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Headteacher:	Louise Youngman
SENDCo:	Jo Smedley
Behaviour Governor:	Samantha Lock
Chair of Governors:	Roger Stokes

Behaviour Management

School: Balliol Primary School

October 2024



1) PHILOSOPHY

We understand and accept that children in modern times are growing up in stressful environments that often serve to undermine their trust, security and ability to regulate their responses to their surroundings. At Balliol, we strongly believe in providing a nurturing environment built on the understanding that, before self-regulation comes attachment, emotional literacy and that all behaviour is a form of communication. We continue to develop an understanding around the effect of trauma has on the brain and how this can have an impact on the development of children, and the impact it has on how a child behaves or reacts to certain situations.

We strive to maintain high expectations of each other that are evident throughout the whole school community. We believe that everyone at school should be facilitated to be part of a caring, ordered environment where learning is enjoyed and everyone feels valued and secure. We believe that pupils are entitled to be shown how to develop self-discipline to serve them through later life and that they will be led and taught to lead by example to understand the values of courtesy, respect and acknowledgement of successes academically, socially and emotionally.

2) AIMS

At Balliol Primary School we aim to enable all community members to:

- Create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe and supportive environment
- Promote and have a strong sense of and pride in belonging to Balliol
- Form strong relationships with parents/carers to develop communication and a supportive partnership
- Understand the reasons and triggers for behaviour of groups and individuals
- Understand that all behaviour is a form of communication – experiences lead to emotions that drive behaviours
- To develop high self-esteem and confidence
- To develop an understanding of their own emotional and mental well-being and being able to manage their own emotions and feelings positively
- Encourage and demonstrate the highest standards of behaviour and self-discipline
- Actively involve children in management of their own behaviour, for example through restorative justice
- Engender a sense of worth and personal achievement
- Have 'permission to fail' and learn from that failure
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Outline the expectations and consequences of behaviour
- Feel able to report unwanted or extreme behaviour and bullying in the expectation it will be dealt with appropriately
- Have an understanding of their right to feel safe and their responsibility to contribute positively
- Lead by example and develop respectful, caring relationships

3) LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in Schools: Advice for Headteachers and School Staff 2024
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- 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

4) DEFINITIONS

Misbehaviour is defined as:

- Disruptions in lessons, in corridors when moving around school and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehavior is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

5) MONITORING, EVALUATION AND REVIEW

The governing body will review this policy every two years. It should be promoted and implemented throughout Balliol Primary School. When new staff join the school, this will be discussed as part of their induction.

6) THE WHOLE SCHOOL ETHOS

Pupil responsibilities

All children are expected to:

- Keep themselves and others safe
- Follow the expected standard of behaviour they should be displaying at school and to follow the Behaviour Management Policy
- Follow the instructions given to them by an adult.
- Respect their teachers, other adults and peers
- Respect their own and other people's property and to take responsibility for books and equipment, including own personal belongings, e.g. PE kits etc...
- Be well behaved, well-mannered and attentive
- To be punctual
- Wear the correct school uniform and be prepared the school day with the correct equipment
- Report any grievances they have against another child to a member of staff who will deal with the matter
- Ensure physical violence is not used; repeated or serious incidents may lead to exclusion
- Use appropriate language to express their feelings; the use of foul or abusive language is not acceptable
- Additional annex A

Parent and Carers Responsibilities

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 misbehavior (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavor 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.

Staff Responsibilities

The staff at Balliol Primary School work together to agree and establish whole school systems. We aim to include:

- Setting and maintaining high expectations of behaviour
- Rules for behaviour agreed and displayed in each class
- Ensuring consistency in behavioural expectations and implementing the Behaviour Management Policy
- Giving meaningful and focused praise and feedback
- Embedding an emphasis on positive behaviour management, using an appropriate balance of choices and sanctions being made clear as consequences of the behaviour not as threats
- Using a 'CALM' approach and the agreed script (see Appendix 1)
- Using behaviour targets for individuals where necessary
- Continued communication with parents when necessary

The Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Approving the policy
- Ensuring that the school environment encourages positive behaviour and staff consistently implement the policy with all pupils
- Ensuring that staff deal effectively with behaviour (both positive and negative)
- Ensuring that all staff understand the behavioural expectations and the importance of maintain 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 nay staff who require it, so they can fulfil their duties set out in this policy
- Ensuring the policy works alongside the Safeguarding Policy to offer pupils both sanctions and support where necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Governing Body

The Governing Body at Balliol Primary School are responsible for:

- Reviewing and approving the Behaviour Management Policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher accountable for its implementation

7) POSITIVE BEHAVIOUR MANAGEMENT

Staff should remember that a calm, ordered environment promotes good learning.

