



Behaviour Policy

2021-22

BRACKENSDALE
SPENCER ACADEMY

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1.1 Introduction

Relationships underpin Brackensdale Spencer Academy's ethos and it is the fostering of these relationships which create a positive learning environment based on mutual respect. All members of our school community are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school.

Our policy sets out clearly and simply that successful behaviour management will focus upon consistently and frequently reinforcing positive behaviours that follows our school values of Be Kind Shine Bright Aim High as well as setting clear and consistently applied sanctions. It has been written to provide support and guidance for all at Brackensdale Spencer Academy with the expectation that it is applied consistently and fairly.

1.2 Equal Opportunities Statement

The staff and pupils are committed to Equal Opportunities in all aspects of their work. We will not accept practices which intentionally or unintentionally discriminate against anyone on the grounds of colour, race, religion, nationality, gender, disability, age or language and sexual orientation. The school is committed to supporting and implementing the Equal Opportunities policy. The staff and pupils recognise the personal relations of respect, trust, honesty and openness underpin equality of opportunity. Staff and pupils recognise that the school is strengthened by diversity. As an inclusive school, we recognise that reasonable adjustments may be made to the reward and sanctions system as outlined in this policy to make it fully inclusive for all pupils.

1.3 School Expectations- Be Kind Shine Bright Aim High

Governors, staff and pupils have agreed 3 expectations which help to maintain a positive learning environment. These are displayed in classrooms and around the school. In order to maintain a consistent approach, at Brackensdale Spencer Academy, adults will

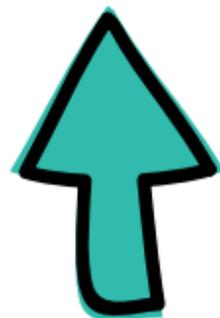
- Model positive behaviours and notice these first
- Demonstrate calm and consistent behaviour
- Maintain clear and consistent routines
- Ensure that teaching and learning meets the needs of all pupils and lessons are well prepared for
- Treat all children and adults as individuals and respecting their rights, values and beliefs
- Engage in reflective dialogue with pupils



BE KIND



SHINE BRIGHT



AIM HIGH

1.4 Behaviour Ladder

At Brackensdale, our Behaviour Ladder clearly outlines our approach to behaviour, including rewards and consequences. All members of staff work together as a team to support all children around school and in lessons. Our aim is to give our first attention to positive behaviours in order to create a positive atmosphere where high standards are the norm and children routinely celebrate not only their own, but also others' achievements and efforts.

Rewards

Within classrooms and around school, positive behaviour is rewarded through Class Dojo points which are linked to our Be Kind Shine Bright Aim High ethos. Each week, one child from each class who has shown exceptional behaviour related to one of our values is awarded a Brackensdale Star certificate in assembly and enjoys cake with the Principal. Other rewards include verbal praise, Star of the Day Awards, showing work to another member of staff and messages home as part of our daily practice, however there is an emphasis on encouraging intrinsic motivation as this will be more beneficial to children long term.

Consequences and Sanctions

Consequences and sanctions at Brackensdale Spencer Academy have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported. Our Behaviour Approach for All outlines clearly our approach and pupils who have to be repeatedly reminded about their behaviour will be referred to the Behaviour Lead in school who will decide on an appropriate consequence and actions moving forward. These actions could include a three-tier plan to support the pupil with managing their behaviour, access to our nurture provision and/or additional support from the behaviour team within school. Unacceptable behaviours include:

- Lack of respect
- Disruption to learning
- Violence
- Threatening behaviour including bullying
- Causing deliberate damage to property
- Discrimination
- Non co-operation
- Leaving the classroom without permission

Children are given orange dojos for lower level disruption. If disruption continues or is more serious, staff use SIMS to record and monitor the behaviours more closely. Deterioration of behaviour or incidents that raise concern should be recorded and shared with the Pastoral Team. Fortnightly, the Pastoral Team (Principal, Vice Principal, Behaviour Team, SEND Team) meet to review and plan support for children that are raised. This ensures a coordinated, consistent approach for our children and, where appropriate, their family, while at all times ensuring sensitivity and respect.

Behaviour Approach for All

Behaviour for Learning Choice	Rewards and Consequences	
I promote our school values - helping us to achieve success!	Celebration Assembly Award	
I have challenged myself and aimed high in my learning.	I receive a postcard / text message home – <i>just to say...</i>	
I have been a role model to my peers and have made outstanding choices today	I receive Star of the Day in my class	
I help promote our Be Kind, Shine Bright, Aim High values	Dojo Points	
I am ready to learn	Specific Verbal Praise My teacher will tell me what I have done well.	
If I am not listening, following instructions, using my time constructively or speaking kindly to others.	I will be reminded that I can change my behaviour	
If I do not make the correct choice in changing my behaviour.	I am given time to think and reflect on my behaviour and an orange dojo.	

