



# Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

## BEHAVIOUR POLICY

This policy reflects the school’s values and philosophy in relation to behaviour in school. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on what is acceptable behaviour and how to deal with behaviour problems.

The policy is based on the premise that good behaviour and positive discipline is essential for effective teaching and learning. A good working atmosphere inside the classroom, together with sensible, thoughtful and considerate behaviour both inside and outside the school, should provide opportunities for quality learning experiences and lead to a happy caring atmosphere.

### 1. AIMS

- To promote a caring atmosphere in which all children may thrive and reach their full potential in a happy and secure environment.
- To encourage and reward positive behaviour and discourage unacceptable behaviour.
- To define what we consider to be unacceptable behaviour.
- To promote respect for others and develop a caring ethos within the school family.
- To develop a moral code which includes concern for others, self-discipline, self-respect and the basic virtues of honesty, fairness and politeness.
- To establish a consistent whole school approach to behaviour that reflects the schools’ values and ethos.
- To develop the Christian understanding of forgiveness and reconciliation.

### 2. OUR CODE OF GOOD PRACTICE

*Jesus said “Love God, yourself, love neighbour.” Luke 10:27.* Through our code of good practice children taught the importance of respecting others.

- The school’s code of behaviour needs to be clearly understood; it is the result of consultation with children, teachers, parents and governors.
- We need to remember that ‘prevention is better than cure’. Children need to know that they are being supervised and monitored.
- It is important to look for the reason for unacceptable behaviour. Pastoral support is used to try to prevent poor behaviour.
- In all disciplinary actions it is essential that the child understands fully that it is the behaviour which is not acceptable and not the child as a person.
- All staff need to be seen as good role models; In all our dealings with children we will seek:
- To avoid confrontation by listening, establishing facts, judging only when certain and using sanctions sparingly.
- To do all we can to use good humour, keep calm, refrain from shouting or raising our voices, listen, be positive, know our children and be consistent.

### 3. BULLYING

Definition of Bullying, as defined by the junior leadership team, teachers, parents and governors:

We consider bullying to be repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

Bullying is a deliberately hurtful and repeated over a period of time.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting Hitting, kicking, pushing, taking another's belongings, any use of violence
Physical	Being unfriendly, excluding, tormenting Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:  • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct/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

#### 3.1 Our attitude towards bullying

In all aspects of Bullying the principles and philosophy of the behaviour policy apply. However, we will not tolerate bullying in any form and will treat each incident with the utmost seriousness. Both victims and bullies are damaged by bullying because it affects performance, confidence and wellbeing during their time at school and in later life.

Bullying will be raised as an issue in class and in assembly in order to heighten the awareness of children to it and to give them confidence to speak out. Children are taught about the importance of

not being a bystander. We believe that children need an atmosphere of openness and trust and to know that their reports will be taken seriously.

Any incidents of bullying are reported immediately to parents and carers and a meeting is held to discuss the incident, sanctions and improvements of behaviour. Any incidents of bullying are recorded by staff on Cpoms. Sanctions that children receive for bullying are in line with section 7 and 8 of this policy. Those children who have been a victim to bullying receive pastoral support. To prevent bullying from taking place, children are taught of the severity and negative impacts through PSHE lessons, worship sessions, whole school antibullying weeks. Children at the start of every academic year will sign a pledge to prevent bullying and not be a bystander. Staff receive CPD on how to handle bullying as part of the behaviour management continuous professional development.

## **4. ROLES AND RESPONSIBILITIES**

### **4.1 The governing body**

- The governing board is responsible for:
- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in concurrence with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **4.2 The headteacher**

- The headteacher is responsible for:  
Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)  
Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour in line with the behaviour policy.
- Monitoring staff consistently manage behaviour for all groups of pupils in line with the behaviour policy.
- Providing new staff with a clear induction and support implementing the behaviour policy to ensuring they understand the school culture and rules and routines.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from cpoms/behaviour log is reviewed regularly to identify any trends.

