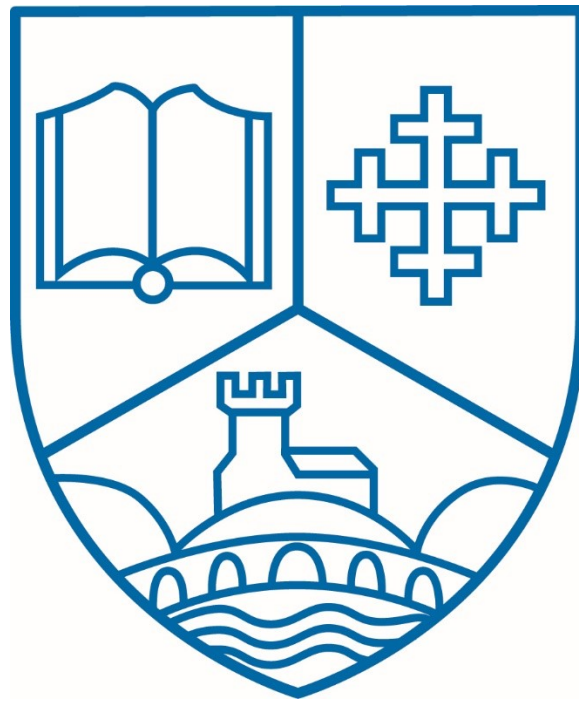


**BIDFORD ON AVON  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**



**Behaviour Policy**

**September 2022**

**Review date – September 2023**

## Principles

Our school provides a safe, inclusive and stimulating environment for the children in our care. Our policy sets out procedures to create a calm, secure and happy working environment where all children can thrive.

### Aims

- To develop a Behaviour Policy, supported and followed by the whole school community including parents, teachers, children and governors, based on the School's distinctive Christian vision, a sense of community and shared values, linked to the school's aims, learner's aims and the development of positive character attributes.
- To develop a moral Christian framework and school rules/ routines within which spiritual, moral, social and cultural development and sound relationships can flourish.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect for other people and property).
- To recognise and reward positive achievements, both social and academic by providing a range of rewards for children of all ages and abilities.
- To develop in children a sense of self-discipline and an acceptance of accountability for their own actions.
- To support pupils who find social or class situations challenging to regulate their emotions and develop positive responses.
- To promote a restorative approach to resolve issues in a sympathetic manner and develop good communications with all stake holders.

### Context

Positive relationships based on responsibility, tolerance and trust, alongside individual aspiration and high expectations are key to children's happiness in school. Clear, consistent routines and expectations about individual children's behaviour and their role in the school community supports the provision of an engaging and challenging curriculum in which education can flourish. The school has a behaviour code defined simply as:

**A - Appearance**

**B - Behaviour**

**C - Courage**

The code was developed with the support of all members of the community, based on our Christian foundation and outlines a set of rules, aspirations and guidelines for us all to follow:

<b>A</b>	<b>B</b>	<b>C</b>
Appearance	Behaviour	Courage
I can:	I can:	I can:
<ul style="list-style-type: none"> <li>• Care for the school environment – God's creation.</li> <li>• Look after my class and school equipment.</li> <li>• Be proud of my work and its presentation.</li> <li>• Take pride in wearing my school uniform.</li> <li>• Keep the school and classrooms clean and tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite, kind and respectful.</li> <li>• Work hard and encourage others.</li> <li>• Listen carefully and appreciate the freedom to express my views and beliefs.</li> <li>• Be honest and helpful.</li> <li>• Move sensibly and safely around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep trying even when life gets tricky.</li> <li>• Never be scared to ask questions about the world.</li> <li>• Take pride in my own and others' success.</li> <li>• Be confident that there are people around who will support me and keep me safe.</li> <li>• Know that I can learn from mistakes.</li> </ul>
<p><b>“God saw all that he had made and it was very good.” (Genesis 1:31)</b></p>	<p><b>Jesus says “Love each other.” (John 13:34)</b></p>	<p><b>God says “Don't be afraid – I am with you!” (Isaiah 41:10)</b></p>

The code is displayed around the school and in all classrooms, along with the school vision statement and supporting social and emotional aspects of learning posters. The school's vision documents also support pupil's in their understanding as members of the school community; as learners and educated citizens and focus on the key values/ skills that support character development within day to day school life (see appendix).

Positive behaviour is the expectation and the school has planned pastoral systems and routines to support pupils in their day to day life in school. Encouragement, positive role models, feedback, involvement in decision making, praise and reward, support pupil's in their understanding of positive behaviour and good character.

