Brockholes Wood Community Primary School

'Shaping Little Lives into Bright Futures'

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: www.brockholeswood.lancs.sch.uk
Head Teacher: Miss Natalie Barber BA Hons - email: head@brockholeswood.lancs.sch.uk
Breakfast & After School Clubs email: badgers@brockholeswood.lancs.sch.uk

Behaviour for Learning Policy

...a Values-based School

Shaping Little Lives into Bright Futures

Brockholes Wood School is a nurturing community where everyone is valued. We celebrate individuality, diversity and equality. Through our innovative and inclusive curriculum, our children grow into determined and resilient young people. Our aim is to shape children in to aspirational individuals, who constantly strive to achieve and contribute positively to society.

Purpose

This policy reflects the agreed values and philosophy of the school, and relates to positive behaviour management strategies and practice. It sets out a framework in which staff can work to develop behaviour modification strategies and gives guidance on school procedures.

This policy should be read in conjunction with policies on:

Personal, Social, Health Education and Citizenship
Special Needs
School Prospectus
Care and Control of Pupils
Equal Opportunities
Discipline Policy

The policy was written by the Behaviour Lead and contributed to by all staff at Brockholes Wood Community Primary School.

Policy Aims and Objectives

At Brockholes Wood Community Primary, we have developed this policy to:

- Promote fairness in the treatment of individuals.
- Provide a clear framework so that behaviour management is consistent throughout the school.
- Promote good behaviour as part of the school's curriculum entitlement of all pupils to the school's curriculum.

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We aim to:

- Ensure the well-being of all staff and pupils.
- Ensure individuals are treated with respect.
- Promote equal opportunities in learning and personal development.
- Foster a sense of responsibility among pupils.
- Provide opportunities for collaboration and teamwork between staff and pupils.
- Create a learning environment, which enables pupils to make choices and learn from them.
- Give pupils confidence in themselves and pride in their achievements.
- Ensure that all pupils have an entitlement to learn in a positive environment.
- Develop inclusive practices that meet the needs of individuals as well as the school as a whole.
- Use restorative approaches
- Engage parents in supporting 2 key messages for their children:

  - **Be fair, but firm!**
    - Children recognise boundaries
    - Children feel safe and secure when boundaries are clear and consistent
    - What you say goes! Never argue with your child
  - **Children need guidance – it's okay to say 'No!'**
    - When you have said 'No!', stick with it and don't give in to poor behaviour
    - Guidance supports your child to make the right choices
    - Make your instructions clear, with limited choices

Strategies for Promoting Positive Behaviour

- Build positive relationships with the children – this is key!
- Plan for good behaviour – use positive comments to try to get children to modify their behaviour.
- Discuss rules, routines and responsibilities regularly, involving pupils in creating class charters and establishing rules.

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- Separate the behaviour from the child.
- Use the language of choice. Inform them what the consequences will be.
- Tactical ignoring/proximal praise.
- Keep the focus on the behaviour and ignore the child's reaction to your discipline.
- Build trust and rapport.
- Model the behaviour you want to see.
- Always follow-up issues that count.
- Work to repair and restore relationships.
- Avoid conflict and an audience (quiet word).
- Keep calm and be consistent with all children, **avoid raising your voice.**
- When children are acting inappropriately tell them what they are doing rather than questioning.
- Adopt a multi-agency approach to support families in improving challenging behaviour.
- Target specific children and their needs through nurture groups.
- A weekly class circle time should provide opportunities to celebrate good behaviour and discuss improvements.
- Put in place 'Thrive Plans' for those children who need extra support with behaviour.

Rules

Each classroom has a displayed set of rules, agreed with the children, which are referred to regularly. Staff will promote positive attitudes and work with the whole school community to establish purposeful, friendly and productive relationships.
These are the attributes we promote and are committed to achieving:

Our school's **four** key rules:

1. I will stay in my seat and not wander
2. I will put my hand up and wait to speak
3. I will listen and share my ideas
4. I will keep myself and others safe

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In addition to these rules there are other whole school rules to help keep the children safe and healthy:

- Personal possessions must not be brought to school unless requested by the class teacher.
- Children must not be in the school building at playtime or lunchtime unless supervised.
- No jewellery is permitted in school except inexpensive watches and studs as earrings.
- No child is allowed to leave the school premises during school hours unless notification is given from an adult and children are accompanied by an adult when leaving the premises. Adults must sign out their child at the Main Office.
- Children should not arrive at school before 8.45am unless attending Breakfast Club.

