

Behaviour protocol – including exclusions and appeals

Statement of intent

Beckfoot Phoenix School is a community where children and adults feel valued and respected. We recognise that everyone is unique and should be treated fairly as an individual. We aim to build and foster a community where children feel safe and confident, where they are happy to learn and develop. We believe that it is vital that a school and parents should support each other to ensure that this can happen.

Aims

- To understand that behaviour usually has a communicative function
- To understand that difficult behaviour is usually the symptom of a problem and not the problem itself
- To support children in developing alternative, socially acceptable behaviours and/or coping strategies where appropriate
- To create conditions for learning built upon mutual respect, cooperation, nurturing environment and equal opportunities which enable each individual to become a self-confident, valued, respected member of the community
- To provide a consistent positive structure for learning, which encourages self-respect, respect for others and good behaviour at all times
- To ensure that all members of the school community are clear about what is meant by good behaviour
- To recognise and reward good behaviour
- To enable all members of the school community to have a clear understanding of the consequences of unacceptable behaviour
- To develop teaching and learning strategies which anticipate and pre-empt certain behaviour rather than reactive to behavioural patterns

Our principles

This policy is to promote behaviour in a positive way, through good relationships between staff and children. A mutually supportive, caring, and purposeful atmosphere helps us achieve our aims.

- Everyone to enjoy being part of our school community and to feel safe, valued, nurtured and respected within an inclusive school where equality of opportunity is promoted, and 'difference' is celebrated.
- Children to succeed within a positive and rewarding community environment where high expectations, consistency, boundaries and structures enable them to become confident and independent learners at home and at school.
- To promote the continual development of all staff and support new staff so that staff are motivated to think outside the box in providing a stimulating, challenging and appropriate curriculum so that every child is enabled to reach their full potential and learn purposeful skills for life.
- To ensure consistent, effective management of behaviour across the school.

- To ensure that all members of the school community are aware of our values and that they are reflected in our behaviour.
- To ensure that all staff, adults, and children understand their roles and responsibilities within the school.
- To develop a partnership with parents/carers in the behaviour management of their child.
- To promote and support the use of feelings and emotions to empower children to have their voice heard.

This policy underpins every other school policy because it defines how we need to interact with each other to maintain learning.

The school behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of children with SEN. This policy aims to provide a clearly defined framework that can be easily understood by all.

Partnerships with parents/carers

Our aim is that your children are part of a positive learning environment so that they can reach their full potential.

Parents, staff, and children need to work together to achieve this

- Parents/carers know their children better than anyone and therefore it is crucial that school, staff and parents have regular, informal and formal communications.
- Communications are to include positives as well as difficulties. We aim to have an "open door" approach at Beckfoot Phoenix School.
- This means that children and parents/carers feel that all staff are approachable and that they will be valued and respected in their own right. Sometimes, when a teacher is supervising a class in or out of school it is a difficult time to discuss concerns. If this is the case, please see the receptionist and we will make sure we find a time that suits everyone. Parent/carer concerns are taken seriously and recorded with agreed actions.

Rights and responsibilities

- Beckfoot Phoenix School expects children and staff to behave in a manner that reflects the principles of this policy, in ways that support everyone's right to learn, be safe and be treated with respect in school
- With rights come responsibilities. Children, staff and parents all have responsibilities to ensure positive behaviour for learning occurs during school time and during school activities which may take place away from the school premises.

Staff responsibilities are:

- to treat all children fairly and with respect
- to have high expectations of work and behaviour
- to raise children's self-esteem and develop their full potential
- to plan and provide a challenging, interesting, and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to praise and reward
- to provide a nurturing environment for all pupils to feel safe and valued
- to provide opportunities for children to take the initiative and be involved in learning
- to use rules and consequences clearly and consistently

- to be a good role model
- to form a good relationship with parents, so that all children can see that the key adults in their lives share a common aim
- to recognise that each child is an individual, and to be aware of their needs.

Children's responsibilities are:

- to work to the best of their abilities and allow others to do the same
- to treat others with respect
- to keep everyone safe
- to comply with the instructions of the school staff
- to take care of property and the environment in and out of school
- to co-operate with other children and adults
- to wear school uniform.

Parents' responsibilities are:

- to make children aware of appropriate behaviour in all situations
- to encourage independence and self-discipline
- to show an interest in all that their child does in school
- to work in close partnership and foster good relationships with the school
- to be aware of the school rules and expectation
- to send children to school regularly and on time
- to support the school in the implementation of this policy

The role and responsibilities of the Head Teacher and the School Leadership Team (SLT):

- It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school and to report to the Local School Committee on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety, and welfare of all children in the school. The SLT supports staff in the implementation of this policy and will seek to provide staff development opportunities to improve practice, where necessary.
- To meet regularly with the behaviour lead to monitor the behaviour incidents that have taken place in school with a plan to support the team and the child.

