule, we should consider the ratio of 3:1 when communicating with children. There should be at least 3 positive, affirming statements for every one suggestion, piece of constructive criticism or reprimand.

We want to help children who work hard and behave well to learn that behaving in these ways has intrinsic rewards in terms of self-esteem and the quality of their relationships with others.

We also believe that acknowledging good behaviour helps to enhance a child's self esteem and works as a teaching tool for reinforcing positive behaviour choices.

Staff members use a variety of methods to recognise children's good behaviour and try to keep their approach fresh and relevant to the age of the children.

Ways of acknowledging good effort and behaviour:

- Plenty of praise and acknowledgement for individuals and groups, quietly or in front of the class
- Written comments on work
- Sharing achievements and work with the class, other teachers or the Head Teacher
- Mentions in year group, key stage and school assemblies
- Being able to leave first
- Being able to leave first for being an 'always child'
- Sharing good news with parents

These are all informal methods. In addition to these, the school operates a formal acknowledgement system which is detailed below.

Celebration Time:

This is an opportunity to give formal acknowledgement of positive behaviour. A two week theme will be decided upon. Each class will have groups of 5 or 6 children. The classteacher will keep a tally of how many times members of that group display the positive behaviour currently being focussed on. At the end of the two week period, at the start of a whole school assembly, there will be time to recognise and celebrate the successful groups from each class.

Dealing with Poor Behaviour Choices

In the vast majority of cases, poor behaviour can be rectified by a quick reminder of the school rules, a quick verbal redirection or warning, waiting, humour and the strength of the existing relationship between the adult and the child.

When dealing with poor behaviour we remember that behaviour is a choice (for most children). We may need to teach children the appropriate behaviours; they may not know already. They may need help learning how to make the right choice.

We need to understand the child's context and the influences upon them and understand their behaviour within this context. This does not, however, mean that a child should not learn how to take responsibility for and improve their behaviour.

A relationship-based approach helps children to learn how to communicate their needs more effectively and this enhances their sense of self, providing learning opportunities to develop self-regulation skills, problem solving, cooperation, empathy and moral development

Restorative Practice is a philosophy guiding the way people act in their dealings with others, not only at times of conflict. The aim of Restorative Practice is to develop community relationships, and to manage conflict and tensions by repairing harm and building relationships.

This approach involves using high challenge and high support to respond to difficult situations within relationships and organisations. It promotes a collaborative 'doing with' approach to discipline, which is more empowering and effective, rather than 'doing to'

1. View what is happening and decide whether I need to intervene.
2. Ensure that I am regulated
3. Is my child ready to reflect with my help? Do they need sensory regulation? (e.g. time to themselves to calm, time to cry, time to be away from others, time under a weighted blanket)
4. Listen to the child to find out what has been happening and maybe help them label emotions
5. Connect with the child, acknowledge or empathise with their emotion (but maybe not their action)
6. Can the child talk about the impact on others. Help them reflect on this and talk about the school rule in question
7. Do I need to help my child repair their relationship with others or take restorative action.
Do I need to reassure my child that my relationship with them is secure?

In simple terms, this 'emotion coaching' would look like this.

H	When the child is ready, hear them, establish what has happened/is happening.	Allowing to calm Offering to hear and listen genuinely and carefully e.g. I can see you are upset, I am here.
E	Label feelings and validate them. Empathise .	'It sounds like you might be feeling angry about that.' 'I might be feeling angry about that if that had happened to me' What would happen to you to make you feel that way?
A	Set limits on behaviour Consider how appropriate the behaviour is when we consider the needs of others.	Discuss impact on other people (without shaming). Consider how appropriate the behaviour is when we consider the needs of others. Refer to school rule broken (depersonalise) Explain why behaviour choice cannot be made. e.g. 'We can't always get what we want' We have to consider the needs and feelings of others
R	Agree on restorative action to repair relationships and agree future conduct.	'We can sort this out' 'What can we do to make situation better' 'What will you need to do next time? I believe that you can make that good choice'
		The act of repairing is not a sanction but sometimes a letter of apology (for example) might be appropriate and may take a child time. The gravity of the repairing should be considered carefully.

