

# The Bishops Church of England Primary Academy

## Behaviour and Culture Policy

Read in conjunction with Behaviour and Culture  
curriculum.

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*Then you will go on your way in SAFETY and your foot will not stumble proverbs: 3 HAPPY are the people whose God is the lord  
Psalm 144:1: let the wise listen and add to their LEARNING Proverbs 1*

# The Bishops CofE Primary Academy Behaviour Management policy

## *Valuing all God's children*

*Staff at the Bishops implement an attachment aware policy to take account of the trauma many of our children have faced in their young lives.*

*We aim to create a calm and orderly environment allowing all children to learn. We have clear routines and expectations in place, which are consistent across the school. All staff follow the consequences stated on this policy, applying them fairly and consistently.*

*Our staff build strong positive relationships with our children; they know children well and care about them. Our children learn about good behaviour choices through Christian values and through the life and teachings of Jesus. Our curriculum is developed to meet our children's needs, motivating and enabling children to engage.*

### 1. The theory behind our practice



#### **Behaviour is a form of communication.**

The Special Educational Needs Code of Practice 2015 refers to Social, Emotional and Mental Health difficulties (SEMH), promoting a shift toward viewing behaviour as a communication of an emotional need whether conscious or unconscious, and responding accordingly. Taking a non-judgemental, curious and empathetic attitude towards behaviour will encourage all adults in school to respond in a way that focuses on the feelings and emotions that drive certain behaviours, rather than the behaviour itself.

The Secure Base Model provides a framework for adults to think in more detail about the different but connected caregiving approaches that can help a child to move towards greater security and improved behaviours for learning. A positive, strengths based approach focuses on the interaction between the adult and the child, but also considers how that relationship can enable the child to develop Skills for life.

We work with vulnerable and challenging children whose behaviour interrupts their own and others' learning. Behaviour is a language and all children need to be supported to understand their emotions and develop self-discipline. Staff in school strive to understand what is driving the behaviours of an individual and what can be done differently to enable a secure base and support them to be the best that they can be.

#### **Consistency builds trust**

Our close work with families and the community has demonstrated that to enable a 'secure base' for our children and give them the best chance of being at their best, we need to provide a consistent, calm and emotionally stable environment for them.

Our system is simple, equal and fair and we subscribe to a set of **transformative consistencies** that permeate our practice and interaction with the children.

#### **We celebrate pro-social contributions**

It is vital that we use good role models regularly. **Therefore, every day, in every class, the children are used to model exemplar behaviours and positive contribution. Staff will make explicit the link between these behaviours and learning.**

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We promote self-discipline and each class will have a consistent approach to 'Recognition' to ensure that all children are aware that working hard, giving their best and making a positive contribution through pro social choices about behaviour results in positive consequences.

## 2. How we achieve our attachment aware goals

Objective	Our Understanding	Our Action
To create an ethos of pro social behaviour in school.	Positive attitudes to learning and conduct in lessons and around the school impact on the achievement of all pupils'.	All members of staff will have high expectations, modelling positive and pro-social behaviours at all times, in all aspects of school life. This also extends to any visitor coming into our school.
To create a culture of self-discipline – where children know that pro-social behaviour is expected as the norm, take control over their behaviour and are responsible for the consequences of it.	Behaviour is a language and all children need to be supported to understand their emotions and develop self-discipline.  Restorative practice for more challenging behaviour works.  Minor issues can be dealt with swiftly and efficiently by refocusing children on their learning within the classroom.	A range of interventions are in place to support the children in developing their personal self-discipline and responsibility.  Adults manage and influence behaviour; restorative conversations help children to learn that they are responsible for the choices they make.
To ensure that all members of the school family are treated fairly, shown respect and feel safe at school.	Positive and productive relationships with children are central to ensuring school is a 'secure base' for all.	Adults take the lead with children who struggle to maintain positive relationships.