Beckfoot Trust (Governing Body)

The Beckfoot Trust is the Governing Body of Beckfoot Phoenix, and as such, has a duty to make arrangements to ensure that their functions are carried out to safeguard and promote the welfare of children, ensuring this policy is working in practice. It is the responsibility of the Beckfoot Trust to support the Head teacher and staff in the implementation of this policy. The Beckfoot Trust will also ensure the policy is reviewed annually and will discuss and approve any changes made.

Principles of the Behaviour Policy at Beckfoot Phoenix School

- In our school, we want children to 'Be the best they can'
- We want our children to enjoy, learn, and succeed within a school where they enjoy learning and develop skills for independence

Our school rules:

1. Good choosing
2. Good listening
3. Good talking

Routines

Routines are the structures that underpin our rules and reinforce the smooth running of the school. Our routines start at the beginning of the day meeting and greeting children as they arrive. There is an expectation that each class group has routines which are taught with the children and reinforced. Our lunchtime routine allows all children to access a meal which supports their individual needs in an environment that supports them appropriately.

Beckfoot Phoenix School recognises the importance of clear structures and routines. School staff teach and reinforce a wide range of routines throughout the school day which actively promotes safety, security, and positive behaviour.

Strategies to promote positive learning and behaviour

- Teach good learning behaviours
- De-escalation strategies
- Importance of praise and reward
- Use of child's strengths and motivators
- High expectations
- Immediate feedback
- Involve children in target setting and rewards
- Listen
- Celebrate achievement through displays and awards
- Work together with parents
- Be role models
- Give every child a voice
- Ensure groupings, organisation and environment are appropriate
- Ensure curriculum is appropriate, stimulating and motivating
- Encourage independence and responsibility
- reward desired behaviour
- ensure staff are consistent and well trained
- enable children to take responsibility and become accountable for their own behaviour
- behaviour targets and positive handling plans set by the class teacher in discussion with the team and behaviour lead. These will be reviewed regularly.

Rewards

The culture of the school is all about promoting and recognising success. Each class follows the school rules which are clearly displayed around school. These are referred to regularly and are to be followed at all times. The behaviour of the children is expected to be of a high standard at all times, with a series of rewards to support and identify this success.

Adults motivate, encourage and reward children for their positive behaviour in various ways. Smiles, positive comments, and positive signs, e.g., thumbs up, high 5s are supplemented with the following:

- Displaying children's work
- WOW boards displaying WOW moments from home and school
- Stickers, stamps, and small prizes
- Celebration assembly
- Certificates for attendance, effort, and work
- Class and school reward systems
- Visiting other staff in school, e.g., headteacher, for praise/reward

Strategies to manage inappropriate behaviour

A positive approach will always be adopted to focus on desired and appropriate behaviour. When necessary, however the following are strategies may be used to manage inappropriate behaviour:

- non-verbal signals, e.g. 'the look!'
- proximity- moving nearer or further away from child
- direct child to requested activity ensuring that you use their name before giving the instruction.
- reminder of the appropriate behaviour
- reminder of the school rules
- distraction, e.g., singing, dancing, massage
- change of face/environment or redirection
- giving a choice
- visual support: work first, then.../now, and next board
- ignore inappropriate behaviour when possible and focus on appropriate behaviour
- count back from
- how unhappy face and when child engages positively show happy face
- visually remind of the timetable and ensure there is a motivator on there
- if child has an object in hand remove and give back when in desired area or engaging with adults request
- present child with favoured object and give it to the child as they respond positively.
- time out of a situation, e.g., thinking chair, or quiet area
- system of consequences or withdrawal of privileges in a structured and planned way e.g., give warnings but state what will happen if you get to your 3rd warning. "I would like you to... if you choose not to do as I ask then you will miss... (play)." Support with sign and visuals.
- removal of the class group. As a duty of care to children and staff - children may be escorted away from the situation using Team Teach approved escorts by Team Teach qualified staff.
- if proactive strategies have not worked and a child reaches crisis point, children may be supported using 'Team Teach' approved holds by Team Teach qualified staff.
- To use the P.A.C.E approach of playfulness, acceptance, curiosity and empathy to provide a calm, nurturing and non-confrontational approach when supporting children's behaviour.

