



BIRCH COPSE PRIMARY SCHOOL
BEHAVIOUR POLICY
AND STATEMENT OF BEHAVIOUR PRINCIPLES

Version

Version: 3

1. Intent

At Birch Copse, we aim to create a safe, positive learning environment where children feel valued, respected and treated fairly. We also have high expectations and believe that good behaviour in school is central to children's ability to learn. This policy outlines how the school ensures the behaviour of all children supports their ability to learn and enjoy school.

Good behaviour stems from positive relationships; a clear understanding of what it means to behave well; and excellent conduct from adults who act as role models for the children. Therefore, the intention of this policy is not to establish a system to enforce rules, but to teach children the importance of good behaviour and what it looks like so that everyone can work together to create the ideal environment for learning.

In order to achieve this, we recognise the importance of acknowledging good behaviour and sanctioning poor behaviour in a consistent manner. This ensures every pupil feels they are treated fairly. We believe that equality is best achieved through equity of provision. By this, we mean that some children will need a personalised approach to their specific learning and behavioural needs.

2. Aims

The aims of this policy are to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- define acceptable standards of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination and the consequences of this behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#); Section 175 of the [Education Act 2002](#) (outlining our duty to safeguard and promote the welfare of its pupils); Sections 88 to 94 of the [Education and Inspections Act 2006](#) (requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property) and [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Our Behaviour Curriculum

This section defines our expectations for children's behaviour at Birch Copse (**acceptable standards of behaviour**). It also defines behaviour that is deemed unacceptable in school. This is split into two categories: **Low-level unacceptable behaviour** and **serious unacceptable behaviour**.

4.1. Acceptable standards of behaviour

Our **School Values** (Appendix 1) are central to everything we do in school and are the basis of our behaviour curriculum. We have six School Values. Three **citizenship values** and three **learning values**. The **citizenship values outline our acceptable behaviours** and our **learning values outline our expected learning behaviours**.

It would be impractical to produce an exhaustive list of acceptable behaviours and expected learning behaviours. Instead, the examples represent the key habits and routines we have in school.

School Values		Acceptable Behaviours examples
In our school we are:		
CITIZENSHIP VALUES	Kind	We show kindness by: <ul style="list-style-type: none"> helping others playing nicely with others using appropriate language when speaking to others including other children in you games or activities working together nicely
	Respectful	We show respect by: <ul style="list-style-type: none"> accepting everyone as an individual and respecting their values and beliefs treating adults in an appropriate manner putting our hand up before we speak walking and not running in school allowing others to learn by not distracting them looking after other people's property and the school's wearing the correct school uniform
	Polite	We demonstrate politeness by: <ul style="list-style-type: none"> saying 'please' and 'thank you' opening doors for others letting someone go before you in the corridor listening carefully to others show we are listening to others by looking at them and being quiet
And we:		Expected learning behaviour examples
LEARNING VALUES	Try our best	We try our best by: <ul style="list-style-type: none"> listening carefully to adults following instructions carefully focussing on our learning
	Persevere	We show perseverance by: <ul style="list-style-type: none"> developing a growth mindset not giving up when something is difficult working hard throughout the whole lesson seeking help when we need it
	Challenge ourselves	We challenge ourselves by: <ul style="list-style-type: none"> setting themselves realistic goals taking on new tasks that may be outside their comfort zone seeking feedback from others and acting upon it

4.2. Unacceptable behaviour

As with the acceptable behaviours, it would be impractical to create an exhaustive list of behaviours that the school deems unacceptable. Instead, the examples listed represent a broad scope of unacceptable behaviours. These have been split into two categories – ‘**low-level**’ and ‘**serious**’.

We define **Low-level unacceptable behaviour** as that which may disrupt the education or wellbeing of the perpetrator and/or other pupils.

