

BEHAVIOUR POLICY

2023 - 2024

Document title:	Behaviour Policy
Version number:	1.0
Policy Status	Approved
Date of Issue	September 2023
Date to be revised	September 2024

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
Sept 2023	2	Monitoring and associated revision of outdoor area organisation

Mission Statement

Every child has the right to learn free from disruption from anyone. This document provides a framework for the creation of a happy, safe, secure and orderly environment. Within such an environment, children learn and develop as caring and responsible people. It is written for all members of the academy community to allow each one to understand the policy of the academy and to apply it consistently and fairly.

Aims

We adopt a positive attitude, particularly on occasions when adults need to talk to the class teacher, that shows the respect all adults have for one another and for each individual pupil. By providing this role model, we encourage children to show respect for adults and for other children.

We expect that all members of the academy:

- will be well-behaved, well-mannered and attentive.
- will be polite to all pupils, adults and visitors to the academy.
- show respect for others and their property by refraining from interfering in any way.
- take responsibility for their own actions and behaviour.
- will move around the building in a safe and sensible manner.
- will care for, and take pride in the physical environment of the academy.
- will not take part in offensive or abusive language that involves swearing, and/or insults about race, gender, sexual orientation or disability.
- will not bring sharp or dangerous objects into the academy.
- Pupils are not permitted to bring mobile telephones onto site unless permission has been requested and granted by the academy. These may then be left with a member of the office staff and stored in the office during the academy day, provided that they are clearly named. Items are left entirely at the owner's risk; the academy accepts no responsibility for loss or damage.
- All pupils, including those attending the nursery, must wear the correct academy uniform
- The only jewellery allowed are ear studs and/or a watch, both of which must be removed for Physical Education.

Strategies

- To ensure the Behaviour Policy is known, supported and followed by all stakeholders, which includes pupils, parents, academy staff and governors.
- To ensure children understand that it is the behaviour that may be unacceptable and not the child.
- Model and teach moral values and attitudes as well as knowledge and skills to promote responsible behaviours, self-discipline, self-respect and respect for other people and property.
- To involve parents and carers in early consultation to discuss problems and actions whenever appropriate.

Pupils at Bearsted Primary Academy are expected to:

- Be principled

Be honest and fair. Show respect for others and take responsibility for your actions. Treat others how you would like to be treated yourself.

- Be caring

Show a caring attitude towards the school community and school environment. Act in a way that makes a positive difference to the lives of others.

- Be open-minded

Be open to and respectful of others' points of view. Understand how you can learn from others' experiences, cultures and perspectives.

- Be balanced

Take care of your physical and mental wellbeing and be mindful of others' wellbeing.

- Be communicators

Listen to others' ideas. Express yourself clearly and respectfully. Work collaboratively with others.

- Be reflective

Consider what you are good at and what you still need to work at and develop. Think about the changes you need to make to continue to improve and grow.

- Be knowledgeable

Remember techniques and strategies you have learned to manage your own wellbeing and behaviours for learning.

- Be thinkers

Think carefully and make good decisions.

- Be inquirers

Be proactive to find solutions and to look for advice when you need it.

- Be risk takers

Be willing to try new things and understand that mistakes are opportunities to learn. Be brave and stand up for what is right.

Encouragement, awards and celebrations

Encouragement is given at all times to all pupils, by teaching and non-teaching staff, to help pupils to

attain these standards. Pupils are also encouraged to value the efforts of their peers, and awards and celebrations are given in recognition of achievement in all areas of academy life.

Consequences

All pupils will be given the chance to self-regulate their behaviour with adult support where necessary (occupied/distracted in a positive way). The primary objective is always to keep pupils using positive learning behaviours and to avoid any situation that requires an escalated response. It is important to consider pupil voice to achieve this.

Formal Steps to Avoid Exclusion

Whenever possible we strive to avoid the use of exclusion (see [Suspensions and Permanent Exclusions Policy](#)) as a sanction for inappropriate behaviour. We have therefore devised this policy, where a fixed term of exclusion is only used after the implementation of alternative strategies. In most cases, pupils respond positively well in advance of the fixed term exclusion stage. The academy involves parents as partners in finding ways of additional support to help their child to be a full and useful member of the academy community. Knowing that the academy and parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour.

Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

Short summary of Use of Reasonable Force in Schools (July 2011):

This is non-statutory advice from the Department for Education. This advice replaces the Use of Force to Control and Restrain Pupils – Guidance for Schools in England. This guidance relates to The Education Act 1996 and The Education and Inspections Act 2006. This advice is aimed at all staff and Governors and Trustees on working Governing Bodies, in all schools.

Key points:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.
- Definitions - Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the SLT has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a

school organised visit.

Schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so to prevent a pupil behaving in a way that disrupts learning, a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; restrain a pupil at risk of harming themselves through physical outbursts. Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

Bullying

Bullying incidents are dealt with in a separate policy ([Anti Bullying policy](#)).

Special Circumstances

Some children may have such serious problems that the above measures are inappropriate; in these circumstances advice is sought and appropriate action taken from Behavioural Support Services and/or other agencies/groups.

Lunchtimes & Playground Behaviour

Expectations of behaviour are the same at these times.

The organisation of the outdoor areas will be regularly monitored and revised accordingly.

Conferencing will be the primary strategy for conflict resolution.

Teaching Assistants (TAs) will be kept informed of any special arrangements for individual pupil (by the Class Teacher or other appropriate Senior Staff).

Equal Opportunities/Inclusion Statement

This policy is written to take account of the needs and responsibilities of all pupils regardless of ability, gender, class or ethnic background and is implicit in all our teaching about values and attitudes.

Review

This policy is subject to review every academic year or sooner should there be a change in practice.