Children take responsibility for their learning behaviours by understanding the purpose of their time at school in a personal, community and Christian sense; by following the school code; having high expectations; by listening carefully; by engaging in reflection and enquiry; by answering and asking questions and by actively engaging in lessons.

All behaviour is seen in the context of the child's age and individual circumstance and strategies set up to ensure their motivation and emotional well-being. Where a child is finding life in school difficult or is unwilling to follow the code or the guidance they are given support or adaptations are made to accommodate their needs where appropriate, but sanctions are used to reinforce the school's expectations and to ensure that all pupils are accountable for their actions.

### **Objectives**

#### **For children to show:**

- Self-awareness and self-management skills
- Social awareness and relationship skills
- Responsible decision making
- Compassion and courage
- Faith and hope
- Curiosity and creativity

#### **For Children to develop:**

- Responsibility for their learning and their environment – to understand their purpose as a child and learner in school and the wider world – their relationship with themselves, others and beyond.
- An understanding for the need for rules – how a community works and the place of individuals within it
- Non racist, homophobic or sexist attitudes
- An independence of mind and self-esteem
- A sense of fairness
- A respect and tolerance for others' ways of life and different opinions
- The courage to communicate openly, to accept fair criticism and engage in resolving conflicts
- A persistent and resilient approach to tasks
- Ambition and high expectations for themselves and others

### **Implementation**

#### **Staff**

Staff are responsible for:

- Implementing the behaviour policy, school code and class rules consistently – ensuring a safe learning environment
- Promoting the school vision
- Modelling expected behaviours, attitudes, routines and relationship skills
- Promoting high expectations, providing feedback and praising pupils for their hard work, resilience and social skills
- Providing appropriate support and a personalised approach to the specific needs of individual children
- Playing an active part in building up a sense of community and maintaining and restoring relationships
- Supporting an understanding of the school vision for its community
- Maintaining good standards of classroom and playground management
- Regularly updating and refreshing their understanding of behaviour management and pastoral care.

The senior leadership team will support staff in responding to behaviour incidents and maintaining regular CPD on classroom and playground behaviour management skills and strategies.

## **Parents:**

Parents are expected to:

- Read and understand the school/ home agreement and support their child in adhering to the school code and its vision
- Inform the school of any changes in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in developing systems to support their child's specific need
- Behave appropriately in the playground and at school events – dogs and smoking are not allowed on site

## **Pupils**

Pupils are expected to:

- Follow the school code/ class rules and staff instruction and behave in a responsible manner
- Set high expectations for themselves – including their engagement in class and the pace and quality of their work
- Treat others as they would like to be treated, fairly and with tolerance of the views of others
- Ensure that it is possible for all pupils to learn
- Accept responsibility for their actions and sanctions when given – respond cooperatively to staff direction and support
- Know that their achievements will be recognised
- Wear school uniform at all times
- Be given the opportunities to have responsibilities within class or whole school
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **Acknowledging positive Behaviour**

Recognising and exemplifying pupil's hard work, determination and positive relationships is key to developing an engaging, stimulating and inclusive school ethos.

Adults and children present positive role models in the way that they talk to each other, in their actions and in the expectations that they set. This includes the ability to work independently, to be resilient, to be helpful, to be ambitious, to manage conflict, to accept criticism and to develop their skills as a learner.

Oral praise and feedback is the most immediate and effective reward and affirmation of how we value individuals and groups within our community. It supports pastoral care and links with our policy on providing feedback in learning. Incentives and rewards also recognise and celebrate pupil's positive contributions to the life of the school, their learning and positive relationships.

The ways that staff and pupils recognise these characteristics in each other can include:

- Verbal praise from staff and other children
- Discussion and modelling of how their actions and attitudes support life in school
- Explanation, modelling and feedback on learning and next steps
- House Points
- Table (team) points
- Written comment on work
- Special mentions
- Gold Stars / Head teacher Certificates
- Taking on responsibilities
- Informing parents
- Individual, whole class and group reward
- Showing good work/sharing good news with the Head teacher

## **Unacceptable Behaviours**

A small number of children will exhibit behaviour that has a negative effect on themselves and others and disrupts the quality of learning within the school. These can include:

- Disrupting teaching and learning
- Ignoring or refusing a reasonable request or instruction

- Unwillingness to engage in their learning
- Physical behaviours- pushing, biting, spitting, hitting and kicking.
- Verbal behaviours - name calling, inappropriate language, rudeness or swearing
- Damaging property, stealing, truancy
- Racist, homophobic or sexist comments
- Bullying

The school does not tolerate bullying of any kind. Where an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We encourage pupils and parents to tell us if bullying is suspected. Further details are set out in our separate Anti-Bullying policy.