As part of a nurturing school that encourages positive attachments it is necessary to:

- Devise and display an agreed classroom code of conduct with pupils and modify as necessary
- Through open discussion, make all members of the school and wider school community understand that the behaviour policy is applicable in all contexts and at all times
- Make available in school a 'quiet' or 'time out' area that a child can be encouraged to use, e.g. use of the 'Cloud Room'/Reflection Room
- Follow the 'Pyramid of Support' (see Appendix 2)
- Identify when and where behaviour problems are likely to arise and attempt to circumvent these
- Create an ethos where children are 'kept in mind' – make systems and routines transparent to or directly communicated with supply staff, draw associations between situations for children 'I did this because I know that you...', leave them a note when you are away and refer to positive feedback you were given when you are back
- Talk about failure to allow 'permission to fail' e.g. 'I am not very good at.../ 'Oh look I did the date wrong again!'
- Always remain calm when dealing with pupils – humans mirror intonations, volume and perceptions when feeling under threat
- Avoid the use of sanctions when support strategies will suffice
- Listen calmly to both sides of any argument, allowing each pupil the chance to speak without interruption. Teach children scripts for apologies e.g. 'I am sorry that I.....I will try not to upset you again/remember you don't like that' and for stating own feelings e.g. 'I didn't like it when you.....please do not do it again' (Restorative Justice script – Appendix 3)
- Be fair and consistent in the implementation of a sanction
- Use rewards in line with the policy (see Appendix 4)
- Reward positive behaviour as it occurs, with attention and praise
- Use of praise and good work assemblies for public acknowledgement to a wider audience
- Circle time can be used as a tool to reinforce the policy

8) LEVELS OF UNACCEPTABLE BEHAVIOUR

In order to make choices, warnings and sanctions clear to the children and gain a consistency of response, staff have identified three levels (Level 1, Level 2 and Level 3) of unacceptable behaviours and the sanctions related to them (See updated Appendix 5).

These levels are discussed in every class as part of the setting of class rules at the beginning of the school year and are displayed at the front of the classroom. Where levels are given the 'Levels of Behaviour' document is referred and the sanction is discussed with the pupil.

Monitoring and Recording:

Each class records the levelled behaviour throughout the week on a class sheet (Appendix 6) and this is sent to SENDCo. These records are used to monitor children's behaviour, track the behaviours exhibited and identify any triggers and then implementing the necessary support or intervention to support pupils.

Where pupils continually receive a Level 2 or receive a Level 3 the class teacher informs parents of the reason why and the sanction being implemented. If pupils receive more than three Level 3's the Headteacher makes a call home to discuss further support for the pupil.

Where low level behaviours are continuously exhibited these behaviours are tracked on weekly 'High Maintenance' sheets (Appendix 7) which are passed onto the SENDCo and analysed. Where there are more extreme incidences of behaviour an 'ABC' sheet (Appendix 8) is completed and sent to the Office Manager and to the SENDCo to ensure it is inputted onto SIMS.

All behaviour records completed are then used to not only monitor, track and identify certain triggers of behaviour but are also used if further professionals advice is necessary, e.g. the support of the Educational Psychologist, Sensory Team, ASD Team etc...

9) SUPPORT AND FURTHER ACTION

Where a child's behaviour has been attributed to emotional or behavioural difficulties and the above actions have been completed, the following procedures should continue to be adhered to: -

- Consider the procedures set out in the SEN Code of Practice.
- Discuss the difficulties with the SENCO / SLT, referrals for further professionals support if deemed necessary. The importance of keeping records of incidents, effective and ineffective strategies used and parental involvement is key to ensuring further professionals support is appropriate and effective.
- Ensure that parents are fully aware of the difficulties and plan to work together.
- Implement a pastoral support plan (PSP – Appendix 9) for children

Further interventions/provisions could also include:

- Using social stories to address specific behavioural/emotional difficulties
- Consider using a visual timetable, now/next (with the next being a motivational activity)
- Support from the school's SENDCo
- Time out in a quiet area, space etc... for a specific amount of time (sand timers used to indicate start and finish of this time, Appendix 10)
- Home School Book (Reward Chart)
- Play Therapy
- SEMH interventions (see below for further details)
- Anger Management Work, e.g. Volcano in my Tummy/Seeing Red
- Kaleidoscope
- Drawing and Talking Therapy
- Emotional Literacy Support
- Support from Independent Emotional Support Worker
- Referral for external support/advice, e.g. Outreach

SEMH Interventions:

At Balliol we believe in supporting children to develop positive behaviours and in helping them manage their own behaviours and feelings/emotions in challenging situations. As part of this children have access to different SEMH interventions which include:

- Reflection – This is used in two different ways. One way is to give children the opportunity to reflect on their behaviour once they are calm and the second way is to reward children for positive behaviours.
- Safe Space – This gives children the opportunity to express their feelings in a calm and safe environment. We understand that sometimes children, during times of heightened anxiety or difficulty, need a place where they are safe and feel safe. During these times children may ask to go to or be directed to our ‘Cloud Room’. This a room designed to feel calm with no furniture other than cushions where children are free to express their feelings without putting themselves or others in harm. Children will be supervised at all times by at least one member of staff, inside the room with the child if safe to do say.
- Relaxation – A therapeutic approach to developing self-esteem, confidence through the intervention of Kaleidoscope Therapy. Staff members have had specific training to be able to implement this intervention.

