



Brodetsky Primary School  
Governing Body Documents



## **Brodetsky Primary School Policies**

**Policy Name: Behaviour & Anti- Bullying Policy**

**Date Agreed: July 2021**

**Review Date: July 2022**

**Committee Responsible: Full GB, T&L, LK, Resources or PS**

**For website publication: Y**

## Roles and Responsibilities

The responsibility for implementation of this policy rests with the Executive Head teacher. On an operational basis, management, responsibility and evaluation of this policy will be delegated to the Deputy Head teacher. Approval for this policy will be responsibility of the Pupil Support Subcommittee of the Governing Body. All staff, parents/carers, children and volunteers are responsible for working in line with this policy.

## Suggested Audience

All school staff, children, parents/carers, volunteers and governors. As part of their school induction or professional development, all school staff will participate in training which enables each person to be familiar with the principles and procedures outlined in this policy.

## Related Policies

This policy is one of a suite of policies and procedures which should also be referred to:

- Child Protection & safeguarding
- Staff recruitment
- Health, Wellbeing & Relationships Education
- Equalities
- SEND & Inclusion

The Behaviour Policy also takes into account the DfE Guidance, *Behaviour and Discipline in Schools* 2016 and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs and disabilities (SEND).

## Rationale & Behaviour Principles

At Brodetsky Primary School (BPS) we aim to help all children reach their full potential. For this to happen it is necessary that teaching and learning takes place in a calm, safe, secure and disciplined environment. At Brodetsky Primary School, we believe that:

- every child has the right to learn and that no child has the right to disrupt the learning of others
- all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions

At Brodetsky Primary School we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our children as effective and responsible citizens.



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### **Principles:**

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Brodetsky Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort as set out in the Equality Act 2010.
- The governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of children and in consultation with staff and parents/carers.
- High standards of behaviour are expected. The school expectations will be clearly set out in the Behaviour Policy and displayed around school. Governors expect staff to be consistent in their approach.
- Rewards will be consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children, consistently applied and will be regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual child and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies may be necessary for children who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect children and parents/carers to cooperate to maintain an orderly climate for learning.
- The governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- Governors appreciate that in exceptional circumstances, the needs of a child may be best met in an alternative provision or specialist inclusive learning centre (SILC) and that the child may then be removed from the school roll. Where this is the case, governors would seek assurances that:

- the school has taken every appropriate action to address the child's needs before considering alternative provision
  - consideration of alternative provision is made in consultation with the parents/carers and the child
  - consideration of moving children to alternative provision is done on a case by case basis and always in the best interest of the child and not to avoid their results being counted in performance measures
  - the provision that the child will be moved to is of good quality and is well resourced to meet the needs of the child academically, socially, emotionally and vocationally
  - the school has systems in place to provide follow up for the child if required
  - the school will have a clear plan around the purpose of goals and provision, how it meets needs, is reviewed and progression planning
  - the school reviews each case with a view to seeing if the child can be reintegrated into the school
- The governors wish to emphasise that violence, threatening behaviour or abuse by children or parents/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.
  - The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
    - Taking part in school organised or related activity
    - Travelling to or from school
    - Wearing school uniform or in some other way identifiable as a pupil of the school

### Aims of this policy

- We wish to promote a purposeful atmosphere about school which is conducive to effective teaching and learning.
- We want everybody in school to be calm, respectful, courteous, considerate and relate well to each other.
- We want our children to show, through their actions, that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly.
- We want our children to take responsibility for their actions and help them develop self-esteem, self-discipline, a proper respect for authority and adhere to high standards of behaviour.
- We want to encourage the parents/carers of our children to be involved in helping the school to ensure good behaviour by all children.



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### **To achieve these aims**

The attitude and approach of all our staff is of great importance. It is the adults who must have high expectations, so determining the environment in which good staff/child relationships can develop.

We need to set the correct example in matters of presentation, punctuality, commitment and respect.

We must model the correct tone and language when addressing challenging behaviour (shouting at children is never necessary when dealing with challenging behaviour).

We must consider ourselves responsible for positively influencing the good behaviour of children around us.

The school's expectations of behaviour will be clearly stated, understood, accepted, and consistently applied by all.

We will have an ethos based on offering praise wherever children try hard, make progress and sustain high levels of achievement.

Staff will use effective classroom management strategies to promote good behaviour.

Where staff require support with managing behaviour, they will receive this from a senior member of staff.

Unacceptable behaviour must be appropriately challenged and the reasons for it identified and addressed. Volunteers in school must speak to school staff if they have any concerns about behaviour so that school staff can address these appropriately.