Sanctions are used to reinforce the school's expectations and to ensure that all pupils recognise and accept the impact of their actions. Sanctions apply to all children but are adapted to their age and need. A pupil may skip a stage where behaviour requires more detailed intervention. Where ever possible the notification to a pupil of a sanction is kept low key or 'unadvertised' e.g. initials used and not full names on the board. The acronyms RIP (reprimand in private) and PIP (praise in public) are followed by staff. Sanctions are staged to reflect the level of disruption that the child's behaviour can cause. An incident report sheet is completed by the attending adult for all incidents involving aggressive behaviour or where a child refuses to respond to adult intervention. The definitions and specific sanctions are as follows:

### Stage 1

- Inappropriate talking
- Unwilling to engage with work
- Ignoring requests
- Preventing others from working
- Name calling
- Inappropriate use of equipment
- Intentional misuse of the internet/ electronic devices
- Minor one-off incidents
- Inappropriate language

These incidents are dealt with by the class teacher or teaching assistant who will either:

- Re-focus the child by repeating instructions and reminding them of the school code
- Facilitate a discussion between pupils to address, clarify and resolve the issues
- Give a verbal warning
- Move pupil to within the classroom where they can no longer disrupt others
- Introduce individualised/ class behaviour support charts and routines

### Stage 2

This is the same low level disruptions as Stage 1 but reoccurring.

These incidents are dealt with by a hierarchy of formal consequences:

- 1 Initials on the board. e.g LW
- 2 Visual reminder. E.g LW \
- 3 10 minute reflection time noted on the board. e.g LW X
- 4 Further visual reminder. LW X
- 5 20 - 30 minute reflection time noted on the board. e.g LW XX
- 6 Time out within classroom – separation from classroom group.
- 7 Time out in another class or shared area/ with the Deputy Head teacher / Head teacher – parents informed.

Reflection time is administered either by class teachers or in some cases a member of the SLT during pupils break times. Pupils are asked to complete a reflection sheet in which they can review and reflect upon the behaviours that have contributed to their loss of free time. All reflection sessions are recorded and reviewed termly.

### Stage 3

This is where a pupil behaviour is persistent and/or proving detrimental to the learning and safety of themselves and others. For example:

- Refusing to follow a member of staff's instructions
- Answering back or speaking rudely to a member of staff

- Bullying
- Aggressive behaviour/ initiating fighting
- Continually preventing others from learning
- Being rude to or about others or their families
- Damage to equipment
- Stealing
- Swearing/ offensive language
- Racist, homophobic or sexist remarks
- Sexualised behaviour
- Other behaviours which are deemed unacceptable

These incidents are considered to be more serious and dealt with by a referral directly to Head Teacher, Deputy Head Teacher or senior member of staff. The incidents are recorded on an incident form and parents/carers informed or a meeting requested by the Deputy Head to discuss next steps. These next steps could include, along with the above sanctions, a written daily behaviour report, a home school record, a behaviour plan, support from outside agencies, lunchtime exclusion, internal exclusion, in school detention or after school detention, removal from class. The level of intervention is determined upon the type and impact of presenting behaviours.

Behaviour incidents which take place inside or outside the classroom are recorded on a behaviour incident sheet and passed on to the Head teacher or Deputy Head and analysed half termly. Although persistent and serious behaviour needs recording and follow up, every child should understand that every day is a fresh start.

#### **Stage 4**

These are high level incidents that involve wilfully breaking the school rules. They include:

- Deliberately aggression towards a member of staff
- Swearing at a member of staff
- Continually refusing to follow instructions
- Continued disruption of class lessons or repetition of sanctioned behaviours
- Severely or continually hurting another pupil
- Persistent bullying
- Damaging School property
- Leaving the site without permission
- Repeated theft

Here at Bidford School we view these incidents as serious and unacceptable

The Head Teacher and Senior leadership team will take immediate action through either:

- Help and advice from outside agencies
- A fixed term suspension of one or more fixed periods
- Short term internal exclusion
- A managed, individualised timetable
- Lunchtime exclusion (If the incidents occur at lunchtime only.)
- A permanent exclusion if all other sanctions fail - a pupil may, in extreme cases, be permanently excluded following a serious 'one off' breach of the school's behaviour policy. This could apply in the event of intimidation, violence or threatened violence against a pupil, member of staff or property.