Rewards

- Prizes
- Verbal praise
- Stickers
- Values Certificates awarded by the Values Champions
- Headteacher's Certificate (weekly)
- Class rewards
- Recognition board
- Termly Wise Owls will be presented with an Owl Badge, and a prize. This must only be given to children who constantly show positive behaviour and act as good role models for the values of the school. Children are presented with this award at the end of term Wise Owl assembly. Parents are invited to celebrate their child's achievement by attending the Wise Owl assembly.
- Termly Star-Like behaviour award for those children who consistently demonstrate excellent behaviour and are role models within the class and school. An assembly takes place at the end of the first half of every term – parents are invited to celebrate in their achievement.
- Weekly Achievement Assembly will celebrate successes. Team Point winners will have their team colours displayed on the Team Point display and half termly winners receive a non-uniform day.

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School core values

- Respect
- Kindness
- Honesty
- Resilience
- Determination

Conduct expectations

- At the beginning of the school day, children enter the building via the designated entrance for their class. Designated staff should supervise each entrance.
- On arrival, children complete an emotional check in so that staff can be aware of any issues that may negatively impact on a child's behaviour that day
- At the end of play time, children should STOP and line up, then follow staff directions to walk into school in an orderly manner. The staff on duty will perform the final sweep of the playground.
- Incidents carried over from playtime should be referred to the Behaviour Lead
- Outline expectations at the beginning of an issue.
- Provide a variety of prompts for expected behaviour including non-verbal cues e.g ignoring, proximal praise
- Our behaviour ethos expects pupils to behave well for themselves and towards others, as an intrinsic sense of well-being
- Three individual warnings are given. These must be given quietly to the child to prevent further negative behaviour triggers
- These warnings can be earned back and the children should be 'caught doing something good' to ensure success/achievement. However, if three warnings are reached and a time out is given – this cannot be earned back
- A straight time out will be given for the following reasons (a decision that will be made based on the context of the behaviour)
  - Physically **aggressive** assault towards children
  - Threatening physical violence
  - Verbally abusive towards children or adults
  - Theft
  - Deliberate damage to resources/property
- Warnings and Time outs should not be given for secondary behaviours

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- At the next play time, the child will miss the playtime (KS2) or 5 minutes of the next playtime (KS1) in the Behaviour Lead's room.
- Should the child's behaviour continue to be unacceptable, school will follow the 'Behaviour Escalation Chart' where there will be an informal discussion, expressing concerns about this behaviour, with parents at the end of the school day.
- Children should be sent to the Behaviour Lead if an incident occurs outside lesson time or Lunchtime Supervisor during lunchtime. The child may then be referred to the Deputy Headteacher or Headteacher as a last resort. The Behaviour Lead will keep class teachers informed of any incidents she has dealt with.
- Children causing concern will be discussed by the Senior Leadership Team at weekly SLT meetings.
- A decision to isolate a pupil from their class may be a sanction after discussion with SLT. This isolation will be completed with a member of staff and will be bespoke to the pupil depending on the severity of the incident.

Uniform

Wearing uniform is part of fostering a sense of unity and equality within school. It contributes to a positive and focused environment. Failure to adhere to the uniform policy will result in sanctions as outlined in the behaviour policy.
In cases where there are religious, cultural, or health related reasons that prevent someone from wearing the full uniform, accommodation's will be made on a case by case basis, which will only be decided and granted by the Headteacher and Deputy Headteacher.

Children exhibiting challenging behaviour

Engaging parents in supporting the school with the three key messages for behaviour management is fundamental to our policy. All parents are asked to sign a **Parent Charter** in support of these messages, together with the **Parent Agreement**. For some children, conforming to these expectations can be difficult. The school may use reasonable force to ensure a child/children are safe or to ensure children carry out reasonable requests, always considering the rights, needs and safety of the child. The school adheres to and takes account of the Ofsted publication guidance.

'The Nest' is an area in school where children can further regulate if the Reset Area has not been successful in class or, if a trusted adult believes it to be a preventative measure before behaviour escalates. The children will access The Nest with adult support. This is a positive behaviour management strategy for children with SEMH needs that might require a longer period of time or additional strategies to regulate their behaviour. The Nest is a

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relaxing place with soft furnishings, fidget toys and therapeutic resources for children to access easily. Children will not use the area for class work and it should not be used as a sanction or consequence for a behaviour issue. The adult supervising the child in The Nest should decide on the time limit.

Team Teach

`Team Teach techniques seek to avoid injury to the individual, but it is possible that bruising or scratching may occur accidently, these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side-effect of ensuring the individual remains safe `George Matthews (founder of Team Teach ltd)

Following the use of Team Teach de-escalation strategies, a child may be supported to spend time in the 'Peace Place' to help them calm and regulate. In rare circumstances, and only when necessary to maintain the safety of the child and others, a staff member may hold the door to prevent the child from leaving the space. This is not a locked situation and will be used for the shortest time possible, with continuous supervision and ongoing verbal reassurance. The child's wellbeing and dignity will remain central at all times.