### **Our expectations are (but not limited to) that each child will**

- have good attendance
- wear the correct school uniform smartly throughout the day
- conduct themselves responsibly and smartly around school
- listen carefully and respond appropriately
- respond respectfully to each other and adults
- work hard and do their best with their school work
- be kind and friendly to everyone and use kind language
- treat people, the school building and resources with respect

### **Rewards**

**BPS will always tell children when they are doing well.**

Teachers will recognise, praise and reward children with stamps and certificates which will be presented during whole-school award assemblies and in day-to-day practice.

Stamps earned will be recorded in the Stamp Booklet (KS1) or Planner (KS2) and will count towards individual rewards and house rewards as detailed on the rewards ladder (Appendix 1).

## Sanctions

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the consequences ladders (Appendix 2). Parents/carers will be involved in a timely manner so that we can work together to support the child in improving their behaviour. Detentions will be mainly in the Classroom or other suitable available room where there is a door that can be opened by the child if he/she needs to leave the room.

## Disciplining, screening and searching children

- Teachers have statutory authority to discipline children whose behaviour is unacceptable or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for children in school.
- Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher/school staff, including on school visits.
- Teachers can also discipline children in certain circumstances when a child's misbehaviour occurs outside of school. At our school, we will consider on an individual basis whether school needs to intervene with managing inappropriate behaviour conducted out of school hours. We will consider if the child was wearing school uniform at the time, if the behaviour poses safeguarding risks to the individuals involved or to the school itself or if a crime has been committed.
- Teachers can confiscate children's property if required.
- Teachers will use their power to search without consent for "prohibited items" if there are concerns that a child may be in possession of these, including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and inappropriate images.

## Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property.
- Where force is applied it should be done in a manner that attempts to reduce rather than provoke a further aggressive reaction.
- The number of staff involved should be the minimum necessary to restrain the child, while minimising injury to all parties.
- The more serious the danger the greater the degree of force which may be used to avoid such danger.
- The force used must be the minimum necessary to deal with the harm that needs to be prevented i.e. it must be reasonable in the circumstances.
- Alternatives to physical intervention or restraint: Try to anticipate the situation arising and take avoiding action if necessary; Instruct the child who is misbehaving to stop; try to diffuse and calm the situation by distracting the child, moving them away from the situation etc; consider your role in the situation



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### **Early Years Foundation Stage**

Our Early Years unit do not use the rewards and consequences ladders as children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to an environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc. In Early Years, staff will work effectively together with parents and as a team to show a fair and consistent approach to incidents. Where unacceptable behaviour is recognised or observed, staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict.

Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "If you want to run around, you could go outside and play a game"
- Explaining any concerns e.g. "If you lean back on your chair you may fall over"
- Giving choices
- Allowing time to reflect on their behaviour with a staff member or on their own e.g. a thinking spot and timer (for 2-3 minutes)
- Staff will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of inappropriate behaviour and may seek support from the SENCO and other agencies if required.

### **Special needs**

Some children may sometimes need to have their own behaviour targets, and may have their own reward systems in place. The SENCO, Deputy Headteacher and/or Headteacher will be made aware of any children who have individual needs. An appropriate course of action will be agreed with the class teacher, child and parents/carers. Strategies may include:

- Specific IBP (Individual Behaviour Plan). The child and parents will be informed of this and will agree the targets. This will support the child in improving behaviour through manageable targets, positive rewards and consistent sanctions.
- Communicating with parents at regular intervals.

### **Recognising achievements:**

We will recognise and celebrate children's achievements in a number of ways:

- Assemblies - Year group assemblies where can share their good work and achievements with the rest of the school and parents/carers.
- In Star of the Week Assemblies children are rewarded for good behaviour as well as academic and sporting achievement both in and out of school.
- Headteacher and Deputy Headteacher rewards - Children who are sent to show good work or for a special recognition of behaviour
- Certificates
- House events

- Individual Class Rewards as chosen by the staff
- Team points
- Stickers

## **BULLYING**

### **What is Bullying?**

Persistent or repeated behaviour which can reasonably be perceived as offensive, intimidating, malicious or insulting. Bullying is unwanted, aggressive behaviour that involves a power imbalance intended to hurt the victim physically or emotionally. The behaviour is repeated, or has the potential to be repeated, over time.

Bullying types are: Homophobic Bullying; Racist Bullying; Trans- Bullying; On-line Bullying; Peer on Peer Bullying; Gender Bullying.