Where pupils have repeated incidents at Stage 4 the pupil, parent and Head teacher will try to prevent further incidents by deciding upon a plan of action. Here consideration is given to the following:

- Restorative justice – ensuring that all pupils feel safe and confident in the actions taken
- Mediation – using outside agencies to support strategies
- Internal Exclusion – removal from the class but not the site
- Managed Move- to another school to enable the pupil to make a fresh start

#### **Suspension/ Exclusion Procedure**

A suspension is where a pupil is temporarily removed from the school. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A

suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day. A suspension cannot be converted into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

When suspending/ excluding a pupil, the Head teacher will notify the parent immediately by telephone followed by a letter within one school day. If a pupil has a social worker, or if a pupil is looked-after, the headteacher must also without delay after their decision, notify the social worker and/or Virtual School Headteacher, as applicable. The headteachers, must also notify the local authority, without delay when a pupil is suspended or permanently excluded. The governing body will be informed of any permanent exclusion; any suspension which would result in the pupil being suspended for a total of more than five school days (or more than ten lunchtimes) in a term; and any suspension or permanent exclusion which would result in the pupil missing a national curriculum test.

The parent letter will state:

- For a fixed term suspension, the precise period of the exclusion;
- For a permanent exclusion, the fact that this is a permanent exclusion;
- The reasons for the suspension/ exclusion;
- The parent's right to make representations to the governing body and how the pupil may be involved in this;
- The person who the parent should contact if they wish to make such representations (this will usually be the clerk to the governing body)
- The days on which they must ensure that the pupil is not present in a public place at any time during school hours - e the first five school days of a suspension or permanent exclusion.
- The latest date by which the governing body must meet to consider the circumstances in which the pupil was excluded. (except where the exclusion is for a total of not more than 5 days in any one term, and would not result in the pupil missing a public examination.)
- The parent's right to see a copy of his or her child's school record upon written requests to school.
- In the case of a fixed term exclusion the date and time when the pupil should return to school (in case of a lunchtime exclusion, the number of lunchtimes for which the pupil is being excluded and if applicable the arrangements for the child to receive free school meals)
- If the exclusion is permanent, the date it takes effect and any relevant previous history
- The arrangements made for enabling the pupil to continue his or her education, including the setting and marking of work for the first five days. It is the parent's responsibility though to ensure that work sent home is completed and returned to school.
- The name and telephone number of an officer of LA who can provide advice
- The telephone number for the Advisory Centre for Education.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Governing Body has an appeals panel which is made up of between three and six members. This committee considers any exclusion appeals on behalf of the Governing Body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and the local authority and consider whether the pupil should be reinstated.

Exclusion procedures follow DFE statutory guidance: <https://www.gov.uk/government/publications/school-exclusion> and information from the Local Authority.

### **Managing conflict – restorative practice:**

Where appropriate we support children to resolve their difficulties and restore relationships. This means that adults take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children are encouraged to be assertive, to patiently express their feelings and to resolve conflict without resorting to violence or abuse. Older pupils are taught conflict resolution strategies and restorative practice, through peer mediation training which they then model at lunchtimes to other children in peer mediator roles.

A 3 step strategy supports the resolving of a conflict:

- At a meeting the children have a chance to talk.
- The others listen with no interruptions.
- They are encouraged to face each other.

Each child has a turn to say:

1. What the other(s) has/have done to upset them
2. How they feel about it
3. How they would like them to behave in future/ what they might do different next time/ what errors they made.

No one is allowed to interrupt or argue and they go on taking turns until everyone has finished. The adult is there as referee, to support the discussion - directs it where required, clarifies the main points of the discussion, ensures that children are clear about their role and responsibilities within the conflict and supports the co production of 'next steps' to resolve the issues. S/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and face each other. Where required children are expected to apologise for their errors. The adult will as appropriate outline the sanctions faced by children relevant to the behavior policy, the purpose of the sanctions and the actions the child can take to address their errors. If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

### **Role of the Class Teacher**

Consistent classroom management strategies, supportive relationships, high expectations, a well planned curriculum and inclusive Quality first teaching and learning approaches are the key to good behaviour.

It is the responsibility of the class teacher to ensure high expectations of behaviour and that their class behaves in a responsible manner during lesson time and around school. To maintain effective behaviour standards within the classroom staff focus on 3 key directive factors: managing an appropriate noise level; ensuring pupils and lessons are well resourced and managing pupil movement around the class. These 3 key factors support quality first teaching and learning. This is undertaken in an atmosphere of positive reinforcement, feedback, praise and open discussion on the school's vision for its pupils and its Christian foundation. Staff are expected to be robust and assertive in maintaining a safe, secure and nurturing learning environment for all pupils.