We define **serious unacceptable behaviour** as that which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

Low-level unacceptable behaviour examples	Serious unacceptable behaviour examples
<ul style="list-style-type: none">• Swinging on a chair• Playing/fiddling with equipment• Shouting out/talking to a friend• Making unnecessary noise• Work avoidance• Inappropriate verbal responses• Anything which interferes with the ‘flow’ of the lesson• Failure to complete classwork• Leaving their desk or the carpet area without permission• Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)• Not listening to/ following instructions• Being unkind to others (e.g. name calling, leaving them out, laughing at them)• Lying• Being overly physical with other children (e.g. on the playground)	<ul style="list-style-type: none">• Repeated instances of low-level behaviours• Deliberate physical violence (e.g. pushing, hitting, kicking etc.)• Rudeness or insolence to a member of staff• Refusal to co-operate with a member of staff• Using a mobile phone during the school day• Damage to property• Verbal abuse, including swearing and threatening language• Stealing• Refusal to carry out an adult’s request• Leaving the classroom/school building without permission• Leaving the premises• Spitting (directly at another)• Discrimination*• Sexual harassment*• Bullying (see section on Bullying below)
<p>*definitions of the following are outlined below</p> <ul style="list-style-type: none">• Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation• Sexual harassment, meaning unwanted conduct of a sexual nature, such as:<ul style="list-style-type: none">• Sexual comments; Sexual jokes or taunting• Physical behaviour like interfering with clothes• Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content	

4.3. 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).

4.4. 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.

4.5. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to Children's Services, if appropriate.

4.6. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information.

5. Bullying

Birch Copse is committed to providing a caring, friendly and safe environment for all of our children. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell a member staff.

5.1. Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is not

- An isolated incident

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory , including: Racial, Faith-based, Gendered (sexist), Homophobic, Transphobic, Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5.2. The School's Position on bullying

Birch Copse Primary School does not tolerate any form of bullying and we will do all we can to prevent bullying in the first place. To ensure that the pupils are not a victim of, or a part of causing, bullying in school, we will:

- a) Teach children through the curriculum about the nature of bullying, what it is (and is not), and make it clear that it is not acceptable
- b) Encouraging children to report any incidents to of bullying school staff (against themselves or that they witness)
- c) Ensure children know who they can speak to, to report any incidents of bullying
- d) Use our classrooms, work areas and school environment to make bullying difficult
- e) Be on the lookout for pupils who are victims of bullying and offer support as necessary
- f) The school will deal with any bullying (including cyber-bullying) which occurs outside of school in the same way as if it were within school

5.3. Procedures in cases of bullying incidents

- 1) Any incidents of bullying are reported to staff. This may be from children or parents/ carers or may be witnessed by members of staff and can be in school or outside of school.
- 2) Any incidents reported by children to lunchtime or support staff must be passed on to the class teacher
- 3) Incidents will be investigated fully with all children involved will be given the opportunity, individually, to relate their part in any incident.
- 4) If the incident(s) are deemed to be bullying (see definition):
 - a) it/they will be recorded on the school 'Serious Incident' form, initially by the member of staff first involved and if not, the class teacher. Completed forms will be transferred to the electronic school management system by the school office and copies will be placed both in the children's individual files and a Headteacher file
 - b) it/they will be considered as serious unacceptable behaviour and dealt with as such. Appropriate sanctions will be imposed depending on the severity of the incident (see 'Managing Behaviour' section below
 - c) parents/ carers of both victim and perpetrator will be informed
 - d) it will be considered child-on-child abuse and recorded as a safeguarding concern on Safeguard My School.
 - e) we appreciate that bullying can have a detrimental effect of the victim. We will therefore, implement appropriate support for victims of bullying. This will be carefully monitored by the Designated Safeguarding Lead

6. Mobile Phones

In no circumstances is it permitted for children to use a mobile phone during the school day. If a child needs to contact their parent/ carer by telephone during the day, a member of staff will do this on their behalf. We do allow children in years 3-6 to have a phone in school for security purposes if they walk to or from school without adult supervision. Parental permission is required for this using the school's official permission form. Further details, along with our permission form, can be found in the school's Mobile Phone Policy.

7. Roles and Responsibilities

7.1. The role of all adults in school

All adults are responsible for teaching Acceptable Standards of behaviour.