These planned approaches will be recorded through:

- Positive behaviour support plan
- Positive handling plans
- Personal learning targets/Educational Health and Care Plan targets/Annual review targets

It is important that:

- There is a consistent approach across school, class, and home
- Staff are appropriately trained

Further advice can be sought from:

- Other staff and behaviour lead
- The SENCO and Senior Leadership Team
- Parents
- External support agencies including the educational psychologist

Exclusion

In cases of serious breaches of the school's behaviour policy and if staying in school would seriously harm the education or welfare of the pupil or others in school, exclusion will be considered.

The decision to exclude a pupil must be lawful, reasonable, and fair. As a school, we have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

An exclusion may be:

- Fixed term for a set number of days. Following a fixed term exclusion, a strategy for reintegrating pupils back into school will be developed between the school, pupil and family support for the pupil's return to school and to help them manage their future behaviour.
- Permanent. This is used in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- All exclusions will be at the decision of the Head teacher and will be reported to the Governing Body.

Appeals

Any decision to exclude a pupil can be appealed against by the pupil or parent. For appeals against an exclusion details of the process will be explained within the letter of exclusion. For further support, contact Bradford SEN department.

Equal opportunities

All children regardless of gender, race, age, ability, or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives, and rewards. Staff will be alert to signs of bullying of all kinds and racial harassment and will follow school procedures for dealing with such incidents.

Bullying

The anti-bullying co-ordinator in our school is Sarah Lloyd. Her responsibilities are:

- Policy implementation involving pupils, staff, Local School Committee Members, parents/carers and relevant local agencies and assessing effectiveness
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour

The nominated Governing Body committee with responsibility for Anti Bullying behaviour is the Local School Committee.

Definition of bullying

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (Safe to Learn: embedding anti bullying work in schools 2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying – inappropriate text messaging and emailing: sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Specific types of bullying include:

- Bullying related to race, religion, or culture
- Bullying related to special educational needs or disabilities
- Bullying related to appearance or health

- Bullying relating to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their role.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children, and young people). This includes those who are victims of bullying or have witnessed bullying behaviour (bystanders).

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation – solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to behaviour policy and school sanctions and how these may be applied including what actions will be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully
- Reporting to the Local School Committee
- Involvement of police if appropriate

Recording bullying and evaluating the policy

- Bullying incident will be recorded by the member of staff who deals with the incident, and this will be notified to the Senior Leadership Team and held by the Anti-Bullying coordinator.
- The information held will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of policy.
- This information will be presented to the Local School Committee in an anonymous format as part of the head teacher's report.
- This policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils, we at Beckfoot Phoenix School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Direct teaching about bullying in class and assemblies through SEAL (Social and Emotional Aspects of learning)
- PSHE/citizenship lessons
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety.
- Pupil voice
- Restorative approaches
- Parent groups/extended schools
- Peer mentoring/buddying systems
- Parent information events/information
- Staff training
- Confidentiality policy

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately. We will investigate incidents of bullying, reported, or witnessed inside and outside of school involving our children along with behaviour which could adversely affect the school's reputation.

In such cases the Head teacher will assess the situation and will make an informed decision as to the most appropriate way forward. Members of staff are not expected to deal with incidents outside of school that might put themselves in danger. Staff will be expected to use their judgement about whether to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

Dealing with allegations against people who work with children

The school will follow the statutory guidance from the Department for Education, (Guidance for Safer Working Practice for Adults who Work with Children and Young People).

Stopping and searching both with and without consent

The Head teacher has a duty of care for all children in school to ensure that they are safe. Sometimes, children will intentionally carry items that may harm others. At these times, and at other times when our children like to collect objects with no awareness of the dangers surrounding certain items, objects may need removing from a child's possession to ensure that they and others around them are safe.

Using reasonable force or other physical contact

If a child is at risk of injuring themselves or others staff may intervene physically to restrain a child, this is always the last resort. The actions that we take are in line with government guidelines on the restraint of children and follow the team teach guidelines (See Care and Control Policy).

Child protection

Through their day-to-day contact with children and direct work with families, school staff have a crucial role to play in noticing indicators of possible abuse or neglect. Where there is a concern, the school is required, as part of local child protection procedures, to report this to the named person within school. The named person will take appropriate action in consultation with social services – see child protection and safeguarding policy.

Data Protection Act 1998

School collects data in order to meet its statutory responsibilities for the provision of education to children in accordance with the requirements of the Education Act 1996 and The School Standards and Framework Act 1998. Some of this data will be shared with Bradford Metropolitan District Council and may be shared with other agencies that are involved in the health and welfare of school children.

Inclusion

This policy will be applied to all children. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the DDA 2006 we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of children.