The following are some examples of behaviour that **could** be viewed as bullying.

- Aggression, including threats, shouting and swearing.
- Physical violence.
- Verbal humiliation, including insults or destructive criticism.
- Deliberate wrongful attribution of blame.
- Exclusion from social groups.

Bullying can involve direct contact, electronic/cyber contact and contact through letters or phone calls.

### **Statement of Intent:**

Every member of the school community has the right to a 'Bullying Free' environment. As a school we affirm that we will take every measure possible to eliminate bullying from school life.

If bullying does take place we will take clear, proactive steps to stop it and to prevent it occurring again.

We expect all adults (staff, parents, governors and volunteers) to work together to implement and support this policy.

We will record all known/reported incidents of bullying and seek to establish if unreported bullying is taking place.

We will develop individual strategies to address early behaviours that can lead to bullying and to support potential victims of bullying in a positive manner.

Adult involvement will give confidence to the victim, result in action that stops the bullying and seeks to eliminate the cause of the bullying behaviour itself.

### **What happens if bullying is reported?**

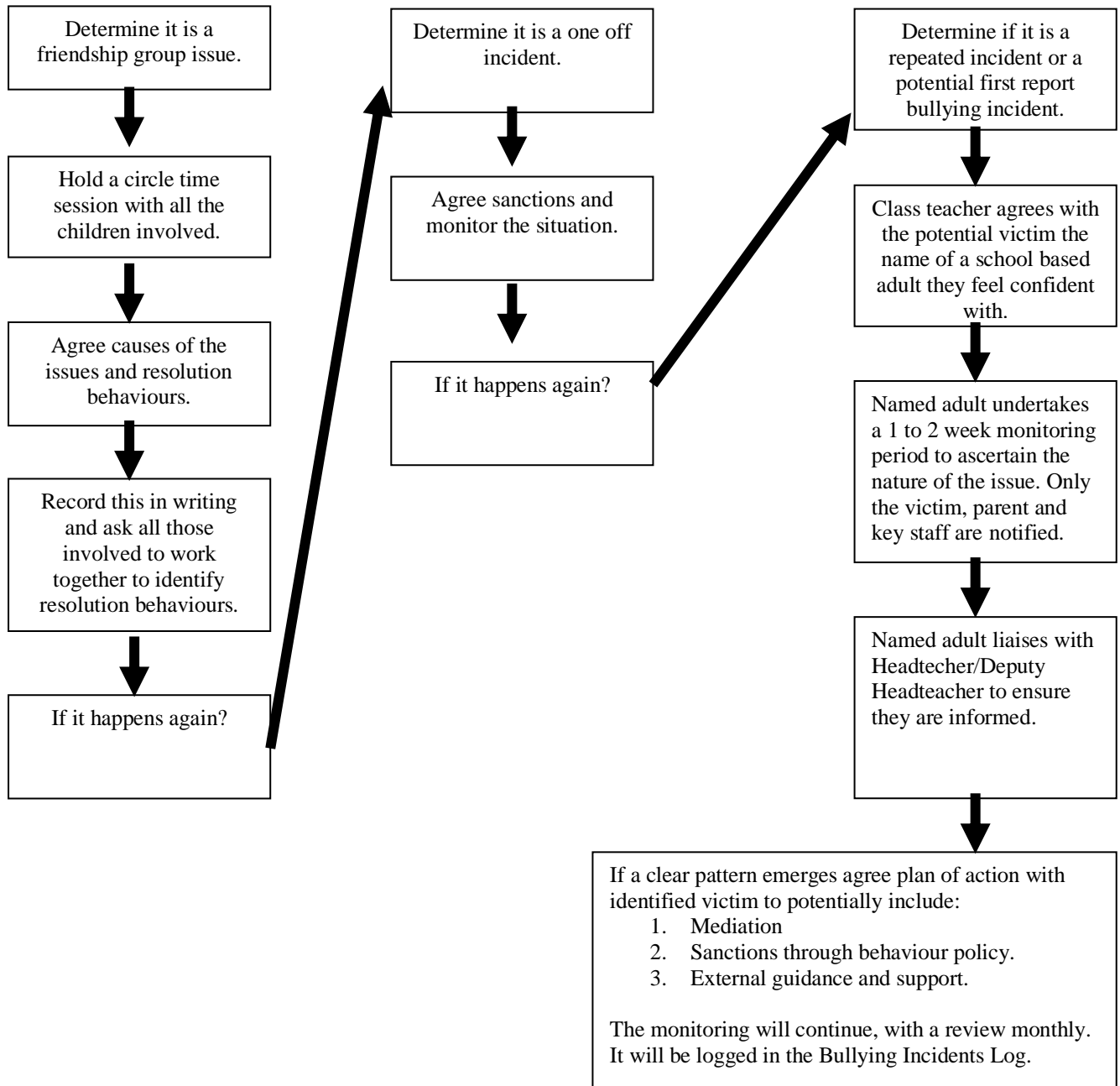
1. The adult who receives the allegation must make a written record of the allegation in the Bullying Log. The potential victim may be involved at this time.