Restorative approaches

If I still do not make the correct choice in changing my behaviour.	Final Warning 10 minutes thinking time – reflecting on my behaviour choices. Learning time owed taken at my next break/lunch time and restorative conversation held with the member of staff.	
If my behaviour still does not change or if I spit, hit, kick, punch, fight, carelessly damage, school property, make a racist comment, use offensive language, refuse to co- operate or I am rude to adults.	Parents/carers spoken to by class teacher. <i>*My name is recorded on SIMs</i> and I complete a Better Ways Box. I will talk about my behaviour choices with my class teacher and a Year Group leader.	
If I repeatedly injure, bully, steal, destroy property, or make repeated racist/homophobic comments.	If my name is recorded on SIMs 3 times within a half term a meeting will be held with myself, my parents/carers, my class teacher and a member of ELT/SLT.	

Individual behaviour plan

I need an individual plan to support me succeed with my behaviours	An individual behaviour plan is in place to support the child. This is reviewed weekly.	
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1.6 Internal Exclusion

Internal exclusions are at the discretion of the school. The Department for Education's statutory guidance on exclusions legislation does not apply to internal exclusions because they do not impact on a student's education by removing them from school. An internal exclusion is imposed for serious and/or persistent breaches of the school's behaviour policy. Patterns of behaviour will also be taken into account. The purpose is to make it clear to the student and their parents the seriousness of their behaviour while complete restorative and reflective learning related to that behaviour. This is in addition to continuing academic learning. There is no statutory maximum period for internal exclusion. In most cases, a period of internal exclusion will not last more than one school day. When a period of internal exclusion is required, the excluded student may be moved to another school within the Spencer Academy Trust, supervised at all times by a member of staff from Brackensdale Spencer Academy. Parents/carers will be informed of the duration of and reasons for an internal exclusion by the Principal or Senior Vice Principal on the day that a decision to internally exclude is made. Parents/carers may be invited into school for a meeting to discuss the internal exclusion. All instances of internal exclusion are logged on CPOMS for the child's individual record.

1.7 Fixed Term and Permanent Exclusion

Brackensdale Spencer Academy is an inclusive school that has demonstrated a commitment to working with parents and families. We will endeavour to avoid exclusion wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means it is not safe for them, other pupils or staff for them to remain in school at that time.

Parents/carers will be notified of the reason for the exclusion both verbally and in writing, stating the reasons for the exclusion. School work will be provided for any excluded child and the child will be expected to complete such work. Depending on the type of exclusion, in most cases, parents have the additional right to appeal to an independent panel. If a child has been issued with a fixed term exclusion, a meeting between the parents and the school will be arranged before re-admittance. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. A written record will be used to record the meeting. Where possible, the class teacher will be included in the re-integration meeting.

A decision to exclude a pupil permanently is a serious one and will only be taken where the facts have been clearly established and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. There will, however, be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. It is also possible for the Principal to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In any decision that is made, the Principal and governors will take full account of the guidance by Derby City Council and from Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, 2017.

At the same time, the Principal will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Principal informs the Trust, the Local Authority and the governing body about any permanent

exclusion, and the Chair of Governors about any fixed-term exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal. The governing body may need to convene a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the Trust (and Local Authority if permanent exclusion), and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling. All instances of exclusion are logged on CPOMS for the child's individual record.

1.8 Physical Intervention and the Use of Reasonable Force:

At Brackensdale, we endeavour to de-escalate situations before they result in the need to physically restrain a pupil. The physical restraint of a pupil is always a last resort when all other de-escalation techniques have failed and the pupil is or is in danger of harming themselves or others.

This is done by:

- ✓ Creating a three-tier plan for individual children where their triggers and de escalation strategies that work for them are clearly identified.
- ✓ Ensuring all adults to be working with a child are consistent in their approach
- ✓ Adapting to the needs of each child in each situation at that time

If an incident occurs that results in a member of SLT being called, please provide the following information when they arrive:

- What was the trigger?
- Has restrictive physical intervention been used? Why? How long for?
- Are there injures...to pupils...to staff?

All school staff have the authority of the Principal and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Whilst the school will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or other in danger. The Principal monitors the use of physical intervention and reports to the governors on a termly basis if physical intervention has taken place. The school also has in place procedures for the recording of incidents. (See Appendix 3)

Further information can be found on the following link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

1.9 Searching Pupils and Confiscating Items

School staff can search pupils or their possessions with their consent for any item.

If staff suspect that a pupil has a banned item or item that may pose a risk, they may ask to search the pupil or their possessions without consent with the approval of the Principal. Staff conducting a search must be the same gender as the pupil being searched and there must be a witness.