Useful Questions:

What happened?

What were you thinking at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have you been affected?

What do you think needs to happen next?

If a child displays poor behaviour there will always need to be a consequence.

In the vast majority of cases, poor behaviour can be rectified by a quick reminder of the school rules, a quick verbal redirection or warning, waiting, humour and the strength of the existing relationship between the adult and the child.

In accordance with the principles outlined above there should be a restorative approach used so that children are included in discussions and reparatory work can take place. Some reparatory consequences might take time and involve children having to give up their own time.

Reparatory consequences could include:

- Apologising
- Writing a letter of apology
- Making a written record of what the child will try to do next time
- Repairing physical damage
- Completing work that was not done in a lesson or in the appropriate time
- Interacting more positively with a group

The use of sanctions is different and in general terms, sanctions should only be used when restorative work has already taken place. Children should understand that restorative work should result in an improvement in their behaviour choices.

If there is no improvement in a child's behaviour choices or individual incidents are serious a sanction may be used to emphasise the importance of the restorative work being done.

Sanctions used include, although they might not always be addressed in this order:

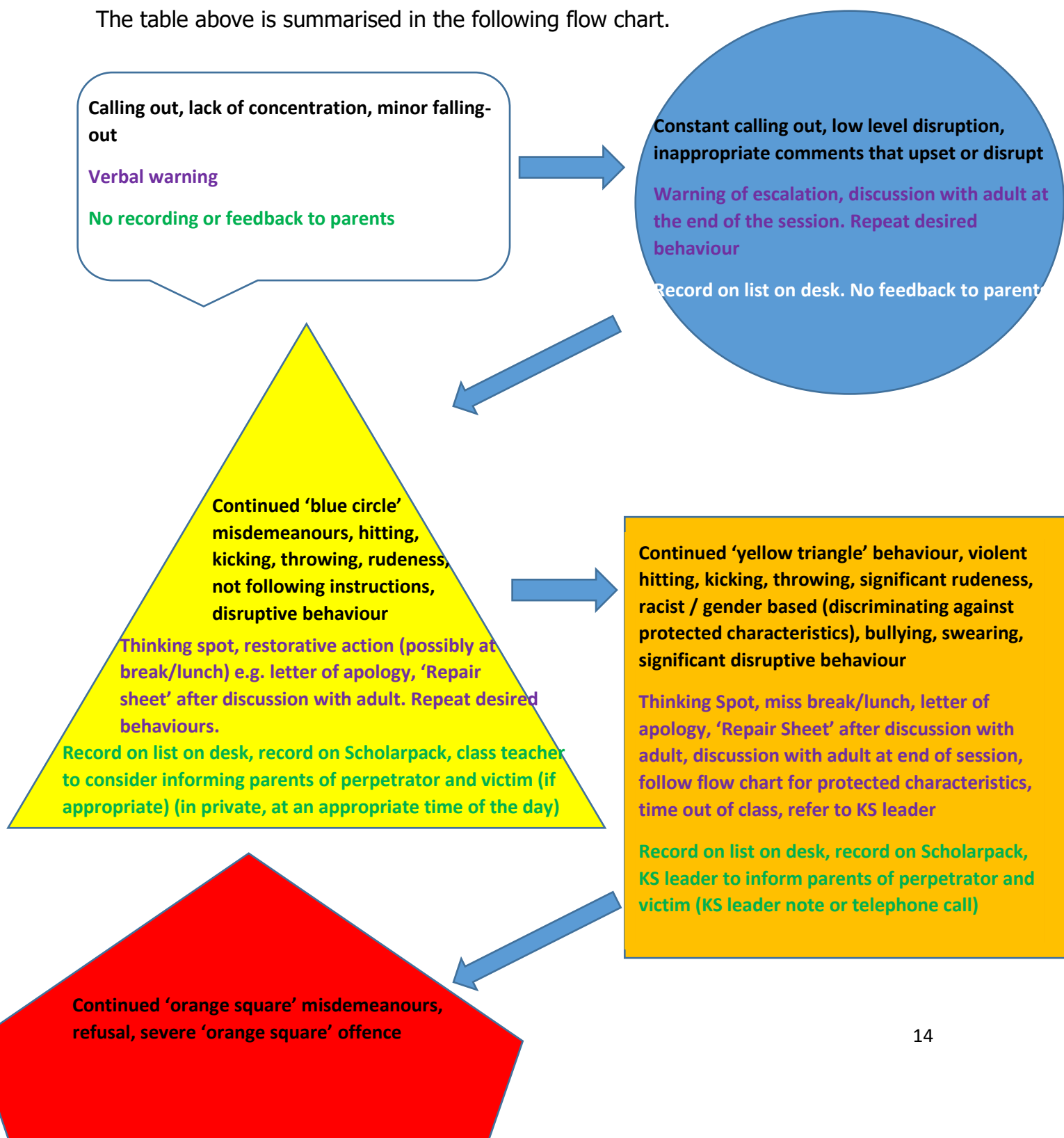
- Removal, for safekeeping of any item that has a potential to harm, offend or distract the child, other children or adults until the end of the school day. If judged necessary, the item will only be returned to a responsible adult; otherwise it will be made available for the child to collect at the end of the school day. The child will be instructed not to bring the item to school again and parents will be informed if judged necessary.
- Child to have discussion with Key Stage/Departmental Leader
- Missing free-time at break or lunch times
- Removal of privileges in class, in school, or after school
- Time out - short term (1 lesson or half day) to a linked class (not to be completed in a humiliating fashion – rather to give children time to reflect on their actions, whilst being supervised, before returning to class with the correct attitude)
- Notes/calls home informing parents of incidents
- Log a child's behaviour on a Behaviour Daily Report Card and share with parent
- Log a child's behaviour on a Week Long Report Card and share with parent
- Child to discuss behaviour to Head Teacher
- Internal exclusion
- Fixed-term Suspension from school if behaviour is wholly unacceptable
- Seeking of alternative provision or Permanent Exclusion from school if behaviour remains wholly unacceptable or reintegration is deemed to be impossible

