CASTLE BROMWICH INFANT AND NURSERY SCHOOL

BEHAVIOUR POLICY

APPROVED BY GOVERNORS

REVIEWED BY MRS JULIE O'REILLY

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Introduction

At Castle Bromwich Infant School, our values of **Perseverance, Belonging and Kindness** underpin everything we do. These values guide our relationships, behaviour expectations and the way we support children to become respectful, resilient and responsible members of our school community.
Castle Bromwich Infant School strongly believes that a happy, secure and effective learning environment can only be created through a clear and consistent approach to behaviour management. We endeavour to promote and reward good behaviour through the school reward system and positive praise. The school also recognises the importance of reinforcing school and classroom rules through clear boundaries and consistent consequences. We believe that children should be taught to take responsibility for their behaviour and understand that behaviour is a choice they make when they respond to a situation or event.

Castle Bromwich Infant School believes that parent partnership, when managing challenging behaviour and rewarding good behaviour, is crucial and communication between home and school is actively encouraged and invited. As a school, we aim to support parents through the process of managing behaviour which is challenging at school, but also to signpost them to support if behaviour is challenging at home. Parents are encouraged to celebrate good behaviour through recognition of DOJO points, certificates given and in school assemblies and to recognise progress children make as their behaviour improves.

We believe that managing behaviour, modelling acceptable behaviour and promoting positive relationships is everyone's responsibility. Therefore, all staff, parents and members of the school community are expected to show respect, care and consideration towards others, and to model the behaviour they expect to see from the children within our care and within the school environment. Children will also be treated with respect and dignity when behaviour is below the expected standard and children will be given the opportunity to explain the build up to the behaviour, this will not be used as an excuse but a learning experience for the child to highlight how this behaviour could be avoided in future incidents, the child involved will still need to accept the consequence for the behaviour they displayed. Castle Bromwich Infant School believes in the importance of a child being able to start each day as a new day and that children are given the opportunity to turn their behaviour around through their choices and attitude for the rest of the day. We believe that boundaries are crucial to a child's development and preparation for later life and impact on the child's understanding of relationships and moral values.
The school recognises that, on some occasions, consequences may not be implemented immediately following an incident. Consequences will be applied as promptly as possible following an incident of inappropriate behaviour. However, where incidents occur towards the end of the school day, involve multiple parties, or require further investigation, the implementation of consequences may be deferred until the following school day or until all relevant information has been gathered. This ensures that decisions are fair, proportionate and based on a clear understanding of the circumstances.
We are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. We are especially aware of the needs of some children who may need special

support for behaviour. Vulnerable pupils, including looked-after children, children with SEND, physical or mental health needs, will receive behavioural support according to their need and the SEND and Inclusion policies should be read alongside this policy. As a school, we are committed to meeting individual needs and therefore reserve the right to be flexible and make reasonable adjustments in how we apply the behaviour policy.

Statement of Principles

- It is the responsibility of the whole school community to support the development of a caring and supportive ethos.
- The school has a zero-tolerance approach of bullying, racial harassment and homophobic language.
- The school community will be proactive in these matters.
- There must be a consistent use of above by all members of staff.
- The school must actively promote positive behaviour but deal with inappropriate behaviour accordingly.
- The reward/sanction must be in proportion to the behaviour.
- Pupils' learning behaviour and achievement should be recognised and acknowledged.
- Whilst there will be reactive responses to incidents, teachers will also plan to actively promote appropriate behaviour through the curriculum both in subjects and other areas i.e. PSHE and Citizenship and Collective Worship.
- Pupils who demonstrate good social behaviour in the playground, the dining room and elsewhere around school should also be recognised and acknowledged.
- Any pupil displaying inappropriate or unacceptable behaviour anywhere on the school site, including the playground and dining hall, will be supported and managed in line with the school's behaviour policy.

Aims

This policy aims to:

- Promote the school values of Perseverance, Belonging and Kindness in all aspects of school life.
- 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 the most recent Department for Education guidance on Behaviour in Schools.

- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Supporting pupils with medical conditions at school
- 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 gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

Definitions

Misbehaviour is defined as:

- Low level disruption
- Calling out
- Disruptive talking or behaviours
- Name Calling
- Disrespectful to another child for e.g. unkind comments
- Disrespecting school resources
- Disrespectful to an adult for e.g. Shouting out, answering back

Serious misbehaviour is defined as:

- Repeated breaches of the misbehaviours listed above
- Persistent refusal to follow reasonable instructions.
- refusal to cooperate with instruction
- Swearing/Abusive Language
- Any form of bullying

- Physical violence
- Vandalism
- Continuous dangerous behaviour
- Spitting
- Theft
- Constant disruption which stops others learning
- Constant refusal/ Exiting the classroom
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

School Behaviour Curriculum

Pupils are expected to show:

- Perseverance: trying their best and not giving up when learning is challenging.
- Belonging: including others and making everyone feel welcome.
- Kindness: showing care, respect and empathy through words and actions.
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Mobile Phones and Smart Technology

The latest DfE expectation is that schools should be **mobile phone-free environments.** Castle Bromwich Infant School is a mobile phone-free environment during the school day. Smartwatches capable of messaging, calling, internet access, photography or recording are not permitted.