### We promote our Core Values

We use the language of our vision and core values to ensure a consistency of approach. Our Agreed rules are rooted in this framework and will be displayed prominently in every classroom and around the school. When discussing behaviour with a child we always 'frame it' using this language.

SAFE		HAPPY		LEARNING	
Follow instructions Look after our school		Use kind words & actions Forgive one another		Persevere & stay on task Have courage to make mistakes	
Respect	Service	Friendship	Forgiveness	Courage	Perseverance

### We teach routines

It is essential to establish routines that promote high standards of learning behaviour. Our Behaviour curriculum demonstrates which routines are used across the school.

*Daniel 9:9 "The Lord our God is merciful and forgiving, even though we have rebelled against him."*

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Methods used must be explicitly taught and rehearsed with the children. When moving around the school, children are expected to walk quietly keeping to the left of the corridor. When entering Worship or Whole School gatherings, children are expected to do so in silence. Adults will model the expected behaviours and be silent at these times

### **We restore relationships**

We understand that positive and productive relationships with children are central to ensuring school is a secure base for them- **adults take the lead with children who struggle to maintain positive relationships.**

We use restorative conversations to restore the relationship between child and child or child and adult. We use reflection logs to help children to learn that they are responsible for the choices they make. **Each new session during the day presents an opportunity for children to have a 'fresh start'.**

*John 15:12: My command is this: Love each other as I have loved you*

### **We work in partnership**

*The 'pincer movement' between a dedicated teacher and a committed parent is very hard to escape.* The class teacher is responsible for taking the lead in developing a partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour. The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Simple agreements that give the child the same message have maximum impact.

In addition, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Educational psychologist
- Solution Focused Practitioner
- Alternative provision
- School 2 School support
- Play therapist
- Early Help Norfolk Family Focus

### **We use a 'stepped approach' to managing inappropriate behaviour & we deliver consequences with dignity**

Behaviour management begins at classroom level with a positive and proactive approach rooted in our commitment to providing a 'secure base' for every child in our care. We use a range of 'pro active' strategies to support children in maintaining pro social behaviours before escalating through the behaviour pathway. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult

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- sitting in another part of the room but still within the lesson
- Peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder or nudge in the right direction is all that is needed. When the adult in charge feels that they have exhausted all the appropriate 'proactive' strategies, then they will follow the behaviour pathway. This will be recorded on the record of learning.

Our behaviour and culture curriculum breaks each of these down in detail.

*Luke 6:31: Do to others as you would have them do to you*

### 3. Bullying

**Bishops community work hard to build an environment in which children feel safe and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not accepted and are dealt with quickly, consistently and effectively whenever they occur.**

If a child is the victim of unacceptable behaviour, or feels they are a victim of bullying and/or prejudice, their parents/carers are invited into school to discuss the measures we will put in place to ensure their child can feel safe and happy at the school.

Support and reassurance are given at that time and the situation will be carefully monitored through the staff actions. Appendix C will be completed and reviewed over a number of weeks. Parents of all involved will be contacted.

The school does not tolerate bullying or harassment of any kind. The school does not recognise banter as a friendly way of communicating and will always consider it as being used to cause offense.

If we discover that an act of bullying or intimidation has taken place, we will act immediately to reduce the risk of any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying completely, we do everything in our power to ensure that all children attend school free from fear.

We recognise that "cyberbullying" may be a concern for some of pupils. They will be given advice and support in reporting and coping with such issues and on how to keep themselves safe as part of their ongoing PHSEC and Computing curriculum.

Teachers will adapt the curriculum to deliver additional sessions on bullying and any related behaviours where concerns have been raised.

Please refer to the anti-bullying policy for detailed information.