Staff ensure orderly movement and behaviour around school and during group or whole school activities including trips and visits.

Class teachers teach the values, attitudes, knowledge and skills in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us throughout the curriculum and particularly through circle time, PSHE activities, RE and during assemblies. In line with whole school systems teachers award house points and Gold Stars to pupils as appropriate.

The class teacher liaises with the SENCo and external agencies as necessary to support and guide the progress of each child. The class teacher may for example discuss the needs of a child with the Educational Psychologist, SEND Supported or CaMHs (Child and Adolescent Mental Health Service) or use the schools' own counsellor.

Behaviour targets may be set on a Behaviour plan and individual target cards/charts used to reward positive behaviour on an individual basis. The class teacher will speak to a parent if there are concerns about the behaviour or welfare of a child.

### **Role of the Teaching Assistants**

TA's support the school and teaching staff in ensuring consistent management and learning strategies, high expectations and the responsible behavior of pupils. In line with school policy TA's will acknowledge good behaviours; provide feedback, support and care and help maintain good relationships between pupils. Where required they will address inappropriate behaviour and apply sanctions in consultation with the leadership team or class teachers to ensure all children can learn securely. Pupils are expected to respond to their instruction or direction. TA's liaise with the class teachers to deliver the school award system and can award house points directly to pupils.

### **Role of volunteers**

Volunteers provide an important role in supporting learning and pastoral support. Pupils are expected to be respectful and cooperative when working with them. All volunteers receive induction on behaviour management, safeguarding setting high expectations and providing feedback or support. Where a pupil is uncooperative they will provide reminders to the pupil of the school code and class rules and directly inform the appropriate teaching staff if the child does not comply.



## **Role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school policy consistently throughout the school, to report to governors when requested on the effectiveness of the policy and to ensure that the policy is clearly communicated to parents and children.

It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in the school. The Head Teacher supports staff with implementing the policy and by setting the standards of behaviour.

The Head Teacher has the responsibility for issuing fixed-term (external) exclusions for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The chair of governors will be notified of any exclusions.

## **Role of the Parents**

Parents are encouraged to recognise that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

We expect parents to support their child's learning and behaviour and to cooperate with the school as set out in the Home School Agreement. We try to build a supportive dialogue between home and the school and we inform parents if we have concerns about their child's welfare or behaviour.

Attending Parents Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. The partnership between school and parents works in an environment of mutual respect and honesty and it is especially important when an issue arises that both sides seek to resolve it cooperatively and parents should recognise that staff will deal with behaviour problems patiently and positively.

## **Role of the Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines and may give advice to the Head teacher about particular disciplinary issues. The headteacher provides the governing body with termly evaluations of behaviour standards across the school and of new actions or initiatives supporting the behavior policy.

## **Vulnerable Pupils**

Staff are aware of pupils who are on the Special Educational Needs/Disability register for difficulties with behaviour and pupils who may have behavioural difficulties due to previous events that have taken place in their lives. If behaviour is the main issue the pupil may have either a behaviour plan, behaviour contracts or in severe cases a BAP (Behaviour Action Plan). It is the responsibility of the SENCo to create awareness amongst all staff of the specific objectives being targeted. Pupils may also have a Passport for Learning to support planned interventions.

## **Playground**

The expectation is that play/lunchtime behaviour should match classroom behaviour expectations. In the morning, pupils go straight into class on entry under the supervision of staff on the doors/ gates. Morning playtimes are supervised by teachers and teaching assistants. Dinner times are supervised by midday supervisors (MDS). Pupil peer mediators, playtime pals (KS1) and playtime buddies (KS2) support children in developing their play and resolving conflicts. Pupil 'Blue Banders' support staff in running the dining hall. Playtime activities and equipment are organised on a weekly timetable in different zones. Staff also facilitate and organise informal games and house activities. Play fighting is not allowed. Pupils are expected to respond to and follow the instructions given by MDS. In line with school policy, MDS will acknowledge good behaviours and provide support and care to pupils during dinner times. Where appropriate they will also apply relevant adaptations to a child's playtime and sanctions to ensure all children are safe and can play securely.