Positive environments where children can flourish - March 2018, No. 180006, Ofsted

Parents

It is essential for pupils who present challenging behaviour, that parents are seen to be supporting the school ethos. With this in mind, we would have regular meetings/phone calls with parents. If the child's behaviour continues to escalate, the child may receive a number of sanctions with the aim of modifying their behaviour. These sanctions range from warnings to internal isolation and as a last resort, a suspension. This provision is offered in conjunction with a whole raft of personally tailored support programmes by school in the form of 1 to 1 support, Learning Mentor sessions.

Serious Incidents

- Serious incidents are recorded on CPOMS for children who are physically or verbally abusive.
- Records will be kept of incidents of bullying that may also involve psychological abuse e.g. constant name calling.

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- The KS Leader/LBP, in consultation with relevant staff, will decide on the severity of the incident and may telephone parents or send a letter home after consultation with the Headteacher. The child may also attend a reflection time session with a member of the Leadership Team at playtime.
- If the incident involves physical assault, the HT may impose additional sanctions and depending on the severity of the incident, these may impact on after school activities, clubs or tournaments in which the child represents the school.

Positive handling

THE LEGAL FRAMEWORK:

Positive handling should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from: Committing an offence, Causing personal injury to, or damage to the property of, any other pupil or person (including the pupil himself), Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether in the classroom or otherwise.
Positive Handling is the positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property.
Physical intervention should only be used as a last resort and after exhausting every other strategy/.
Examples of situations where positive handling may be appropriate include:

- pupil attacks a member of staff or another pupil
- pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- pupil absconds from school or room (this only applies if pupil is at risk if not kept in school or a room)
- a pupil behaving such that the lesson is being seriously disrupted.

Recording of an incident:

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All incidents that result in non-routine interventions will be recorded in detail (including the holds used and how long the pupil was held) using the school online system. All incidents are recorded via CPOMS and SLT members are notified. Non-routine interventions will always be done with a senior leader present.

Witnesses of the incident should also record a written account on CPOMS and will tag the SLT members in.

The record will contain the following information:

- The name(s) and the job title(s) of the member of staff who used reasonable force
- The name(s) of the pupil(s) involved
- When and where the incident took place
- Names of staff and pupils who witnessed the incident
- The reason that force was necessary
- Behaviour of the pupil which led up to the incident
- Any attempts to resolve the situation
- The degree of force used
- How it was applied
- How long it was used for
- The pupil's response and the eventual outcome
- Details of any injuries suffered by either staff or pupils
- Details of any damage to property
- Details of any medical treatment required (an accident form will be completed, where medical treatment is needed)
- Details of follow-up, including contact with the parents/carers of the pupil(s) involved
- Details of follow up involvement of other agencies – police, Social Care
- Witnesses may also be asked to provide a written account if appropriate.

Copy of this entry will be kept on the pupil's digital file and retained in line with LA guidance on keeping educational records.

The school will report any injuries caused to pupils or staff in accordance with RIDDOR (HSE Regulations 1995)2 and senior staff will monitor and evaluate this termly. Pupils who are identified as likely to require positive handling as part of their behaviour management will require a Thrive Plan alongside their Risk Assessment. This is drawn up in response to the risk posed by the pupil's behaviour and is shared with all staff, parents / carers and the pupil if appropriate.

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Debriefing Arrangements:

The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The pupil will be given time to become calm while staff continue to supervise her/him. This may be done in the Reset Area (when a child has responded to the request to bring themselves for 'Time Out') or in the Peace Place when a child has been moved using positive handling.

When the pupil regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil using the Zones of Regulation and try to ascertain the reason for its occurrence.
The pupil will be given an opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, this informal discussion will take place as soon as possible after the pupil returns to school. This is inline the with school behaviour policy and uses restorative approaches to restore relationships and allow the stakeholders involved to move forward in a positive way.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member(s) of staff involved.

Staff involved in the incident will, at the earliest possible opportunity (on the same day), record the incident on CPOMs, clearly stating that physical intervention has been used. This will notify members of the senior leadership team responsible for behaviour, welfare and safety including the Head teacher. who will initiate the formal de-brief procedures including a phone call to parents, a minuted meeting with all members of staff involved, a debrief with the pupil Following the completion of the formal de-brief procedures risk assessments and individual care plans will be re-visited.

Supporting the member of staff is equally as important as the welfare of the pupil, one group will support the staff member following any incident and another group will be there to support the pupil.

