



# Britannia Bridge

## Primary School



# Behaviour Policy

## Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## Our Core Values

Happiness

Encouragement

Aspirations

Respect

Team-work

Our core values sit at the heart of all we do. We truly believe in developing the whole child and an understanding of how to be responsible and effective citizens throughout school, local community and the world. We celebrate difference and appreciate that all children have skills and talents. Our school motto 'For Each & Everyone' permeates through all learning and teaching in school.

At Britannia Bridge we have high expectations including behaviour. Our aim is to develop in all pupils an understanding of behaviours which are acceptable to all within our school.

Acceptable behaviour is rewarded in a positive and transparent way, whilst unacceptable behaviour is dealt with consistently.

Rewards and sanctions are applied consistently across the school and pupils develop a clear understanding of the appropriate ways to treat their peers, staff and parents. It is important that pupils are clear about the effect that their choices have on others and are encouraged to take ownership of the choices they make and their behaviour or actions.

## Sanctions for inappropriate behaviour

It is important that, when a sanction is applied, it is to the child's behaviour and not as a label for the child. Sanctions are to be clear, consistently applied and fair. They must be carefully explained to a child. A full account of the issue must be sought, at an appropriate time, in order for an appropriate and fair sanction to be applied. All staff must aim for a de-escalation of the issue.

Playground Cards: where appropriate, members of staff give a verbal reminder before issuing a yellow card. At the end of the playtime, if a child has a yellow card, it is their responsibility to hand it to their class teacher. In the event that a child receives two yellow cards, or a red card, they are immediately sent to a senior member of staff.

## Dinner time sanction ladder

<b>Step 1</b>	<b>Reminder from Dinner Time Staff</b>
<b>Step 2</b>	<b>Yellow Card – yellow card given to Class Teacher, by staff, so that Class Teacher can issue a negative dojo.</b>
<b>Step 3</b>	<b>Red Card – member of Dinner Staff escort child to HT/DHT or SLT. Possible missed social time, if issued by HT/DHT/SLT. Class Teacher to inform parent/carer at pick up or by phone.</b>

- We must only label behaviour, never a child, themselves. Be careful with words used.
- Sanctions must be calmly explained to a child.
- Incidents must be investigated – ask all children what happened. Never assume a particular child is to blame.
- De-escalation must be used – calm voice and respectful discussion with child. Shouting is not part of our Britannia Bridge Approach.
- Try to reprimand, without other children around - where possible, so there is not an 'audience'.

### Examples of Yellow Cards:

1. **Rough Play**
2. **Name calling**
3. **Going in an area not designated**
4. **Going into school without a Pass**
5. **Not following instructions, first time, from staff**

### Examples of Red Cards:

1. **Violence**
2. **Swearing**
3. **Two Yellow Cards in same day**

Class Teachers to collect own Class from their outdoor line and supervise/walk in single file, around building, at end of Dinner Time.

## Sanction Ladder

<b>Step 1</b>	<b>Reminder from staff</b>
<b>Step 2</b>	<b>Warning/Negative Dojo</b>
<b>Step 3</b>	<b>Second Warning/Negative Dojo</b>
<b>Step 4</b>	<b>Send to HT/DHT for discussion – an adult to escort</b>
<b>Step 4</b>	<b>Internal Loss of Break or Dinner issued by HT/DHT (Class Teacher to call parent/carer to inform)</b>
<b>Step 5</b>	<b>Target and Monitoring Card issued by HT/DHT (HT/DHT inform parent/carer). Both positive and negative behaviours reported to parent/carers.</b>
<b>Step 6</b>	<b>Individual Behaviour Plan with HT/DHT/Parent/Carer involved plus Boxall Profile completed by SENCO and Class Teacher (to inform strategies to support). TESS/Behaviour Support Team/Pastoral Support Programme involvement (when available).</b>
<b>Step 7</b>	<b>Lunchtime Exclusions issued at discretion of HT, based on nature of behaviour.</b>
<b>Step 8</b>	<b>Suspension issued at discretion of HT, based on nature of behaviour.</b>
<b>Step 9</b>	<b>Permanent Exclusion School Governors Involved</b>

# Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• SEN Needs</li> <li>• Disability-based</li> </ul>	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 inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Britannia Bridge Primary School, we aim as a school to produce a happy and safe environment, where all children learn without any anxiety. Our children are encouraged to be confident, independent learners, who respect the needs and values of others in school and within the local community. Bullying is an action, which is repeated over time, taken by one or more children with the intention of hurting another child - physically or emotionally. It involves the dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour. Bullying can take many forms, for instance, cyber-bullying via text messages or the internet. Aims and Objectives Bullying is wrong and damages individual children. We therefore do all we can to prevent it.

# Responsibility

## The governing body:

The Governors at Britannia Bridge are responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

## The Headteacher:

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body
- › 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
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

## Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- 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)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key 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
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

# School behavior curriculum

## Rewards for appropriate behaviour

**Class Dojo:** Children can all earn Class Dojo points which accumulate throughout the week. These can be given for good work, effort or attitude to learning and each other. The winner each week receives a prize or privilege from the class teacher.

**Superstar Assembly:** Each Friday we have a 'Superstar' Celebration assembly where one child from each class receives a special award, as well choosing a special treat. All staff attend and celebrate our pupils' successes. Superstars always feature on our school Facebook page.