### **4.3 Teachers and staff**

- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent and clear expectations of pupil behaviour.
- Implementing the behaviour policy consistently.
- Implementing the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling the expected behaviour and building positive relationships with pupils, communicating behaviour expectations.  
Providing a personalised approach to the specific behavioural needs.
- Recording behaviour incidents promptly and accurately. Challenging pupils to meet the school's expectations

#### 4.4 Parents and carers

Parents and carers, where possible, should:

- Read and understand the school's behaviour policy and apply this at home where appropriate.
- Help and support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- The school will ensure that parents are informed about developments in their child's behaviour and the school's policy. They will work collaboratively to support the child.

#### 4.5 Pupils

- Pupils will have a clear understanding of the school culture, expectations, rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- Through conferencing pupils will be asked to give feedback on the school behaviour policy and the implementation.

### 5 MOBILE PHONES

Any mobile phone that is brought onto school premises by a pupil must be kept in the school office at all times and collected only at home time. Pupils will be educated during Computing and online safety lessons on how to safely use a mobile phone. Pupils who require a phone for medical reasons, are able to use this during the school day when supervised by a member of staff.

## 6 THE SCHOOL CODE OF BEHAVIOUR.

**Our CODE OF BEHAVIOUR amounts to a small number of simple rules;**

- We always move around the school in a quiet, calm and gentle manner.
- We never throw or kick anything that might put someone else in danger, or become involved in rough or violent behaviour.
- We do not touch other people's property without their permission.
- We only go out of the school building or grounds during the day with permission.
- We do not eat chewing gum in school.
- We aim to wear school uniform correctly and not to wear jewellery, or bring valuables to school.
- We aim to be smart in appearance at all times, wearing full school uniform.
- We aim to be punctual.
- We always behave as well out of school on trips etc., as we do in school.
- We show respect towards members of staff and other children.

Our rules are discussed and reviewed with the Junior Leadership Team, which acts as the “voice” of the children within our school

## **7. RESPONDING TO BEHAVIOUR.**

### **7.1. Effective classroom management and organisation**

We accept that where classroom teaching and organisation are good, there will be fewer disciplinary problems. Children need a calm and purposeful classroom atmosphere.

Evidence also shows that an effective curriculum, appropriately differentiated to stimulate and engage children, is a key factor in motivating them and maintaining an orderly learning environment. Discipline is most effective when teachers can be constructive and positive and when they are specific about what behaviour is expected and what is unacceptable. Children are likely to behave better when they feel responsible for their learning and capable of success. Children will have displayed, a set of clear targets, at the start of each year and these targets will be shared and discussed with parents at the first available Parents Evening.

With this in mind, the following strategies will be used:

- Clear procedures will be set for participation in lessons, movement in class, the way work is presented and what should be done when tasks are complete.
- Explanations will be clear and instructions given so that activities run smoothly. Work requirements for the children will be understood and progress monitored.
- Unacceptable behaviour will be handled quickly and calmly so that the pace of a lesson is not lost and further disruption is minimised.
- Work will be set which is appropriate to pupil’s abilities.
- Clear goals are set for each work activity and all children understand them before an activity begins.
- Positive reinforcement and the school reward system followed.
- Develop positive relationships with all pupils.
- Plan for low-level disruptions.
- Lessons should start and end on time. Classrooms will be arranged to ensure effective teaching and learning.
- External interruptions will be minimised.
- All necessary materials and equipment for a given activity need to be readily available for use.

### **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

### **7.3 Close co-operation and partnership with parents**

We believe that parents have a vital role in supporting the school behaviour policy and fostering good behaviour and that an active partnership between parents and the school offers mutual benefits.

We hope that parents will co-operate with the school in matters of discipline and reinforce the school’s efforts at home. We will try to encourage parents to ensure that their children take their

school work seriously and would ask them to actively encourage and reward progress. Parents are to be made aware and have access to the school's behaviour policy.

Good behaviour, as well as unacceptable behaviour, will be drawn to a parent's attention and early notice given of particular difficulties with an individual child. Parents will be told of the relative seriousness of the behaviour and offered an early opportunity to discuss the matter.

Parents are asked to inform us of any circumstances outside school that may affect their child's behaviour in school. Such information will always be dealt with sensitively and in strictest confidence.

Copies of this policy are made available to all parents on the school website or on request.