To give clarity and consistency the following system will be used throughout school. The list of consequences and acts of poor behaviour are illustrative as all behaviour has a context.

Poor behaviour choice	Level	Consequence	Recording	Support
Calling out Lack of concentration Minor falling-out	None	Verbal warning De-escalation (reminder / humour)	None	
Constant minor calling out Low level disruption Inappropriate comments that disrupt	Blue Circle	Warning of escalation Discussion with adult in question at end of session about desired behaviour Thinking Spot in younger years	Short term list on desk in case there is a change of teacher	
Continued calling out, low level disruption, inappropriate comments that upset or disrupt after blue card issued. Hitting, kicking, throwing. Not following instructions. Rudeness. Disruptive behaviour.	Yellow Triangle	Thinking Spot in younger years Restorative action e.g. Letter of apology Completion of 'Repair Sheet' after discussion with adult. Discussion with adult in question and classteacher at end of session Time out from class or area in question, use of link class.	Scholarpack Class Teacher to consider informing parent and possibly victim's parent	Peer mentors
Continuation of behaviour after yellow card given Violent hitting, kicking, throwing.	Orange Square	Restorative action to be completed at break time e.g. Letter of apology Completion of 'Repair Sheet' after discussion with adult.	Scholarpack Key stage lead to inform parent and victim's parent	Peer mentors Consider individual behaviour plan