Roles and Responsibilities

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher and Senior Leadership Team is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and 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.
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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)

- 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 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, routines and values.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The Inclusion 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-phase arrivals.

<u>Responding to behaviour</u>

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 their own classroom rules as devised with pupils
- Develop a positive relationship with pupils, which includes:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally including keeping parents informed either face to face, via Dojo or by telephone call.
- 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 behaviour 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 Inclusion support or an early help is required.

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

Bromwich Infant School- School Policies

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Rewards will vary slightly across key stages to reflect the appropriateness for age, but strategies used may include:

- Verbal praise, encouragement, a smile, a thank you.
- Positive feedback to parents e.g. verbal or letter/postcard home • Sharing experiences by showing or telling
- Certificates, Stickers, Stamps.
- Sharing experiences through showing or telling
- The Head Teacher will award special stickers to children recommended by staff.
- Make an example of model behaviour.
- Use of DOJOS for acts of kindness, consistently exemplary behaviour and will be rewarded at classroom level.
- Star of the week
- Golden Time
- Celebration Assembly

Responding to misbehaviour

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

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour in conjunction with our '**Behaviour for Learning Rocket'**.

🚀 Our Behaviour for Learning Rocket

At our school, we are guided by our values of Perseverance, Belonging and Kindness. We encourage all children to make positive choices, learn from mistakes and support one another to create a safe, respectful and successful learning environment. Every classroom will display their own '**Behaviour for Learning Rocket'.** Every pupil in the class will have their photograph displayed on the rocket. All children start each day on Flying High - Ready to Learn.

Children demonstrate our school values by:

- Showing perseverance when learning is challenging.
- Promoting a sense of belonging by including and respecting others.
- Demonstrating kindness through their words and actions.
- Following school expectations and being ready to learn.

Restorative Approaches

Following incidents of inappropriate behaviour, staff will use restorative conversations appropriate to the age and understanding of the child. These conversations may include:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How can we make things right?
- What will we do differently next time?

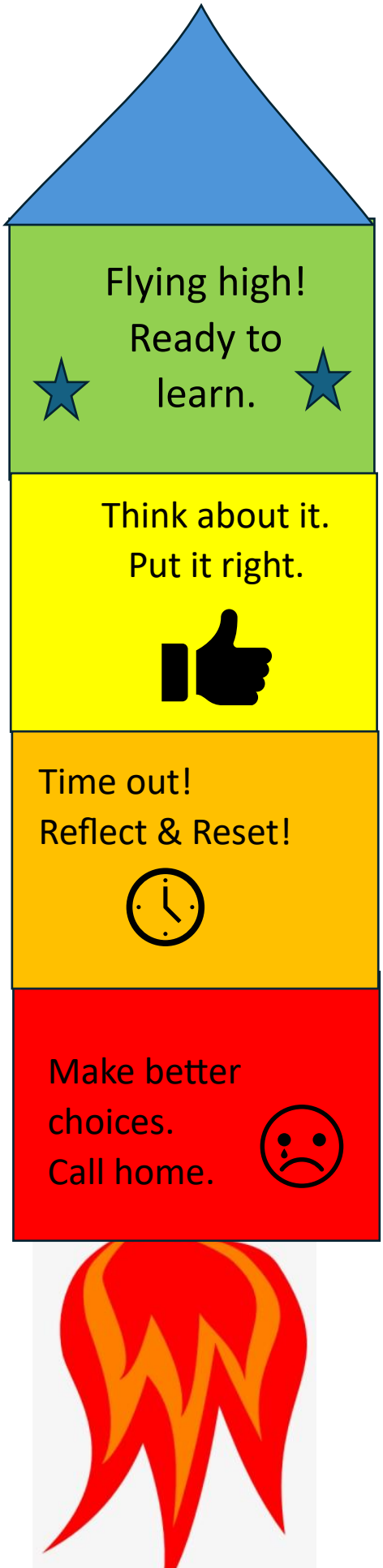
This helps children understand the impact of their choices and supports the development of personal responsibility. Restorative conversations will help pupils understand how their behaviour affected the school community and how they can rebuild relationships through our values of Perseverance, Belonging and Kindness.

We recognise that everyone makes mistakes. Our aim is to help every child:

- Learn from their choices.
- Take responsibility for their actions.
- Repair relationships.
- Return to learning successfully.

By working together and living out our values of Perseverance, Belonging and Kindness, we can all continue to fly high.

Our Behaviour for Learning Rocket



Each child will have their photograph displayed on their class Behaviour Rocket. The rocket provides a clear visual representation of behaviour expectations and supports children in making positive choices throughout the school day. Photographs may be moved up or down the rocket to reflect behaviour choices, celebrate positive conduct and provide opportunities for reflection and improvement.