#### **7.4 Provision of a range of extra-curricular activities**

We believe that a wide range of extra-curricular activities, both in school time and outside of school time, will help to foster self-discipline and self-motivation and thereby have a positive effect on overall behaviour and discipline.

Obviously, the activities on offer at any one time will depend on the staffing available and their own strengths and interests. At the present time we offer a range of extra-curricular activities.

#### **7.5. Involvement with external agencies**

We believe that such agencies as the education welfare service, psychology service, police, community medical services and social services can from time to time make a valuable contribution to the implementation of the behaviour policy and they will be encouraged and welcomed to be an active part of our pastoral team.

#### **7.6 Responding to good behaviour.**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- House points rewarded.
- Communicating praise to parents via a phone call or written correspondence.
- Certificates in assembly (star of the week)
- Class credits awarded to the whole class.
- Whole class or year group rewards, such as a popular activity.

#### **House Points**

House points forms our whole school reward system here at Bishop Bridgeman. They encourage a team ethos across the school and allow children of all ages to have a common goal.

The House system is an effective way of promoting team spirit and encouraging children to aim high and take pride in achieving house points. As children from every class are in every house, the

system is an effective way to mix year groups and encourage older children to take care of younger ones and set an example for them.

We have four houses – **Redgrave**, **Kenny**, **Ennis-Hill** and **Hoy**.

### Allocation of Houses

All children and staff represent their house by wearing their house colour on a badge. Children are allocated to a house and given a badge when they start in reception or when they join the school at a later stage.

Teachers are given a list of the children's houses and can allocate new children. Teachers must inform the office about this allocation and about any changes.

Alongside the four heads of houses (Mrs Asani, Mrs Breingan, Mrs Ogden and Mrs Smyth) all members of staff, except the principal, are allocated to one of the houses. Staff members of houses are expected to support their house, but also promote the unbiased use of house points to all pupils.

### Captains

There are two captains for each house. At the beginning of each new academic year, year 6 children will be given the opportunity to nominate themselves in writing as house captains. Year 6 pupils who do not wish to nominate themselves as house captains can write a letter in support of a classmate's nomination. The heads of houses will then interview all the children who have nominated themselves. They will decide on the captains after consultation with class teachers.

The captains will wear badges to show their position in the school.

Captains will be expected to:

- Promote good behaviour amongst pupils in their house;
- Act as a role model for all pupils in their house by being an example of exemplary behaviour and attitude;
- Be a buddy to younger children in their house;
- Propose ideas that will improve the house system;
- Represent the pupils on school occasions by greeting visitors, escorting them, giving short speeches of welcome or thanks etc;
- Attend meetings with the principal, vice principal, heads of houses and governors.

Captains whose behaviour or attitude is not a good example to others will be asked to stand down from the position.

### Awarding house points

House points are awarded one at a time. Any member of staff can award house points to any child, at any time and for any reason, however we strongly try to award house points for demonstrating positive learning behaviours, illustrating our school values, being polite and well-mannered to those around them and moving around school in a calm and well behaved manner.

Every member of staff has a supply of coloured tokens and can give one of the appropriate colour to a child who has gained a house point. The token has to be posted into the transparent tubes for each house within classrooms



The principal can hand out gold star tokens to any pupil for special achievements, being especially helpful, going above and beyond or for exemplary positive behaviour. The gold star tokens are posted in the whole school house point tubes. Gold tokens equate to 1 weekly whole school house point.

Each week there will be a school target discussed at assembly and staff members should specifically award house points if children are seen to be trying to meet this target. Children and houses will also be awarded house points at assembly for good behaviour and /or participation.

House points can be given to children for achievement in any aspect of their learning or behaviour.

### **Rewarding winning houses**

Classes house points should be emptied and counted by the class teacher after school on Thursdays and fill in the winner on the celebration assembly spreadsheet.

The winning team in each class will be announced in the Friday celebration assembly and, as a result, each winning team will achieve 1 whole school house point, which is posted in the whole school house point tubes.

There will be weekly and half termly recognition as well as an annual award for winning houses.

### **Weekly award**

Winning teams in each class will be rewarded with privileges for the following week. These privileges include: iPad time at the end of the day; being first for all activities within the class, e.g. entering the library, lining up for break, entering assembly etc.