We do this by:

- Having good relationships with the children, knowing them well and treating them as individuals
- Ensuring a consistent approach from all adults in school
- Modelling good behaviours and the school values
- Acknowledging and positively reinforcing good behaviour
- Having high expectations that are clear and consistently applied
- Taking account of children's social and emotional needs (adapting how we manage these to ensure equity rather than equality)
- Using positive language (telling children what we would like to see, not what we don't – e.g. 'Please walk', rather than 'don't run')
- Utilising restorative practice (if children display poor behaviour, ensure they are aware of why it was not good, its impact and what should happen next time)

7.2. The role of the Governing Board

The Governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 2)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Holding the headteacher to account for its implementation

7.3. The role of the Headteacher

It is the responsibility of the Headteacher, under the school Standards Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and report to Governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children and staff in the school. This includes:

- taking a lead in the establishment of a positive school ethos,
- promoting good behaviour and respect,
- regulating the conduct of pupils,
- monitoring attendance and punctuality
- preventing bullying including bullying related to race, religion and culture, homophobia, sexist or sexual bullying, bullying due to Special Needs or disabilities and cyber bullying,
- recording and reporting incidents of a serious nature,
- implementing the positive behaviour policy, by setting standards of behaviour and supporting staff in its implementation,
- working in partnership with parents/ carers to support children and staff.

The Headteacher also has the responsibility for giving fixed-term suspensions for serious acts of misbehaviour (see exclusions). For serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Chair of Governors and West Berkshire LA are notified of any exclusion immediately and the Governing Body are informed of exclusions on a half-termly basis within the Headteacher report.

7.4. The role of children

We expect our children to contribute to outstanding behaviour by following our school values:

In our school we are:

- Kind
- Respectful
- Polite

And we:

- Try our best
- Challenge ourselves
- Persevere

7.5. The role of the family

At the beginning of each school year, we ask parents/ carers to sign a Home/ School agreement. Part of this agreement outlines how the family can support their child(ren) in school:

1. Make sure my child attends school regularly (unless they are too ill to attend, or the Headteacher has given permission for absence for exceptional reasons), on time and properly equipped, and inform the school if my child is absent by telephone by 8.45am or by Parentmail.
2. Show all school staff respect and courtesy at all times
3. Not send my child to school when unwell, or likely to pass on infection to others
4. Support the school's policies and values and encourage a positive attitude towards school; working with the school at times of difficulty (e.g. Behaviour and Discipline Policy, Uniform and no-jewellery policy etc.)
5. Support homework activities and other opportunities for home-learning
6. Inform the school about any concerns or problems which might affect my child's education (e.g. social, medical, home circumstance)
7. Attend parent/teacher discussions about my child's progress
8. Counsel my child in the event of poor performance or behaviour
9. Ensure my child is suitably rested and comes to school refreshed and in a fit state to learn
10. Inform the school of where they can be contacted in an emergency

8. Managing Behaviour

8.1. Promoting positive behaviour

At Birch Copse, we ensure we place a large emphasis on celebrating achievements and positive behaviour that children display.

Promoting positive behaviour
<p>We have a number of whole-school reward systems in place to support positive behaviour:</p> <ul style="list-style-type: none">• House points – this reward is about the ‘team’ and the winning team is rewarded each half term with a non-uniform day. (See Appendix 3 for more detail)• Learner and Citizen Certificate – these are given to individuals who have displayed the learning or citizen values during that week. Certificates are awarded in an assembly with parents/ carers invited (See Appendix 1 for more detail)• Great work display – situated outside the Headteacher’s office, there is space for one piece of exceptional work from each class.• Sent to another adult in school – e.g. Team Leader or Headteacher <p>As well as our whole-school reward system, we have numerous systems in place at class level.</p>

8.2. Consequences for Misbehaviour

Whilst we believe that celebrating positive behaviour is central to our school ethos, there is also a need to address instances of misbehaviour. Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. To support this, we have a number of agreed consequences depending on the behaviour shown in the tables below