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Sanctions

The sanctions are outlined in the organisation section of this policy but in addition they may be:

- For children who are not succeeding - the Behaviour Lead will work on 1 to 1 and small group sessions.
- Parental involvement and Behaviour Support Meeting.
- Liaise with class teachers and the SENCO to develop Thrive Plans.
- Withdrawal from playtime to complete work, which will be supervised by a teacher/ BL
- Loss of Playtime
- Internal isolation (Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units, September 2008, DfE, section 11c)
- Withdrawal from privileges e.g. clubs, etc.
- Withdrawal from school trips when the child's behaviour is identified in the risk assessment as a health and safety issue.

We do not use curriculum withdrawal as a sanction i.e. missing PE because of behaviour.

If the negative behaviour is persistent and the above sanctions are not having a sustained impact, it may be necessary to offer a range of alternative provision such as:

- **DG6 Inclusion Hub funded 1 to 1 support with bespoke approaches**
- **An individual risk assessment for a pupil**
- **REACH support in school**
- **IEST referral**
- **GHIST support at Golden Hill**
- **Advice from an EP and possible referral for an EHCP, with transition support for reintegration to their base class**
- **Suspensions may also be used**
- **Direction to parent requiring a child to attend Alternative Provision for a period of time for the purpose of improving behaviour***
- **Permanent Exclusion**

** Section 29A Education Act 2002 as amended by Education & Skills Act 2008 Section 154 The Education (Education Provision for Improving Behaviour) Regulations 2010, amended*

Exclusions

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An *internal exclusion* is defined by the DfE as the removal of a pupil from class to a designated area within school, with appropriate support and supervision, or to another class on a temporary basis and may continue during break periods. This may be given for a serious breach of the routine behaviour expectations or when a child assaults another child as part of a provoked disagreement.

The school refers to this as 'isolation'.
Isolation – This takes place in a designated room, with no distractions. There will be no interactions with other pupils, work will be set and the pupil will be escorted to the toilet and will miss playtimes. They will eat their lunch in isolation too. Parents will be informed. An isolation will be decided by the SLT and should be used for significant and consistent behaviour breaches. The decision of how long the isolation lasts for will be considered on an individual basis. A TA will need to supervise a child who is in isolation, within an appropriate area of school.

A *Suspension* is defined as an exclusion from school for a fixed period of days. School work will be provided for the child to complete at home. There will always be reintegration strategies used after a suspension (see below). A reintegration interview/session will always follow a suspension, with the Headteacher, BL, parents and child. Following a suspension, if a child is not willing to follow instructions from school staff, parents will be asked to stay whilst the child settles into work and this may take place in the classroom to ensure compliance. A suspension is considered in extreme circumstances such as when a child uses intimidating or threatening behaviour towards other children or adults.

Permanent Exclusion (PE) is a permanent sanction, which will be determined as necessary only by the Headteacher. This decision must be ratified or overturned by the Pupil Discipline Committee of the governing body. A PE will be considered following a serious breach (one-off) or persistent breaches of the behaviour for learning policy which affects the learning or safety of themselves or others.

Reintegration Strategies
(Post suspension)
Please note: reintegration strategies will be bespoke to the needs of the children

- Return to school interview with child and parents/carers
- First 30 minutes on the day of return, complete work with class TA e.g. outside of class, in The Nest/other intervention area

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- Learning Mentor to complete regular checks throughout the day (3 times – each break) with child and class teacher to see if any further intervention/input is needed

- Learning Mentor to complete a group nurture session on the day of return with a specific focus on managing feelings and self regulation

- Revisit the Risk Assessment and alter Thrive Plan (where applicable)

Child on Child abuse & sexualised behaviour (see CP & Safeguarding Policy)

Child on child abuse is defined as abuse between children.

Brockholes Wood has a **zero-tolerance approach to abuse**, including peer-on-peer abuse. Brockholes Wood will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.31 Peer Abuse (proceduresonline.com) All staff will be aware that child on child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child on child abuse, how to identify it, and how to respond to reports.

All staff will also recognise that even if no cases have been reported, this is not an indicator that child on child abuse is not occurring.

All staff will speak to the DSL/DDSL if they have any concerns about child on child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".
Child on child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.

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- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child on child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Discipline Policy, where relevant.
Brockholes Wood and DSLs will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident

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- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

PREVENT

This policy is to be read in conjunction with the school's PREVENT policy referencing the Counter Terrorism and Security Act February 2015, which gives due regard to 'the need to prevent people from being drawn into terrorism or be subject to radicalisation.' As part of the school's safeguarding procedures, our policies comply with this Act and below is a link to DfE guidance about this duty.
http://www.emcsrv.com/prolog/PG/DfE/Schools_Guide-Social_Media_V16.pdf

This policy must also be read in conjunction with The Single Equalities policy, Child Protection Policy, Care and Control of Pupils, Home-School Agreement, Teacher Handbook and Anti-Bullying Policy.

Date: Updated October 2025

Signed: N Barber and C. Blackburn