### **Half termly awards**

The house that has earned the most whole school points over a half term will be awarded the Bishop Bridgeman house point trophy, decorated in their houses colours as well as being given the choice from the following rewards. The captains will choose the reward and the staff members of the house will supervise the chosen activity. The choice of different rewards given to the children will be dependent upon staffing availability, weather and financial constraints.

1. Watch a film on the big screen in the hall
2. Have a disco / party
3. Have an extended afternoon playtime with different activities
4. Have a 'toy' afternoon

### **Annual Award**

The house that has earned the most whole school points over the year will have a special trip. One individual within this house that has represented their house and shown exemplar behaviour throughout the year will also be chosen by the heads of houses for an individual reward.

### **Consultation with Pupils**

Every year the junior leadership team will be given the opportunity to review the rewards and propose new rewards.



## **Pupils who do not contribute to their Houses**

The expectation is that children will be loyal to their house and try their best to earn points for their house by displaying good behaviour and attitudes. If children are consistently misbehaving and consequently they are not contributing points to their house, then they will be temporarily removed from their house. An individual behaviour plan will be drawn up after consultation with the SLT, class teacher, parent or guardian and the pupil. Targets will be set for the pupil to meet so that they can re-join their house in the future once their behaviour and attitudes have improved. Whilst the pupil is not in the house system, they may not participate in any of the weekly, half termly or annual rewards for their house.

Teachers are also encouraged to develop their own individual reward systems in class. The following may be seen within school:

- Positive letters home;
- Special responsibilities;
- Merit awards and prize systems;
- Visit to the principal

We like to recognise the good behaviour of whole classes by:

- Giving extra playtime;
- Hearing about their good behaviour in assemblies
- Credits are awarded to classes and each week the class with the most credits is awarded the class of excellence trophy in our Friday celebration assembly.

### **7.7 How we prevent inappropriate behaviour**

Occasionally children forget about our aims for good behaviour and exhibit unacceptable behaviour e.g. constant low level inappropriate behaviour, not listening to instructions, verbal or physical abuse and generally poor behaviour.

We try to prevent this from happening by:

- reminding children how to behave properly;
- praising children for behaving well and awarding House Points;

However, sometimes this is not enough and further action needs to be taken.

To prevent persistent misbehaviour. This is dealt with by following the sanctions behaviour ladder (Appendix 1).

Children at Bishop Bridgeman are always aware that each day is a new beginning, and as such, any strikes or sanctions given during the day are forgiven to start a fresh slate on the next day. This is rooted in how forgiveness is shown in the Bible.

*“Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.”*  
Ephesians 4: 32

### **7.8 Responding to misbehaviour.**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The behaviour ladder is followed by teachers to ensure a consistent approach. Children receive strikes when responding to misbehaviour.

- A verbal reprimand and reminder of the expectations of behaviour is given.
- First strike-children receive a consequence out of class.
- Second strike- children have a discussion with the partner class teacher and parents are informed.
- Third strike- loss of play time.
- Head of house involvement, where the class behaviour log is completed.
- Behaviour report issued by Mrs Breingan.
- Headteacher/deputy involvement, parents are invited into school in the most serious cases.

Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **7.9 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. While strategies are employed to prevent reasonable force being used, designated staff with a team teach training qualification will use reasonable force in the following circumstances.

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

Incidents of reasonable force 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 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.10 Confiscation, searches, screening

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

### 7.11 Confiscation

Any prohibited item found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### 7.12 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Coats
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on the school's cpoms.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **7.13 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.14 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.15 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.16 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.17 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. SERIOUS SANCTIONS**

### **8.1 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

### **8.2 Removal from classrooms**

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space



Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on Cpoms.

## **9. RESPONDING TO BEHAVIOUR WITH PUPILS WITH SEND.**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Short planned movement breaks for a pupil with SEND who finds it difficult to sit for long periods.

Short specific tasks to focus attention.

Adjusting seating plans to allow for the needs of all pupils.

Visual prompt cards to help children understand the timetable, instructions and expectations.

Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload.

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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.

### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. You may contact Bolton SENDAS on 01204 338612 or send an email to [ea.sen@bolton.gov.uk](mailto:ea.sen@bolton.gov.uk) if you have any legal questions which school cannot answer.