Low-level unacceptable behaviour examples (unsocial)	Serious unacceptable behaviour examples (anti-social)
<p><u>Traffic light system</u></p> <p>Our traffic light system is a series of hierarchical steps designed to give children lots of opportunity to correct their own behaviour with verbal and visual warnings before any sanctions are required. The system is runs as follows:</p> <ul style="list-style-type: none">• There is a Green and Orange spot displayed in every classroom• There is a ‘red spot’ not visible to the children• Every child is on Green at the start of the day• If a child displays low-level unacceptable behaviour, a verbal reminder of the school or class rules will be given as a prompt to correct the unacceptable behaviour• If it continues, they will be moved to Orange• Orange incurs no sanction but is a visual warning. The child can move back to green by correcting the unacceptable behaviour	<p>For instances of serious unacceptable behaviour (including repeated instances of low-level unacceptable behaviour), we have a series of additional sanctions we utilise dependant on the behaviour:</p> <ul style="list-style-type: none">• child will move straight to Red• write apology or write / illustrate what has been done wrong• sent straight to Team Leader• sent straight to Deputy Headteacher• sent straight to Headteacher• formal meeting with parents/ carers*• monitoring behaviour (this should be specific and aimed at celebrating positives)<ul style="list-style-type: none">• incentive star chart• home school book• weekly progress chart• increase to daily if required• Therapeutic Thinking Tree plan, leading to an Individual Behaviour Plan (IBP) set up, meeting with parents/ carers, Headteacher and SENCO, supported by weekly report

<ul style="list-style-type: none"> • If the unacceptable behaviour continues or does not improve, they will be moved to Red • If a child is on Red, a restorative sanction is given – this is time out to reflect on their behaviour. These are as follows: <ul style="list-style-type: none"> • Reception = 5 minutes out on the thinking seat as soon as possible • Year 1 and 2 = 5 minutes missed of their afternoon reward time • Year 3 -6 = 5 minutes out next break on the thinking wall • If a child goes on Red, their parents/ carers will be informed by the Class Teacher at the end of the school day • If behaviour does not improve or a child does something that would mean they move to orange or red, when they are already on red, they are sent to the Team Leader • If a child is on red twice in one week, they are sent to the Team Leader • If they are on red 3 times in a week, they are sent to the Deputy or Headteacher 	<ul style="list-style-type: none"> • break/ lunchtime exclusions for a fixed amount of days (note: children will always be given the opportunity to have fresh air and movement time outside –weather permitting – if this sanction is put in place) <p>For the more severe or persistent occurrences of serious unacceptable behaviour, the school may:</p> <ul style="list-style-type: none"> • Remove the child from the classroom for a period of time (see Removal from the classroom, section 8.7) • Refer to the Local Authorities Therapeutic Thinking Team for an assessment/ support. • suspend or exclude a child according to the recommended guidelines (see suspension and permanent exclusion, section 8.8) <p>*A formal meeting with parents/ carers could be with the class teacher, SENCO, or member of the SLT. It is not the same as informing parents/ carers of an incident of unacceptable behaviour.</p>
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We believe it is essential that whenever a child has not followed the school values, we ensure they have the skills and understanding of how they can behave differently in the same circumstances in the future.

Throughout the process of staff dealing with any instances of unacceptable behaviour, there is constant dialogue between adult and child. The child should be made aware of:

- What the unacceptable behaviour is
- Why it is unacceptable
- How they can change this to being acceptable, positive behaviour

This dialogue will take place with any adults dealing with the behavioural in a manner suitable for the child (including accounting for age, Special Educational Needs and Disabilities, home circumstances and any other knowledge of the child). If required, any restorative dialogue may take place at a later time when the child is calm and ready.

8.3. Child on Child Abuse

The school recognises that children may abuse other children. This may include but would not be limited to:

- Bullying (including cyber bullying) – see Section 5
- Physical abuse such as hitting, shaking, kicking, biting, hair pulling, or otherwise causing physical harm. This would be when the physical abuse is targeted and without provocation.
- Sexual violence such as rape, assault by penetration, sexual assault.
- Sexual harassment such as sexual comments, remarks, jokes, online sexual harassment, which may be stand alone or part of a wider pattern of abuse. (Part Five of [Keeping Children Safe in Education 2022](#)) - see Section 4.6
- Consensual and non-consensual sharing of nudes and semi-nude images or videos.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage with sexual activity with a third party.