### 4. Prejudice and harassment involving any protected characteristic

#### ***Duties under the Equality Act 2010 and Children and Families Act 2014***

*Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice, which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:*

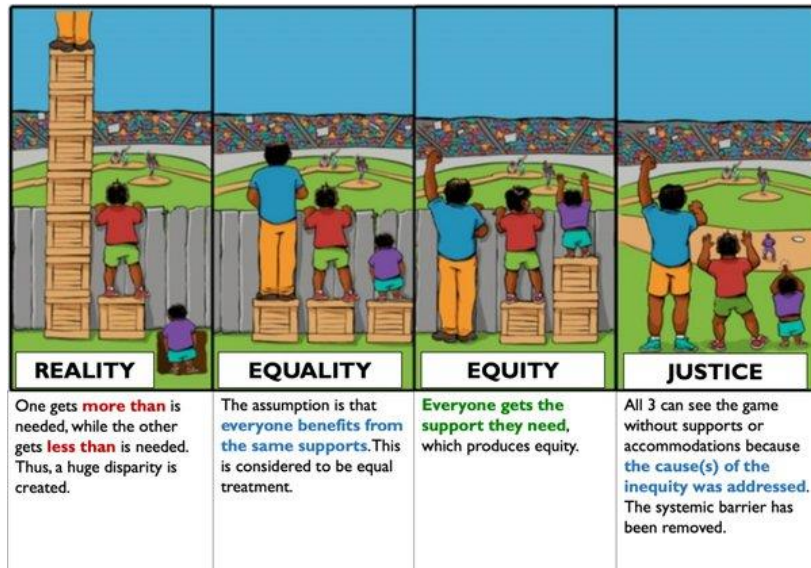
- *eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;*

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- *advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and 6Understanding your data: a guide for school governors and academy trustees - GOV.UK (www.gov.uk) 7Section 88 of the Education and Inspections Act 2006. 9*

- *foster good relations between people who share a relevant protected characteristic and people who do not share it.*

**Equality of opportunity is not the same as equality of provision** Children are individuals. Our aim is always to allow equality of opportunity and to achieve this, we understand that provision will vary. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



This policy aims to provide as much guidance and information as it can but there will be a whole range of personal plans and individualised provision in place in the school at any time. This support has to be flexible to support the children effectively; it would not be possible to outline everything here.

Where prejudice is reported or witnessed by staff

- This will immediately be reported to the head teacher and followed up with a report on CPOMS.
- Parents of the victim and perpetrator will be contacted.
- Each situation will be dealt with according to facts obtained. Where there has been intent to harm, the normal consequences will be followed.
- In all cases further teaching will be delivered to understand the consequences of prejudicial language. This may be to an individual, small group or the whole class.
- Cases of prejudice will be reported to the Local Governing Body.

## 5. Sexual harassment

The Bishops C of E Primary Academy will not tolerate any form of sexual harassment. We seek to develop a culture where children are able to speak about any worries they have about harassment and that they will be taken seriously. That by sharing their concerns, action will be taken to stop behaviours which are not acceptable.

SRE education across the school seeks to help the children understand what is and is not appropriate, to understand appropriate relationships and positive attachments. Children will learn about consent, coercion and peer pressure and what to do if they feel they are under pressure to do something they are not happy with.

Staff are careful with language they use and avoid using phrases which excuses behaviour because of a child's gender. For example

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*'He is doing it because he likes you'*

*'Boys will be boys'*

Where a child raises concerns about harassment or it is witnessed it will be logged on CPOMS, the Head teacher informed and the class teacher will complete appendix C

The school will work with outside agencies like the NSPCC to give children the language they need to say no.

### **Reasonable adjustments and support for children with SEND**

We develop behaviour plans to meet need

Planning to meet needs of every learner The school Behaviour Policy and the behaviour and culture curriculum supports the vast majority of children to maintain secure base /pro-social learning behaviours and remain on a positive behaviour pathway. Some children require a differentiated plan. This should be decided in discussion with SENCO/Learning Support Team/ parent/ pupil.

How are pupils identified for differentiated support?