## **10. SUPPORTING PUPILS FOLLOWING A SANCTION.**

Following a sanction, the school will consider strategies to help pupils understand how to improve their behaviour.

Contact with pastoral care (learning mentor)

Regular meetings with the class teacher and parents.

Short term goals to work on to improve behaviour.

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

## **11. PUPIL TRANSITION.**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. 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.

Staff are provided with regular training and information focussed on behaviour management as part of our continuing professional development.

## **12. MONITORING ARRANGEMENTS.**

### **12.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspension

Use of pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **12.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and governing body. If needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the head teacher and governing body.

## **13. Links with other policies**

This behaviour policy is linked to the following policies.

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

## **14. RESPONSIBILITIES**

Everyone connected with the school has a share in the responsibility for addressing bullying behaviour. This includes all staff involved with children, governors, parents and guardians, and the children themselves.

Children need to know that bullying will not be tolerated in our school and that any incidents, which are observed or reported, will be dealt with.

### **Our code of practice**

1. Reports of bullying will be taken seriously.
2. Disapproval will be directed at the behaviour and not the child.
3. Any action will be explained to the parties involved.
4. All parties involved with an incident will be interviewed by a member of the senior leadership team.
5. Incidents, which are deemed by the school's definition to be bullying, will be recorded.
6. If a child has his/her name recorded for bullying then parents are informed by letter or in person and the incident will be treated as serious, with a series of 3 sanctions.

Both these policy statements are written for all who come into contact with pupils at our school. Copies of the policy are available from the principal. All teaching and non-teaching staff will be issued with a copy and all other adults who from time to time come into contact with the children will be made aware of its existence and invited to familiarise themselves with the contents. Parents will be made aware of the policy and where to access it.

The policy statements are issued by the governing body on behalf of the school and they will be reviewed by the whole staff and the governing body in its cycle of policy reviews.

**Reviewed: June 2023**

**Next Review: June 2024**



## Behaviour Ladder

Headteacher/ Deputy Involvement  
Final stage of the ladder – Parents invited into school to discuss behaviour.

Behaviour Report  
Child sent to Mrs Breingan to complete Bishop Bridgeman Behaviour Report

Head of House Involvement  
Completion of Bishop Bridgeman Behaviour Log

Third Strike  
Loss of playtime – Children stay in their own classroom and reflect on their behaviour. Parents to be informed.

Second Strike  
Child to have a discussion with partner class teacher. Parents to be informed.

First Strike  
Consequence - Time out in class.

Verbal Warning.

Date: \_\_\_\_\_

Dear Parent/Guardian,

Your child \_\_\_\_\_ was brought to me today because their teacher was unhappy about their behaviour.

I have enclosed a copy of the report from our school behaviour log, please will you discuss this report with your child and make it clear to your child that you support us in our efforts to make school a happy and safe place for learning.

If you wish to discuss this letter and the attached behaviour log further, please contact school to make an appointment.

Thank you.

Yours sincerely

Mrs Breingan  
Behaviour Lead

\_\_\_\_\_  
Name of Child \_\_\_\_\_ Class: \_\_\_\_\_

I have received your letter concerning my child's behaviour.  
I support you in your wish to make school a place for learning.

Signed \_\_\_\_\_ (Parent/ guardian)

Date: \_\_\_\_\_

Dear Parent/Guardian,

Your child, \_\_\_\_\_, was brought to me today because their behaviour is not improving. Due to this they have been placed on the Bishop Bridgeman Behaviour Report. Being on this report means that their behaviour will be monitored by all staff throughout the day and they will need to report to a me at the end of every school day, in order for me to check their behaviour. This intense tracking of behaviour will last for a minimum of one week. I would appreciate your support in this matter and ask that you will also discuss and sign the behaviour report with your child.

If you wish to discuss this matter further, please contact school to make an appointment.

Thank you.

Yours sincerely

Mrs Breingan  
Lead for Behaviour

\_\_\_\_\_

Name of Child \_\_\_\_\_ Class: \_\_\_\_\_

I have received your letter concerning my child being placed on the Bishop Bridgeman Behaviour Report. I support you in your wish to make school a place for learning.

Signed \_\_\_\_\_ (Parent/ guardian)