There is a limited expectation to this rule. Staff can carry out a search of a pupil of the opposite gender to them and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practical to summon another member of staff.

2.0 Role and Responsibilities

The Principal and SLT have overall responsibility for this policy and its implementation, ensuring all staff (teaching and non-teaching) understand its content. They ensure that a climate of mutual support and respect is maintained and that all children know that bullying is unacceptable. They will continually monitor the behaviour, including bullying (via a central log), throughout the school, reporting to the Governing Body each term. Changes to the policy may well occur and these will be incorporated as necessary.

The Pastoral Team are available throughout the day to support staff in maintaining our positive learning environment. SLT monitor behaviour regularly in order to identify patterns, taking strategic action where necessary.

School staff support all children, establishing an ethos of trust and respect for all through praising, rewarding and encouraging children in their successes and struggles and ensuring that the behaviour policy is applied consistently and fairly.

Parents/Carers are an integral part of our school community. We endeavour to enlist the help and support of parents at all times in promoting strategies for improvement. Using Class Dojo enables open lines of communication with parents, enabling us to work together effectively.

2.1 Bullying

At Brackensdale Spencer Academy, we believe that all children and adults have a right to feel safe and valued and that it is everyone's responsibility to ensure that this is honoured. As part of our on-going commitment to the safety and welfare of our pupils, we have developed various strategies to promote positive behaviour and discourage bullying behaviour. These include:

- Implementation of the PSHE curriculum across the school
- Implementation of a carefully sequenced RSHE (Relationships, Sex and Health Education) Curriculum, including teaching about sexual abuse and cyber bullying as well as healthy relationships and consent
- Teaching of our core values of Be Kind Shine Bright Aim High which encourage mutual understanding and respect, together with valuing differences
- Circle of Friends
- Nurture provision
- ELSA support
- Counselling programme
- Participation in national events such as Anti-Bullying Week
- Pupil Voice
- Assemblies/workshops led by children, community police officers etc.

- Whole-school rewards and sanctions system

Children are encouraged to actively seek support from school should they ever feel unsafe or anxious. We aim for parents to feel confident that their children are safe and cared for in school and that any incidents that do arise are dealt with prompt and thoroughly. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated

Bullying is a subjective experience and can take many forms. At Brackensdale Spencer Academy, we follow the Department for Education (DfE) guidance which defines bullying as: **'Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'** (DfE 2007). To help our children understand this, we explain it as **Several Times On Purpose** or S.T.O.P.

Bullying can be:

- Emotional- being unfriendly, excluding, teasing
- Physical- pushing, kicking, hitting, pushing or use of violence
- Racist- racial taunts, graffiti, gestures
- Sexual- unwanted physical conduct or sexually abusive comments
- Homophobic- language or gestures linked to an individual's sexuality
- Verbal- name calling, sarcasm, spreading rumours, teasing
- Cyber- misuse of email and internet chat rooms, threats by mobile text messaging or calls, misuse of camera and video technology, misuse of social media websites and apps

At Brackensdale Spencer Academy, we follow these principles:

- Bullying is unacceptable and we all have a responsibility to ensure we do not abuse or bully others
- Bullying is a problem to which solutions can be found
- All members of the school community will be listened to and taken seriously
- Seeking help and openness are regarded as signs of strength
- Young people should be involved in decision making about matters that concern them
- We have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse
- Incidents of bullying will be dealt with swiftly and proactively
- Incidents of bullying will be recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

2.2 Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation). The behaviour in question is harmful to the child perpetrator as well as the victim. Peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies. At Brackensdale Spencer Academy, peer-on-peer abuse is treated very seriously as bullying and as such any instances of such behaviour will be dealt with in accordance with the Peer on Peer Abuse Policy.

2.3 Procedures for responding to bullying

The following steps will be taken when dealing with incidents of bullying:

- Investigate the incident with all parties, recording all of the facts
- When a decision has been reached, inform the children as well as their parents, following the steps on our behaviour ladder.
- Complete restorative work and support where required with all parties: target, instigator, bystanders (eg nurture provision, Circle of Friends, use of PSHE resources, ELSA)
- Details of all incidents are recorded in the Bullying log.

2.4 Scope of this policy

Although in general, this policy covers behaviour within the school building and its grounds, it is important to note that The Education and Inspections Act 2006 gives headteachers the power to regulate the conduct of pupils when they are away from school premises, 'to such an extent as is reasonable'. Brackensdale Spencer Academy is not directly responsible for behaviour of its pupils off the school premises; however if incidents do occur then action can be taken.