- Up-skirting which involves taking a picture under a person's clothes without their consent with the intention of viewing their genitals or buttocks to gain sexual gratification or to cause the victim humiliation, distress or alarm. Up-skirting is a criminal offence under The Voyeurism Act (2019)
- Initiation or hazing type violence and rituals.

8.4. Record keeping

Behaviour incidents where a child has been put on Red should be recorded on the Meeting Log function of Safeguard My School. The Meeting Title should be one of the four titles on the table below, followed by the date.

Any Incidents of serious unacceptable behaviour will be recorded on a serious incident form, initially by the member of staff first involved and if not, the class teacher. The 'follow-up' section of the form is to be completed by a member of SLT and the form signed by the Headteacher. Completed forms will be transferred to Safeguard My School and the electronic school management system by the school office and copies will be placed both in the children's individual files and a Headteacher file.

In some cases (see the table below), the behavioural incident may be deemed to be a safeguarding concern. If so, it will be recorded as such on Safeguard My school.

Title	Meaning
Antisocial Behaviour – Physical	Behaviour involves hitting someone/ hurting someone/ fighting
Antisocial Behaviour – Disturbing Learning	Behaviour involving stopping people from learning due to poor behaviour in class
Antisocial Behaviour – Verbal	Behaviour that involves saying unkind words/ shouting at someone/ swearing at them
Unsocial Behaviour	Behaviour meaning they <u>don't</u> do their work/ refuse to work (but don't affect anyone else). Disrespecting property.
Behaviour that involves sexualised behaviour, racist comments/ actions, homophobic comments/ actions MUST GO ON SAFEGUARDING ENTRY , rather than a meeting logs	
If the word bullying is mentioned by a child or parent/ carer or you suspect that this is occurring, please log this as a SAFEGUARDING ENTRY	
Did the incident occur Online?	If the incident occurred online, please include this in the detail, but using the titles above.
Exclusion	If the incident led to a suspension/ exclusion, please include this in the detail, but using the titles above.

8.5. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to Children's Services is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information.

8.6. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on a Serious Incident Form and reported to parents/ carers

When considering using reasonable force, staff should, in considering the risks, recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see the school's Physical Intervention, force and Restraint Policy for more information

8.7. Removal from the classroom

For the more severe or persistent occurrences of serious unacceptable behaviour, the school may remove the child from the classroom for a period of time.

Removal from the classroom may be used to:

- Restore order if the child is being disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Any child who is removed from class will continue to receive relevant education and be supervised by a member of school staff. They will be reintegrated back into the classroom as soon as appropriate and safe to do so.

8.8. Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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

Please refer to our exclusions policy for more information

9. Prohibited items, searching pupils and confiscation

Searching and confiscating prohibited items can play a critical role in ensuring that schools are safe environments for all pupils and staff.

9.1. Prohibited Items

The school identifies the following items as prohibited:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.

- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

9.2. Searching Pupils

The Headteacher and any staff authorised by the Headteacher, have a statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have any prohibited items. The authorised member of staff will make an assessment of how urgent the need for a search is considering the risk to other children and adults.

Before a search

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The staff member will seek the co-operation of the child before conducting a search. If the child is unwilling to co-operate, the member of staff will consider if this constitutes serious unacceptable behaviour and as such, an appropriate sanction will be given. If the child still refuses to co-operate, the member of staff will seek the advice of the Headteacher. The use of reasonable force can be used to search for the list of prohibited items as a last resort if the member of staff believes that conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a search

Searches should be made in an appropriate location, away from other children. The search will be conducted by an authorised staff member of the same sex with a second member of staff present as a witness. The exception to these conditions is if there is a risk of serious harm if the search is not conducted immediately.

The staff member can search a pupil's outer clothing, pockets, possessions (including bags) or school tray. Only outer clothing (coats, footwear, hats or scarves for example) can be requested to be removed. Pupils should be present when any possessions are being searched.

After a search

If any prohibited items have been found, the Designated Safeguarding Lead should be informed, appropriate sanctions applied according to this policy and the incident recorded. Parents/ carers should be informed. If prohibited items are not found, parents/ carers should still be informed about a search and the search recorded as an incident.