**Lunchtime Rewards:** At lunchtime our welfare staff give our children the opportunity to earn rewards for marvellous manners and following our lunchtime rules (e.g. using a knife and fork, sitting properly, using our indoor voices and manners, eating all of our dinner). They can earn our school lunchtime currency called Dinner Dollars either as an individual or working as a team. At the end of each term children can spend their Dinner Dollars on a special lunch or extraordinary lunchtime activity. Each week children can earn music as an additional reward and to accompany special themed dinners. In addition, our key stage two children can also earn 'Free Choice Friday'; where they can choose to sit anywhere they would like to in the dining hall rather than at their usual family tables.

## Actions, Expectations and Rewards

Rewards should be given consistently and fairly across the school. All staff should have high expectations of 'Each and Everyone' and ensure that they always promote positive behaviour.

Certain behaviours and actions are expected as good practice and should therefore be expected and not necessarily rewarded:

- Wearing appropriate school uniform
- Remembering equipment, resources and PE kits
- Lining up in an orderly way
- Punctuality
- Moving around school in an orderly manner
- Completing home challenges / homework and reading as required
- Sitting, listening and participating appropriately in the hall for assembly / singing practice.
- Good manners
- Showing respect to members of staff and each other in class, making it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Behaviours to reward:

- Children who model and show our HEART values through their actions.
- Marvellous manners and behaviour at playtimes and lunch.
- Making a marked effort to help and support each other.
- Effort and engagement in sessions and tasks.
- Showing tolerance and understanding towards others

## Actions and Sanctions

Any behaviour that goes against our school motto 'For Each and Everyone' and our core 'HEART' values should be sanctioned. For example:

- Disrupting other pupils' or their own learning
- Engaging in conflict
- Refusal

- Violence and aggression
- Causing damage to property
- Intentionally putting yourself or others in danger
  - Being in an inappropriate place without permission
- Disrespect to others
- Refusal to follow instructions given
- Unkind behaviour
- Bullying
- Mis-use of equipment
- Bad language
- Racism or homophobia
- Goading to incite harm / upsetting others
- Cruelty to others – verbal, physical or mental
- No PE kits or incorrect PE kit / reading books for session (letter sent home)

Where appropriate, reasonable adjustments will be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **Mobile phones**

At Britannia Bridge Primary School, mobile phones for pupils are not allowed in school. Exceptional circumstances will be considered by the Headteacher. In such cases, mobile phones should be handed in to the school office before the start of school and collected from the school office, after children have been dismissed from class.

# Responding to behaviour

## **Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour 'Sanction Ladder' or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 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.

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

## Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- 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.

## Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### Confiscation

Any prohibited items (listed in section 3) 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.

### 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

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 in the school's safeguarding system.

## **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.

## **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
- Could adversely affect the reputation 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 (e.g. on a school-organised trip).

## **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.

## **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.

## **Child on Child Abuse**

Child on child abuse (also known as peer on peer abuse) is behaviour by an individual or group of individuals, which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. It is more likely that girls will be victims and boys' perpetrators, but all child on child abuse is unacceptable and will be taken seriously.

Child on child abuse can take many forms including serious bullying (including cyberbullying, prejudice-based and discriminatory bullying); physical harm; abuse within intimate partner relationships; domestic abuse; child sexual exploitation; youth and serious youth violence; financial abuse; initiation/hazing type violence and rituals; harmful sexual behaviour (sexual violence and sexual harassment - Part five of Keeping Children Safe in Education) and Sexual Violence and sexual harassment between children in schools and colleges; upskirting; sharing nude and semi-nude images and/or gender-based violence and is often motivated by prejudice against particular groups steered by a dislike for a person's:

- race;
- religion;
- gender;
- sexual orientation;
- special educational needs or disabilities; or where a child:
- is adopted or in care;
- has caring responsibilities;
- is suffering from a health problem;
- is frequently on the move (e.g. those from military families or the travelling community);
- is experiencing a personal or family crisis;
- has actual or perceived differences, (e.g. physical or cultural differences).

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. There may be reports where the alleged incident is between two pupils from the same or different schools but is alleged to have taken place away from the academy premises. The safeguarding principles and the academy's duty to safeguard and promote the welfare of their pupils remain the same regardless of where the incident took place and regardless of whether the incident was online or offline. Abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' which essentially downplays certain behaviours and can lead to a culture of unacceptable behaviours, an unsafe

environment for children and possibly a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Equally, abuse issues can sometimes be gender specific e.g., girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and concerns/allegations are the same as for any other type of abuse.

## **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

## **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.

# Serious Sanctions

## Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the Senior Leadership Team
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

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 in the behaviour log.

## 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.

# Responding to misbehavior from pupils with SEND

## 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

## **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.

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

The school's special educational needs co-ordinator (SENDCo) 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 and the child themselves to create the plan and review it on a regular basis.

## **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.

## **Supporting pupils following a sanction**

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, such as:

- Daily contact with the Senior Leadership Team
- A monitoring card, with personal goals and targets.

# Pupil Transition

## 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.

## Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

# Training

- All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008).
- Staff will be updated of any changes made by the government relating to the Use of Force.
- Staff only intervene physically to control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Force. Under no circumstances will physical force or restraint be used as a form of punishment.

# Monitoring Arrangements

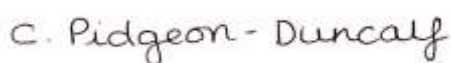
## Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension

## Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.



**Mrs Pidgeon-Duncalf**

Headteacher

Date 20/09/23



**Dorothy Harrison**

Chair of Governors

Date 20/09/23



**H**appiness

**E**ncouragement

**A**spirations

**R**espect

**T**eam-work



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