- PSP is initiated
- Class teacher may refer pupils to Pastoral support meeting,
- Inclusion review meetings.
- Possible referral to play therapy
- School to school support
- Alternative provision

We ensure 'certainty' at the classroom level. Teachers take responsibility for developing class and individual behaviour plans and interventions and implementing them. Teachers seek support with challenging behaviour but do not delegate the responsibility. The class teacher coordinates all letters of concern.

### **6. Confiscation and Mobile phones**

At The Bishops, staff have the authority to confiscate personal items, but this sanction must be applied reasonably.

It is important to recognise that young children may have an attachment to personal items and that when they are removed this may cause further distress.

Staff must follow the procedure below if this sanction is used.

- Inform the pupil that their property will be confiscated and why. For example, distraction to learning, or posing a threat to safety.
- Inform the pupil when and where the confiscated item will be safely kept, and when it will be returned. This should be on the same day.

#### **Mobile Phones**

In Years 5 and 6, parents may give their consent for a child to bring a mobile phone to school. If the phone is not switched off when entering the school site and is not handed to the class teacher for safekeeping, the teacher will confiscate the phone and send it to the school office.

Items such as weapons, knives, lighters, cigarettes, vapes or laser pens are not acceptable on site in any circumstances and if found, they will be removed and stored at the office until such time as they can be returned to parents.

## 7. Restraint and reasonable force

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention.

Restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who care for them. No teacher or adult working with children ever wants to use physical guidance. There is always risk for children when adults 'guide and escort' even when using the least intrusive techniques. We always respect the rights of the child

All staff are trained in 'Step on' techniques by trained providers. Staff who have received intensive training at 'Step up' are also able to restrain children. No other staff should attempt to restrain or hold a child against their will.

All staff show due regard to the guidance:

*'Positive environments where children can flourish Oct 2021'*

If there has been a need for physical intervention parents will be contacted and expected to attend school at a time agreed with the staff member contacting them to discuss the incident.

All incidents will be recorded on appendix E. It will be reported on CPOMs.

## 8. Suspensions and Exclusions

*Duties under the Education and Inspections Act 2006 Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:*

- *promoting, among pupils, self-discipline, and proper regard for authority,*
- *encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,*
- *securing that the standard of behaviour of pupils is acceptable,*
- *securing that pupils complete any tasks reasonably assigned to them in connection with their education, and*
- *otherwise regulating the conduct of pupils.*

*The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school*

*Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort*

### **Suspension**

*A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.*

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*A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.*

*A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.*

*It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.*

*A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.*

### **Permanent exclusion**

*A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:*

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

### **Reintegration after a suspension or off-site direction**

*Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.*

*The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.*

*Schools can consider a range of measures to enable the pupil's successful reintegration, which can include, but are not limited to:*

- *Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;*
- *Daily contact with a designated pastoral professional in-school;*
- *Use of a report card with personalised targets leading to personalised rewards;*
- *Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;*

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- *Planned pastoral interventions;*
- *Mentoring by a trusted adult or a local mentoring charity;*
- *Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;*
- *Informing the pupil, parents and staff of potential external support.*

*(suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, Including pupil movement DfE September 2022)*

## **9. GDPR and record keeping**

The school keeps a variety of records concerning incidents of poor or unwanted behaviour. This is part of our statutory duty. Any records are kept according to the Academy Trust's retention schedule.

It is necessary for the class teacher to record minor classroom incidents in the behaviour file for the class. All significant incidents must also be recorded on CPOMS and the appropriate TAGS clicked.

The school keeps a record of serious incidents that occur. Where there has been a serious incident an ABC is completed to better understand triggers that may have caused the child to become so distressed. Parents will be involved and will be informed of any incident and if any triggers are identified.

- The school keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.
- Racial incidents must be reported; homophobic and prejudice incidents must be recorded. These records are retained.
- Where a child has been restrained a record of this will be written and retained.
- Records are reviewed by the SENDCo on a weekly basis. This allows us to review and respond to needs of children and staff across the school.
- Records which have been anonymised are shared with the trust and Local Governing Body to allow them to monitor the school and children's support and outcomes.