When a behaviour incident occurs at break times staff will:

- Re-focus the child by repeating instructions and reminding them of the school code
- Facilitate a discussion between pupils to restore relationships and address, clarify and rectify the incident
- Give a verbal warning
- Praise pupils for changes to behaviour and engagement with resolving issues
- Move pupil to stand by the wall for a limited time out where they are not responsive or repeat behaviours
- Inform the relevant class teacher of any significant incidents/ apply sanctions identified in policy
- Complete a behaviour sheets for incidents involving aggression or challenge.

- Call for a member of the senior leadership team with more serious incidents

There is no tolerance of swearing or aggressive behaviours.

## **Early Years**

The school has high expectations for all pupils and the school code is used in all classes, but adapted to suit the needs of individual pupils and to accommodate their understanding and level of maturity so that any rewards or sanctions are meaningful to the child.

## **The use of reasonable force**

There are circumstances when it is appropriate for staff to use reasonable force or physical restraint to safeguard children and staff have the power to use it to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at the school and amongst pupils. Reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. Reasonable means using no more force than is needed. Staff should only use reasonable force in the presence of another member of staff. Only trained staff should use physical restraint and only in the presence of a member of the SLT. After the intervention an incident form is completed and the situation discussed in order that a plan can be devised to meet the child's needs. Any physical restraint must be logged and staff must use Team Teach protocols and procedures. Pupils who have more complex behaviour needs will have a behaviour support plan and a risk assessment describing protocols. This might include the involvement of other agencies such as social services, Psychological Service or Pupil Referral Service.

When considering reasonable force staff should, in considering the risks, recognize any specific vulnerabilities, including SEND, mental health needs or medical conditions.

Staff only intervene physically to restrain children if it is reasonable, proportionate and necessary and is in the best interests of that child or others around them or they are seriously damaging property. Designated staff have been trained to carry out restraint using Team Teach strategies and it is only used as a last resort. De-escalation of a situation is always the first strategy. Pupils who pose a risk will have an individual positive handling plan and risk assessment.

The use of reasonable force follows statutory guidance from the DFE and the Warwickshire LA document '*Guidance on the Use of Force and Physical Intervention*', which can be accessed in Warwickshire's inter-agency safeguarding procedures at <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>

## **Use of search and confiscation**

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). Staff may also use reasonable force given the circumstance to search for the above items.

The headteachers and authorised staff can also search for the following items banned by the school rules: mobile phones, electronic devices, cameras, electronic storage devices, toys or games. Reasonable force cannot be used.

The school will not be responsible for the loss or damage of confiscated items.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. The school also has the power to 'delete data' stored on seized electronic devices as identified in the school's online safety policy.

The use of search, confiscation and electronic deletion follows DFE advice:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

### **Detention/ reflection time**

Staff have the legal power to put pupils under 18 years old in detention. Staff will give 24 hours notice to parents of outside school hours detention but no notice is required to be given for break or lunch time reflection time. Parent permission is not required for detention.

### **Removal from the classroom**

Removal is where a pupil, for serious disciplinary reasons, is required to spend time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances where a pupil is asked to step outside the classroom for a conversation with staff, asked to work in another classroom, asked to use the class shared/quiet area, work in an intervention group or in our sensory space, or where they have specific social, emotional and mental health needs that may require time out of class. The use of removal allows for continuation of the pupil's education in a supervised setting. It is a serious sanction and only used when other strategies have been attempted or the behavior is so extreme to warrant removal. Removal is in half hour blocks, supported by a restorative conversation to outline the seriousness of the situation, its implications and to plan a reintegration back into the classroom when appropriate. Parents and, where relevant, social workers are informed when a child is removed from the classroom. All removals are recorded on an incident sheet.

### **Incidents out of school hours**

We cannot take responsibility for incidents which occur outside of school. However, we will intervene and where appropriate discipline pupils for behaviour outside of school where it interferes with school life, poses a threat to a child or member of the public, causes a child distress or adversely affects the school's reputation. Incidents may include inappropriate mobile text messages or cyberbullying. Guidance for this is within the Education and Inspections Act 2006/ DFE Behaviour and Discipline in schools 2016.

### **Monitoring of behaviour**

The Head teacher monitors the effectiveness of this policy termly and reports to the governing body on the effectiveness of the policy and if necessary makes recommendations for further improvements. The school keeps records of incidents of behaviour incidents. The Head teacher also records incidents of a more serious nature. These are monitored half termly and reported to the governors. The Head teacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is applied fairly and consistently.