Flying High - Ready to Learn (Green)
All children begin each day here, showing they are ready to learn, make good choices and follow our school expectations.

Think About It (Yellow)
A calm reminder and opportunity to make the right choice has been given. This is an opportunity to reflect on choices, make improvements and return to **Flying High**.

Time out to Reflect & Reset (Amber)
Behaviour has continued despite a reminder. The pupil will have a short reflection time and may work in another classroom within the year group. Up to 5 minutes may be taken from playtime or lunchtime to support reflection and help the pupil make better choices.

SLT Support Required (Red)
For serious incidents, including physical aggression, deliberate damage to property or resources, or behaviour that poses a risk to others, a member of the Senior Leadership Team will be called. The pupil will be temporarily removed from class and parents/carers will be contacted to discuss the incident and any appropriate consequences.

Back on Track
At every stage, pupils are encouraged and supported to make positive choices and return to **Flying High - Ready to Learn**.

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 concerning behaviour arise, we will consider individual circumstances, in relation to a pupil's SEND, although we also recognise that not every incident of concerning behaviour will be connected to their SEND. Decisions on whether a pupil's SEND has had an impact on an incident of concerning behaviour will be made on a case-by-case basis.

When dealing with concerning behaviours 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 Plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of concerning behaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding neurodiversity, such as Autism, ADHD, Dyslexia etc.
- Use of separation spaces where pupils can regulate their emotions during any moments of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time because of their individual needs?
- Whether the pupil is likely to behave aggressively due to their needs?

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 recognises the difference between deliberate behaviour choices and behaviour that occurs as a result of emotional dysregulation or unmet need. Staff will respond proportionately and seek to understand the function of behaviour in order to provide appropriate support.
The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Physical Intervention and Reasonable Force

The school is committed to maintaining a safe environment where all children can learn and thrive. On rare occasions, members of staff may need to use reasonable force to prevent a child from causing harm to themselves or others, damaging property, or seriously disrupting the learning and safety of others.
Reasonable force may be used to:

- Prevent a pupil from injuring themselves or another person.
- Prevent serious damage to property.
- Prevent a pupil from leaving a classroom or area where doing so may place them or others at risk.
- Remove a pupil from a situation where their behaviour is seriously disrupting the learning or safety of others.
- Prevent a fight or other dangerous incident.

Any use of physical intervention will:

- Only be used as a last resort when other strategies have been unsuccessful.
- Use the minimum force necessary for the shortest possible time.
- Be reasonable, proportionate and appropriate to the circumstances.
- Be carried out in a way that protects the safety, dignity and wellbeing of everyone involved.
- Never be used as a form of punishment or to cause pain, fear or humiliation.
- Be recorded in accordance with school procedures and reported to parents/carers as soon as reasonably possible.

Where a child has specific needs that may increase the likelihood of physical intervention being required, appropriate risk assessments and support plans will be developed in partnership with parents/carers and relevant professionals.

Bullying

The aim of anti-bullying is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and it affects

everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school. Bullying is defined as deliberately hurtful behaviour, repeated over a period, where it is difficult for those being bullied to defend themselves. Pupils must be encouraged to report bullying in school.

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The following steps may be taken when dealing with incidents;

- If bullying is suspected or reported, the incident will be dealt with immediately by an identified member of SLT
- A clear account of the incident will be recorded via CPOMS to ascertain whether bullying behaviour has taken place
- All staff involved and the school's Leadership Team will be kept informed
- Parents will be kept informed
- Appropriate measures will be used in consultation with all parties concerned
- Pupils who have been bullied will be supported

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The following disciplinary steps may be taken;

- Official warning to cease offending
- Exclusion from playtime and lunchtime privilege.
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Fixed term suspension

Any persistent bullying could result in a permanent exclusion.
Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PHSE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Outside agencies may also become involved to support anti-bullying awareness or issues.
For further information on the prevention, identification, reporting and management of bullying, please refer to the school's Anti-Bullying Policy.

Expectations of behaviour off site

Castle Bromwich Infant School expects that all pupils will behave in an exemplary manner when on educational visits and sporting events.

Suspension and permanent exclusion

The Headteacher has the authority to suspend or permanently exclude a pupil in line with current statutory guidance and after considering all relevant circumstances, including the pupil's age, SEND, safeguarding needs and any contributing factors.

The school will follow current Department for Education statutory guidance relating to suspension and permanent exclusion. Decisions will be lawful, reasonable, fair and proportionate, taking account of individual circumstances, safeguarding considerations, SEND and the Equality Act 2010. Suspension and permanent exclusion will be used only where appropriate and in accordance with statutory guidance.

- Suspension and permanent exclusion are used only when proportionate.
- Reasonable adjustments for SEND pupils will be considered.
- Alternatives and support strategies will be considered where appropriate.
- Parents will be informed in writing.
- Governors will fulfil their statutory duties regarding reviews.

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.

Physical violence and persistent bullying will result in suspension and could result in permanent exclusion.

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