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2. This first adult must determine if the victim is at immediate risk of harm and if so take immediate action to remove them from the cause of the harm.
3. The Class Teacher and Headteacher/Deputy HeadTeacher must be informed. The class teacher will determine initial next steps from the options below:



## **Monitoring & Awareness Raising**

The school will engage in proactive measures to increase understanding of bullying and how it can be prevented. Assemblies will be delivered every year in order to promote an anti-bullying culture.

Every class will hold regular anti-bullying circle times and PSHCE lessons and will include:

- What is bullying?
- What should I do if I/someone is being bullied?
- How can I try and prevent bullying?
- Where children feel safe/unsafe in school

The school will take part in Anti-Bullying week Activities.

All alleged bullying incidents will be recorded in a Bullying Log and actions taken recorded against it.

## **Conclusion**

This policy is aimed at encouraging good behaviour and developing self-discipline amongst our children, but with a progressive scale of sanctions which can be invoked if the need arises. The staff of the school will work in partnership with children and parents/carers to encourage high standards of conduct, discipline and achievement.

The children at Brodetsky Primary School are very well behaved, and help make our school a happy place to be. Children learn how to behave, just as they learn everything else, and by setting a good example, giving rewards and firm boundaries, we hope they will continue to behave well throughout their time at our school.

## **Publicising this policy**

This Behaviour & Anti-Bullying Policy along with the rewards and consequences ladders will be available in a number of locations and range of formats to maximise the distribution of this policy:

- on display in classrooms and around school (ladders only)
- on the school website
- in the staff handbook
- as part of induction for new staff

We will ensure that the whole school community knows about the policy and objectives through the school newsletter, assemblies, staff meetings and other communications.

We will publish on the school's website copies of relevant policies and guidance, including those on anti-bullying and special educational needs.

## **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Executive Headteacher, Deputy Headteacher and SLT with input from staff, children and parents/carers.



(Appendix 1 - Rewards Ladder)

## Brodetsky Reward Ladder

### Termly Winning House Prize

- KS2 Film Event
- KS1 Film Event

### Individual Rewards - Exchange Merits

- 50 - 5 First Lunch Tokens
- 100 - Sports Session
- 150 - Forest School Afternoon

### 5 Merit Stamps - 5 Team points

- 100% attendance + 100% punctuality + 0 comments for week
- Headteacher stamp

### Merit Stamp - Team Point

- Extra effort in lessons
- Great Role Model around school

### Verbal Praise

- Individual praise for good manners, good contributions in class discussions, hard work and effort lessons.

(Appendix 2 - Consequence Ladder)

## Brodetsky Consequence Ladder

### Phase Six - Behaviour Contract

- 2<sup>nd</sup> Headteacher DT in a half-term
- 40 BPSU comments in a term

### Phase Five - Headteacher DT - contact parents

- 8 BPSU comments in a week
- 20 BPSU comments in a half-term
- 30 BPSU comments in a term

### Phase Four - Lunch DT

- Already had Break DT in that week
- 3 behaviour comments in day
- any 5 BPSU comments in a week (e.g. 5 x S)

### Phase Three - Break DT

Serious B issue

- Still no improvement in behaviour
- 2<sup>nd</sup> B comment in a lesson
- 3 PSU comments in a week (e.g. 3 x U)

PSU

### Phase Two - Second Warning

- 1<sup>st</sup> Behaviour (B) comment
- PSU warnings are always comments

### Phase One - Verbal Warning

- Individual warning - re classroom behaviour
- Name on board



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Behaviour Log Codes

B = Boy

G = Girl

PG = Playground

CR = Classroom

OS = Outside School

IN = Individual

GR = Group

FG = Friendship Group

LT = Lunchtime

PT = Playtime

Bullying Log										
Date									Lead Adult	
Record No	Incident (pupil names, details of incident/s and adults involved)								Was bullying confirmed and what action taken	
B	G	GR	IN	FG	PG	CR	LT	PT	OS	