### **Recording**

All incidents of aggressive/ challenging behavior are recorded on an incident form and reviewed half termly to identify patterns and relevant pupils. All incidents of the misuse of the internet or IT systems are also recorded and reviewed termly. All incidents of exclusion are also recorded on Local Authority standard forms.

### **Review**

This policy is reviewed annually according to the school's policy review cycle. The policy may however be reviewed earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved. The policy is available on the school website.

The policy is written with regard to DFE advice on Behaviour and Discipline in School. Please also refer to the school's Anti bullying, Equality and Complaints policies.

Date: Sept 2021 Agreed by Governors October 2021. To be reviewed in September 2022



# Our School Code

## A

### Appearance

**I can:**

- Care for the school environment – God’s creation.
- Look after my class and school equipment.
- Be proud of my work and its presentation.
- Take pride in wearing my school uniform.
- Keep the school and classrooms clean and tidy.

“God saw all that he had made and it was very good.” (Genesis 1:31)

## B

### Behaviour

**I can:**

- Be polite, kind and respectful.
- Work hard and encourage others.
- Listen carefully and appreciate the freedom to express my views and beliefs.
- Be honest and helpful.
- Move sensibly and safely around the school.

Jesus says “Love each other.” (John 13:34)

## C

### Courage

**I can:**

- Keep trying even when life gets tricky.
- Never be scared to ask questions about the world.
- Take pride in my own and others’ success.
- Be confident that there are people around who will support me and keep me safe.
- Know that I can learn from mistakes.

God says “Don’t be afraid – I am with you!” (Isaiah 41:10)

## **Vision Statement**

Bidford on Avon C of E Primary, through its inclusive Christian ethos promotes the well-being, aspiration and self-worth of all pupils and staff:

***“I have come that they may have life, and have it to the full” John 10:10.***

By sowing the seeds of curiosity, creativity, compassion, faith, hope and courage pupils flourish as valued members of the world community, as educated citizens and as part of God’s creation:

***‘With God all things are possible’ Matthew 19:26.***

***‘The school of choice – providing educational excellence within a Christian ethos’.***

**Bidford on Avon C. of E Primary School Curriculum Vision for our pupils.**  
**The school of choice – providing educational excellence within a Christian ethos.**

“I have come that they may have life, and have it to the full”

John 10:10.



With God all things are possible.  
 Matthew 19:26

<p align="center"><b>School aims</b></p> <p>As a member of the school community:</p>	<p align="center"><b>Learning aims</b></p> <p>As an educated citizen to develop:</p>	<p align="center"><b>Character attributes</b></p> <p>As a learner to develop:</p>
<ul style="list-style-type: none"> <li>• Develop a love of life and learning.</li> <li>• To work and play cooperatively</li> <li>• Develop a sensitivity to the needs of others</li> <li>• Work with my parents, carers and the community</li> <li>• Support a stimulating, inclusive and welcoming environment</li> <li>• To be ambitious, aspirational and have high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Well being</li> <li>• Knowledge and understanding of the world</li> <li>• Creative, reasoning and problem solving skills</li> <li>• Communication skills</li> <li>• Application of English and maths skills</li> <li>• Social, moral and spiritual understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness and self-management skills</li> <li>• Social awareness and relationship skills</li> <li>• Responsible decision making</li> <li>• Compassion and courage</li> <li>• Faith and hope</li> <li>• Curiosity and creativity</li> </ul>
<p align="center">I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you’.</p> <p align="center"><b>Psalm 32:8</b></p>	<p align="center">‘Show me your ways, Lord, teach me your paths’.</p> <p align="center"><b>Psalm 25:4</b></p>	<p align="center">‘Therefore encourage one another and build each other up, just as in fact you are doing’.</p> <p align="center"><b>Thessalonians 5:11</b></p>

KS 2 Character attributes poster:

Character Attributes	Definition/Goal	Associated skills
<p><b>Self-awareness</b> <b>Faith</b> <b>Hope</b></p>	<ul style="list-style-type: none"> <li>• I know my own thoughts and feelings and how they affect my behaviour.</li> <li>• I know what I am good at and what I find difficult.</li> <li>• I am confident and optimistic.</li> <li>• I believe in myself and my abilities.</li> <li>• I understand that life is a gift that God wishes me to live to the full.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying emotions</li> <li>• Knowing what I am like.</li> <li>• Recognising my strengths.</li> <li>• Self-confidence</li> <li>• Believing in my ability to succeed in what I do.</li> </ul>
<p><b>Self-management</b> <b>Courage</b> <b>Curiosity</b></p>	<ul style="list-style-type: none"> <li>• I manage my feelings, thoughts and actions in different situations.</li> <li>• I know when I am stressed and can manage my behaviour.</li> <li>• I can motivate myself and am ambitious.</li> <li>• I encourage myself and others to keep trying when things are difficult.</li> <li>• I am keen to learn about the world and to follow my interests.</li> <li>• I respond emotionally to the wonder of the natural world and human creativity.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to control my behaviour and emotions</li> <li>• Stress management</li> <li>• Self-discipline</li> <li>• Self-motivation</li> <li>• Goal setting</li> <li>• Organisational skills</li> <li>• Sense of beauty and creativity</li> </ul>
<p><b>Social awareness</b> <b>Compassion</b></p>	<ul style="list-style-type: none"> <li>• I understand how other people feel and why they behave the way they do.</li> <li>• I understand (how I am expected to behave in public) how to behave in public and the rules we follow in society.</li> <li>• I respect others and appreciate the differences between people and cultures.</li> <li>• I know how my family, school and local community can help me.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding emotions</li> <li>• Empathy/sympathy</li> <li>• Appreciating diversity</li> <li>• Respect for others</li> <li>• Trusting in goodness</li> </ul>
<p><b>Relationship skills</b></p>	<ul style="list-style-type: none"> <li>• I am able to make and keep friendships.</li> <li>• I mix happily with other people and groups of people.</li> <li>• I can communicate clearly, listen well, share ideas and cooperate with others.</li> <li>• I resist inappropriate social pressure and sort out arguments.</li> <li>• I seek and offer help when needed.</li> <li>• I feel that I am related to something bigger than myself</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Social engagement</li> <li>• Relationship building</li> <li>• Teamwork</li> <li>• Meaning, identity, purpose</li> </ul>
<p><b>Responsible decision making</b> <b>Creativity</b></p>	<ul style="list-style-type: none"> <li>• I choose to behave appropriately for myself and towards others.</li> <li>• I know how my actions can have a good or bad effect on myself or others.</li> <li>• I am able to think about, develop and express my thoughts and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying problems</li> <li>• Analysing solutions</li> <li>• Solving problems</li> <li>• Evaluating</li> <li>• Reflecting</li> <li>• Imagination</li> <li>• Ethical responsibility</li> </ul>

KS 1 Character attributes poster:

Character Attributes	Definition/Goal	Associated skills
<p><b>Self-awareness</b> <b>Faith</b> <b>Hope</b></p>	<ul style="list-style-type: none"> <li>• I know what I feel and what I think about.</li> <li>• I know what I am good at and what I find hard.</li> <li>• I am happy in school and look forward to each new day.</li> <li>• I feel good about myself and know that I am important.</li> <li>• I understand that life is a gift that God wishes me to live to the full.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying emotions</li> <li>• Knowing what I am like.</li> <li>• Recognising my strengths.</li> <li>• Self-confidence</li> <li>• Believing in my ability to succeed in what I do.</li> </ul>
<p><b>Self-management</b> <b>Courage</b>  <b>Curiosity</b></p>	<ul style="list-style-type: none"> <li>• I know what to do when I get annoyed or angry.</li> <li>• I want to do well.</li> <li>• I don't give up when things get tricky.</li> <li>• I want to learn about the world and find wonder in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to control my behaviour and emotions</li> <li>• Stress management</li> <li>• Self-discipline</li> <li>• Self-motivation</li> <li>• Goal setting</li> <li>• Organisational skills</li> <li>• Sense of beauty and creativity</li> </ul>
<p><b>Social awareness</b> <b>Compassion</b></p>	<ul style="list-style-type: none"> <li>• I try to understand how other people feel.</li> <li>• I show respect and care to other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding emotions</li> <li>• Empathy/sympathy</li> <li>• Appreciating diversity</li> <li>• Respect for others</li> <li>• Trusting in goodness</li> </ul>
<p><b>Relationship skills</b></p>	<ul style="list-style-type: none"> <li>• I know how to be a good friend.</li> <li>• I help others and ask for help if I need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Social engagement</li> <li>• Relationship building</li> <li>• Teamwork</li> </ul>
<p><b>Responsible decision making</b> <b>Creativity</b></p>	<ul style="list-style-type: none"> <li>• I make good choices about my behaviour and learning.</li> <li>• I know my actions have consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying problems</li> <li>• Analysing solutions</li> <li>• Solving problems</li> <li>• Evaluating</li> <li>• Reflecting</li> <li>• Ethical responsibility</li> </ul>