<p>Significant not following instructions</p> <p>Serious rudeness</p> <p>Racist / Gender (protected characteristic) offence</p> <p>Bullying</p> <p>Significant disruptive behaviour</p> <p>Swearing</p>		<p>Discussion with adult in question at end of session and key stage leader about desired behaviour (restorative approach)</p> <p>Follow flow chart for racist/gender equality issues</p> <p>Time out from class or area in question. Use of Key Stage Leader</p>		<p>Consider contacting SBAP (School Behaviour & Attendance Partnership)</p>
<p>Continuation of orange card behaviour</p> <p>Refusal</p> <p>Severe Orange card offence</p>	Red Pentagon	<p>Referral to Head Teacher</p> <p>All consequences listed above</p> <p>Report card</p> <p>Internal exclusion</p> <p>Fixed Term Suspension</p>	<p>Scholarpack</p> <p>HT to inform parent and confirm in writing</p>	<p>Consider individual behaviour plan</p> <p>Consider contacting SBAP</p>
<ul style="list-style-type: none"> Blue cards are rescinded at the end of each session Yellow cards are rescinded at the end of each day – consequence must take place and restorative action completed Orange cards are rescinded at the end of each day – consequence must take place and restorative action completed Red cards may result in longer lasting consequence Parents should only be contacted once in each day 				

The table above is summarised in the following flow chart.



Referral to HT, all above sanctions, report card, internal exclusion, fixed-term exclusion

Record on scholarpack and in individual record.
Possible exclusion records.

In the Foundation stage, we talk a lot to the children about making 'thumbs up choices'.

When using the thinking spot the following prompts are used.

- *I want you to spend some time on the thinking spot, thinking about what has just happened.*

After spending approximately 10 minutes (depending on the context of the situation)

- Can you tell me what happened?
- Can you tell me what you did?
- How did you feel when it happened (some children might need support labelling, classifying or describing their emotions – they might need help with this e.g. 'it sounds to me that you were feeling angry')
- Empathise (*I can understand why you might have felt angry* or *I can see that this made you feel angry*)
- Explain which rule has been broken (if this is the case)
- Emphasise how we want the child to behave and why.

Swearing or Violent Acts

Swearing or acts of violence (hitting, kicking), when witnessed or confirmed by an adult, will be reported to parents on the same day as the event. Other consequences may also be used.

Supportive Action

The school has capacity to use a number of supportive measures in addition to the restorative approach outlined above. If a child is not making improvements within the context of the above policy it is possible that they would benefit from an Individual Behaviour Plan (IBP). The Teacher Resources Appendices provide checklists for teachers to use to ensure they have considered all possible approaches. An IBP would consider the child's context and influences and any possible unmet needs. Key staff would discuss the impact of and possible resulting strategies for:

- Strengths and successes
- Context

- Barriers to positive behaviour choices
- Triggers
- Priorities
- Interests

Sources of support that the school are able to access include:

- Home / School Liaison worker
- Brighter Futures Through Sport
- ELSA
- SBAP (School Behaviour and Attendance Partnership)
- Drawing and Talking
- The Inclusion Service (formally SFSS)
- Early Help Services

Midday Supervisors and Lunchtimes

Midday Supervisors (MSAs) work in the middle of a school day, supervising children during lunchtime.

It is expected that the MSAs will follow the same guidance as set out above.

Midday supervisors should make a point of visiting classes and offering praise, in front of the class teacher, to children who have made good behaviour choices.

MSAs should also provide children with warnings about their behaviour choices in the same way that a blue card would be issued in class.

If a child's behaviour choices are worse, they should be brought to the senior MSA who may choose to issue a yellow card, record this and inform the class teacher.

Recording and Monitoring Behaviour

Staff who deal with instances of poor behaviour have the responsibility of recording them.

In order to maintain high standards of behaviour, the school monitors performance using a variety of indicators and provides an annual report to Pupils' and Personnel Committee or to the link governor for behaviour.

- Behaviour records – Class Teachers, the Senior Midday Supervisor, Senior Leaders and the Head Teacher log individual names and incidents that are referred to them on an electronic system. Trends are identified on a termly basis by the Assistant Head Teacher and reported to the Head Teacher. Individuals who appear frequently are monitored closely. Pupils' and Personnel Committee receive an annual report on the operation of the Behaviour Policy.
- Exclusion data is reported to governors termly in the Head Teachers' report.
- A log of any discriminatory incidents against the protected characteristics is kept. Trends are identified on a yearly basis and reported to governors annually.