10. Responding to misbehaviour from pupils with SEND

10.1. 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (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. These may include but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Use of the sensory room to help regulate emotions during a moment of sensory overload

10.2. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3. 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.

10.4. 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Staff induction, development and support

All new staff will be inducted into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. The Headteacher will consider any appropriate training, which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters that may affect a pupil's behaviour, e.g. SEND and mental health needs.

Date of last review: 24th April 2023

Dates of amendments: 7th June 2010, 2nd February 2012, 16th February 2022, 24th April 2023

Date of next review: April 2026



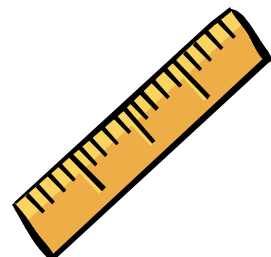
Our School Values

In our school we are:

- Kind
- Respectful
- Polite

And we:

- Try our best
- Challenge ourselves
- Persevere





Behaviour principles written statement

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires Governors to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed.

Birch Copse Primary School is an inclusive school and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. We are committed to improving longer-term outcomes and life chances for our children. Our school values underpin our relationships, curriculum and policies.

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life



Birch Copse Primary School
Whole School Rewards System

House Points

- Children will be placed in one of 4 houses
 1. Red House
 2. Yellow House
 3. Blue House
 4. Green House
- These will also be the children's Sports Day colour
- There will be an even spread in each year group
- Children will be awarded a House Point by adults for following any of the School Values
 - Children can earn 1, 2 or 3 house points at a time (e.g. 1 for holding a door open, 3 for extended perseverance in maths over the week)
 - Adults should aim to give around 10 House Points overall per day
- When a child has received a House Point, they will stamp their House colour marble jar poster in their classroom.
- When the marble jar poster is full, it should be taken to Mr Massey or Mr Micklewhite. They will exchange it for a ball of the House colour. The ball is placed in the house containers in the hall.
- Every half term the House Points are counted on a specified day (usually the Friday before the last week). This is known as "Counting Day"
 - Each ball in the container is worth 5 points
 - Each poster will be collected in and all the stamps on it will be added to the total.
 - The House with the most points will be the winners for the half term
- The results will be announced in the Friday assembly and in the bulletin.
- The winning House will be allowed to come to school in non-uniform for a day during the last week (usually the last day of half term)
- The House points will start from zero again from Counting Day for the next half term.

Reward Assembly

- This will take place 10 times per term
- Certificates will be awarded to children as either
 - A Learner Award (for following the school Values of working hard, challenging themselves and perseverance)
 - A Citizen Award (for following the school values of being kind, respectful and polite)
- Up to 2 of each award will be given out in each assembly per class
 - This should relate to about 35 – 40 of each award given per class over the term with all children receiving one and some receiving two
- Class teachers will announce who will be getting the reward in their class on Thursday or Friday the previous week
- Children's names will go in the bulletin on the previous Friday
- Parents/ carers will be invited to the Reward Assembly

BIRCH COPSE PRIMARY SCHOOL
SERIOUS INCIDENT IN SCHOOL FORM

Information			
Who was involved?		Who was affected?	

INITIAL INCIDENT			
Date:		Time:	

Incident as first observed/ reported:

(Please make it clear if you feel the incident was motivated by any of the protected characteristics - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)

Member of staff dealing with this at first	Role in school (e.g. teacher, Lunchtime Controller):
NAME:	
Signed: _____	

INCIDENT FOLLOW-UP			
Name of person following up:		Role in school:	
Comments from incident follow-up (Please make it clear if you feel the incident was motivated by any of the protected characteristics - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)			
Actions to be taken:			
Have parents/ carers of the victim(s) been informed?		Any relevant comments from victim's parents/ carers (or if they have not been informed, the reason why)	
YES / NO			
Have parents/ carers of the perpetrator(s) been informed?		Any relevant comments from victim's parents/ carers (or if they have not been informed, the reason why)	
YES / NO			
Signed		Date	
(Please ensure this is passed on to the Headteacher)			
Signed (Headteacher)		Date	