All interventions are supported by many trained members of staff and are all overseen by the SLT and SENDCo.

If in school provisions and strategies have been implemented and where challenging behaviours continue to be a difficulty and children continue to put themselves and others in danger or at risk of harm it may be deemed necessary to exclude. Also see ‘Suspension Policy’.

10) 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 misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 (EHC) plan, 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 misbehaviour, 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.

Strategies to anticipate and remove triggers of escalated behaviours include:

- Short, planned movement/brain breaks for a pupil with SEND who finds it difficult to sit still or focus for long periods of time
- Adjusting seating plans to allow a pupil with SEND (including visual or hearing impairment) to sit in sight of the teacher
- Training for staff in understanding certain behaviours, including Autism, ADHD training
- Use of visuals, checklists
- Safe spaces provided, with outside of the classroom or in allocated room/part of the school where pupils can regulate their emotions during a moment of sensory overload

- Access to Sensory Circuits, Cloud Room (Sensory Room) to support regulating behaviours
- Trusted adult implemented
- Visuals to show emotions, e.g. Feeling Fans, Zones of Regulation so pupils can communicate via symbols, rather than verbally

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
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether 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'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 specialist teachers, an educational psychologist, medical practitioners and/or others, 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/carers to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11) SANCTIONS

- Staff should ensure that sanctions are only used after positive strategies have been tried and proved unsuccessful.
- Staff should ensure that all pupils are aware of the defined chronology of sanctions as set out in the Levelled behaviour document (Appendix 5).

Off-Site Misbehaviour:

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour:

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

12) EMERGENCY SITUATIONS

In an emergency situation in the classroom where a member of staff needs immediate help, to deal with a situation they should follow agreed procedure:

- Maintain the safety of the children in the vicinity of the incident by evacuating them if necessary
- Avoid continued interaction with an excessively angry child

Positive Handling:

We recognise that, at times, a minority of children may not conform to the requirements of the behaviour policy. The overriding principle relating to positive handling is that the best interests of the child take precedence over every other consideration. The Children Act 1989 states that 'When a court determines any question with respect to either the upbringing of a child; or the administration of a child's property or the application of any income arising from it, the child's welfare shall be the court's paramount consideration.' Therefore, when positive handling is considered, it is regarded as a last resort and should only be used in exceptional circumstances. It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or humiliation.

Physical handling interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child.

The decision to use a restrictive physical intervention must take account of the immediate circumstances of the situation, coupled with prior knowledge of the child and be based upon an assessment of the risks associated with the intervention.

All staff need to follow set guidelines on handling children. Physical handling intervention should be used by trained staff using Team Teach principles. All staff should be aware that it is appropriate to intervene in situations where not to do so would put a child at risk of harm.

Situations in which positive handling may be used as a last resort include:

- Children purposefully injuring themselves and/or other people e.g. fighting

- Children causing serious damage to personal property, including their own
- Preventing a child from absconding from School
- Self-harming

Such incidents may occur on the School premises or on a field trip or on an Out of Hours School activity, e.g. Sports event.

Incident involving trained Team Teach

Where incidents become escalated, further support is needed and there is safely time to do so, a trained Team Teach member of staff may be needed to ensure the careful move of a pupil to a safe space. The Team Teach member will assist in supporting the child to ensure safety of all children and staff is maintained.

If adult support is used to ensure the safety of a pupil or pupils are taken to the 'Cloud Room', a 'Positive Handling' form is completed (Appendix 11).

Following an escalated incident an ABC sheet (Appendix 8) needs to be completed.

13) PUPIL TRANSITION

Balliol Primary School will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing Pupils for Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14) CONFISCATION AND SEARCHES

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. Any items deemed dangerous or illegal will be reported and handed to the police. Any items deemed inappropriate will be safely disposed of. Page 8

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes/Vape liquids
- Fireworks
- Pornographic images

- Any article a staff member 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).

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept (using CPOMS).

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead/SLT to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots
- Searching pupils' possessions
- Possessions means any items that the pupil has or appears to have control of, including: Desks Lockers Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3 If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

15) LINKS WITH OTHER POLICIES

This Behaviour Management Policy is linked to the following policies:

- SEND Policy
- Anti-Bullying Policy
- Child Protection Safeguarding Policy
- Inclusion Policy

16) REVIEW

This policy will be reviewed by staff every two years or sooner if legislation or internal events require.