8. Bullying

This school does not tolerate bullying and has a separate Anti-Bullying Policy which can be accessed on the school website or on request from the school office. Bullying is distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

We recognise that:-

- bullying will happen from time to time in our school.
- the fact that it is not always reported, does not mean it is not happening.
- bullying makes children's lives unhappy and can hinder learning.

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may talk to any member of staff they wish and/or put a written note in the Worry Box.

Parents are encouraged to inform their child's teacher or the Head/Deputy Head of any concerns they have by letter, phone call, email, visit or by note in a child's school organiser (please be aware that reading records can be accessed by volunteers and parent helpers in school). Any report will be investigated and taken seriously. If substantiated, parents will be informed and appropriate sanctions applied up to and including exclusion. These sanctions may need to be appropriate to the age of the child.

Bullying has the potential to lead to more serious incidents and potentially cause significant harm. Therefore, they should be dealt with more swiftly and with great consistency. The flowchart for dealing with such incidents is included at the end of this policy and records are kept on our electronic system.

The school has a separate Anti-Bullying Policy. This includes advice to staff on preventing, identifying and dealing with bullying in school.

Discriminatory Incidents

This section should be set in the context of the school's Equality Policy which encompasses children and adults. A Parent Information Leaflet is available in relation to our work on Diversity, Equality, Inclusion and Belonging.

The school's Equality Policy sets out our commitment to challenge all forms of discrimination which treats people differently because of the protected characteristics they might hold:

- age (normally for adults only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief (includes non-belief)
- sexual orientation
- Marriage and Civil Partnership (for employees)

The policy recognises that we all hold at least one protected characteristic.

Behavioural incidents which are discriminatory in nature are treated as significant because they seek to disadvantage whole groups of people as opposed to individuals. In addition to being totally oppositional to the ethos of the school, they might also be based in an ideology which could result in further incidents or law breaking.

Discriminatory incidents are dealt with swiftly and with high importance. They are recorded using the school's electronic system, monitored for trends and reported to the Governing Body on an annual basis.

Discriminatory behaviour is defined as conduct or words which advantage or disadvantage people because of their protected characteristic.

Discriminatory incidents comprise all those unwanted actions, by a person or group, directed at people of different protected characteristics, which cause disadvantage, offence or distress.

As such, they may:

- comprise of remarks or actions associated with a person's protected characteristic, whether made directly to them or not.
- emphasise a person's protected characteristic over their role as a pupil, member of staff or other adult.

The behaviour associated with discriminatory incidents may involve:

- creating advantage or disadvantage
- verbal abuse and threats
- physical assault
- threatening behaviour and verbal abuse
- name calling, insult and 'jokes'
- comments or graffiti
- ridicule
- omission or under representation
- incitement of others to behave in discriminatory ways through comments, badges or literature
- refusal to co-operate with others because of their protected characteristic.

We recognise that:

- discriminatory incidents may happen from time to time in our school.
- the fact that they are not always reported, does not mean they are not happening.

Children and parents/carers are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff they wish and/or put a written note into the Worry Box.

Parents/carers are encouraged to inform their child's teacher or the Head/Deputy Head of any concerns they have by email, letter, phone call, a visit or by using the

child's school organiser. Any report will be investigated and taken seriously. Complainants will be informed of the outcome and the appropriate restorative action and/or sanctions applied up to and including exclusion.

As stated above, the school acknowledges that bullying and discriminatory behaviour against the protected characteristics have the potential to lead to more serious incidents and potentially cause significant harm. Therefore, they should be dealt with more swiftly and with great consistency. The flowchart for dealing with such incidents is included at the end of this policy and records are kept on our electronic system.

Success Criteria

The Behaviour Policy will be working well when:-

- There is a positive atmosphere in which everyone has the opportunity to make progress and perform to the best of their ability
- Everyone shows respect for themselves, each other, property and the environment
- Incidents of positive behaviour and good manners are frequent
- Formal behaviour monitoring demonstrates a low number of incidents
- Incidents of bullying and discriminatory behaviour are minimal and there is evidence that these have been dealt with effectively and swiftly
- Children actively challenge others and report them for inappropriate behaviour