2.5 Associated resources and references

Brackensdale Spencer Academy EYFS Behaviour Policy
Brackensdale Spencer Academy SEND Policy and Procedures
Brackensdale Spencer Academy Mental Health and Wellbeing Policy

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
<https://www.gov.uk/government/publications/school-exclusion>
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

When the Adult Change, Everything Changes- Paul Dix
The Explosive Child- Ross W Green
Behaviour Solutions for the Inclusive Classroom- Beth Aune
What Can I Do with the Kid Who....- Maria Delany

Appendix 1- Better Ways Boxes

Better Ways Boxes



Name: _____ Class: _____ Date: _____ Reflection Adult: _____

Problem:

What happened?

Consequence:

What should have happened?

Result:

To be completed when the child is calm and is able to reflect on the incident that has happened in discussion with an adult.
Questions can be used as a guide

What needs to happen now?

Better Ways Boxes



Name: _____ Class: _____ Date: _____ Reflection Adult: _____

Problem:

How did the incident begin?

How were you feeling?

What happened?

What were you actions?

What were the actions of others?

What were you thinking at the time?

How were you feeling?

Consequence:

How do you feel now?

Who has been affected?

What do you think should be the consequences for what happened?

How does this fit with the behaviour ladder?

What should have happened?

What do you think you could have done differently?

What have you thought about since?

Result:

What would you be doing now?

How would you be feeling?

How would others be feeling?

To be completed when the child is calm and is able to reflect on the incident that has happened in discussion with an adult.
Questions can be used as a guide

What needs to happen now?

For you?

For others?

What do we need to do to prevent this from happening again?

Do you need any support to do this?

Appendix 2- Behaviour Contract

Name _____

My target is _____

Problem: _____

Solution(s): _____

Monday	
break	
lunch	

Tuesday	
break	
lunch	

Wednesday	
break	
lunch	

Thursday	
break	
lunch	

Friday	
break	
lunch	

Signed: _____



Appendix 3- Brackensdale Spencer Academy RPI report

Please complete all sections on the day of the incident

Section 1

Name of young person:	Year:	Date:	Time:
Place	Activity		
Written by:	Staff present:		

Section 2: Behaviour (please number to indicate the sequence of behaviour)

Absonding		Explicit sexual language		Sexism	
Assault on staff		Fighting		Spitting	
Assault on young person		Incitement		Theft	
Biting		Kicking		Throwing objects	
Bullying		Non co operation		Verbal abuse	
Damage to property		Off site		Violence	
Drug use		Racism		Work Refusal	
Disruption (Please specify)		Scratching/pinching		Other (please specify)	

Section 3: Intervention (De-escalation techniques used)

Verbal advice and support		Negotiation		Humour	
Calm talking		Physical intervention excluding restraint		Options offered	
Distraction		Warning		Non threatening body language	
Step away		Reassurance		Instruction	
Other (please specify)					

Section 4 Physical Handling Report of Incident of physical restraint

Reason for physical restraint

Child injuring themselves or in danger of injuring themselves		Child injuring others or in danger of injuring others	
Seriously damaging property or in danger or seriously damaging property		Serious disruption, prejudicial to good order	

Name of staff involved in restraint:	Single staff	Two staff
Legal and ethical body parts		
Bar over		
Wrap over		
Reverse harness		
Use of chairs		
Height adaptations (small child)		
Swapping of staff (from who to who)		
Moving through a door		
Use of blocks		

	Staff	Pupil	Body map	Accident form completed
Resulting injury				

Section 5 Incident To be completed with a member of SLT

<p>Setting Where did the incident occur? Was this a contributing factor?</p>	
<p>Triggers What happened before the incident? What was done to prevent the outcome prior to the incident?</p>	
<p>Action Description of the incident including duration</p>	
<p>Result What action has been taken as a result? How will the incident inform the future? Consequences (if any) for the child</p>	
<p>Child's view</p>	

<p>Signature of reporting adult: Signature of other staff present:</p>	<p>Date: Date:</p>
<p>Signature of SLT member:</p>	<p>Date:</p>



Bullying and Prejudice-based Incident Report Form

Section A:

Date of incident: _____ Time of incident _____

Place incident occurred _____

Staff member reporting incident _____

Section B: Details of incident (Tick all that apply)

Bullying Prejudice-based incident

Nature of Incident (Tick all that apply)

Physical Property Verbal* Psychological Online

Motivation

Race Culture Religion or belief

Sexual orientation Gender identity Gender= sexism

SEND Appearance Related to home or other
circumstance

Section C: Details of those involved: Record all parties, involved and present

Name	Year	Target/perpetrator/ bystander	Other relevant information eg race, gender

Section D: Summary of Incident Is it a repeat incident? YES/NO

Section E: Action Taken (include support for the victim and any restorative work completed)

Parents informed

Better Ways Box completed

After completing, please store in the Bullying and Prejudice Incidents Folder

* Prejudicial language should always be recorded, but may not require a full incident reporting form unless it is a serious incident.