## **11. Roles of staff at the school**

**Class teacher** ensures learning is planned to meet the needs of the learners, is engaging and supports pupils using School Behaviour Policy.

**Inclusion Lead:** in conjunction with class teacher and Learning support team to revise targets and sets review dates and meeting with parents and pupils. Enlists the support of other agencies.

**Learning Support Team** provides a range of support (1:1, group, in class, breaks and lunch times)

**Head Teacher:** oversees above. Directs and challenges.

### **What Tools are available to me as a professional for support?**

- TA will record triggers and behaviour to track pupil day to day. Gain evidence and tailor support
- Positivity Diary
- Home-school book. Sets pupil targets as needed

### **What are the roles of the adults who can support a pupil?**

- Specific reward system in class designed to meet specific needs
- Behaviour Pathway
- Vulnerable child meeting/pastoral support team

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- Solution focussed support
- EP consultation

## 12. The role of the Local Governing Body

Our local governing body has the responsibility of establishing this policy and reviewing its effectiveness.

The governors support the Headteacher in adhering to the policy and identifying its impact and benefits to our pupils' learning.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about disciplinary issues, which the Headteacher must take this into account when making decisions about matters of behaviour.

## 13. Monitoring and review of the policy

The Headteacher monitors the effectiveness of this policy on a regular basis. The SENDCo will review each class behaviour file weekly. Members of the SLT review all CPOMS incidents daily, taking action where necessary to ensure children are safe and have the support needed to be successful including working with families and making referrals to outside agencies where appropriate.

The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the local governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently through discussion with the headteacher and using the evidence from the records set out in this policy.

The Governing Body will pay attention to matters of equality; it will seek to ensure that the school abides by the guidance and ensure that no child is treated unfairly because of religion, gender, race, or ethnic background.



C: Bullying log blank



Frequency and duration of bullying behaviour  
*State how long and how persistent this behaviour has been.*

ONCE OR TWICE

SEVERAL TIMES

PERSISTING OVER TWO MONTHS

PERSISTING OVER A YEAR

Any previous behaviours or incidents which may be related or historical relevant information

Checklist;  
*Tick as appropriate*

**Do incidents involve the same children?**

**Have parents of victim been informed?**

**Have parents of ring leader been informed?**

**Have you spoken to all individuals?**

**Have you held a group discussion?**

**Have you under taken any work in class to follow up? PHSE/Circle time/ restorative justice/anti bullying**

**Has an action plan been agreed with the victim?**

**Has an action plan been agreed with the ring leader?**

**Add any notes to this document.**

**Have you informed MDSAs/Phase leader/Head teacher**

**Other actions**

*Please tick or comment as necessary;*

Medical treatment required

Police involvement needed

Referral needed to outside agencies

Other

**Detail actions agreed for each party**

**Follow up update within two weeks**

**Date agreed**

**Notes of follow up meeting with child**

**Notes of follow up discussion with parents**

**Follow up meeting week four**

**Date agreed**

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**Actions agreed**

**Document completed by**

**Role**

**Date**

**HT signed**

**Date**

**Any further actions agreed?**

**Has this reduced/stopped incidents?**

**Monitoring agreed**

D: Example of exclusion letter home

E: class room log blank for Green file.

F: Use of reasonable force record

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## Links to Key documents and DfE

### Legislation and statutory requirements

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

Behaviour and discipline in schools: advice for headteachers and school staff,

Behaviour in schools: advice for headteachers and school staff 2022

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Searching, screening and confiscation at school 2018 Searching, screening and confiscation: advice for schools 2022

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### The Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

### Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

<https://www.gov.uk/government/publications/school-exclusion#:~:text=Schools%20and%20colleges%20must%20continue,headteachers>

### Use of reasonable force in schools

<https://www.gov.uk/government/publications/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.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy online