

Bressingham Primary School

Behaviour Policy

School Ethos



Purpose

Bressingham School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values learning, kindness, care, honesty, respect, new opportunities, resilience, resourcefulness, reflectiveness and reciprocity, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships and understanding of expectations (including a poster for children and a prompt sheet for staff- appendix 5)
- To ensure that excellent behaviour is a minimum expectation for all

Throughout our practice we aim to take account of all current legislation.

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School systems, social norms and leadership:

Consistency in practice

All staff will display:

1. Respect
 2. Consistency
 3. Responsibility
- and follow the ACORNS agreements

3 Rules – All children are expected to follow the ACORNS agreements, to be:

1. Ready to learn
2. Respectful
3. Safe

- Consistent language; consistent response: referring to the Acorns agreements made between staff and learners, simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent, simple rules/agreements/expectations promoting appropriate behaviour- consistent icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site
- Consistent environment: display the quality of a good primary school, consistent visual messages and echoes of core values and positive images

All staff

1. Meet and greet on arrival
2. Refer to 'ready, respectful, safe' and the ACORNS agreements
3. Remind children of these regularly- positive reinforcement, and when something has happened
4. Explain and model positive behaviours and build relationships
5. Plan lessons that engage, challenge and meet the needs of all learners
6. Use positive praise, throughout every lesson, use individual and whole class rewards
7. Prevent before sanctions
8. Are calm and give 'take up time' when going through the steps (see below)
9. Follow up every time, retain ownership and engage in reflective dialogue with learners
10. Never ignore or walk past learners who are behaving badly

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model, and show a unified consistency to the learners.

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Senior leaders will:

- Be a visible presence around the school site whenever possible
- Celebrate learners whose effort goes above and beyond expectations
- Regularly review provision for learners who fall beyond the range of written policies
- Provide induction, development and support for staff regarding behaviour
- Monitor behaviour through discussion with staff, walk-rounds and pupil voice
- Regularly share good practice
- Use behaviour information to target and assess school wide behaviour policy and practice

Governors will:

- Monitor behaviour on school visits and at school events
- Monitor behaviour through parent-carer questionnaires and pupil voice
- Receive reports at each meeting regarding behaviour
- Support and challenge regarding behaviour

Consistent positive reinforcement of above and beyond good behaviours

We reward positive behaviour in a variety of ways:

In every class:

- Verbal praise (indicating precisely what is good and referring to our Acorns Agreements whenever we can) from other children/adults
- Individual reward cards with a reward when these are filled (individual and/ or class)
- Marbles in a jar (or similar) for whole class rewards
- Stars and good citizen book in weekly Celebration Assembly
- Affirmation in Circle Time and at other times

In some classes:

- Visual recognition board during lessons (eg. names on the board, post-its of praise)
- Stickers, smiley faces, stars, etc
- Star of the day compliments

For some individuals there may be a behaviour plan to reinforce good behaviour:

- Small steps will be rewards for some children (e.g. through behaviour charts or tick sheets), with rewards as agreed in a plan
- Star moment recorded each day in a book for home-school positivity

Consistency in pre-empting the possibility of misbehaviour:

- **be clear about behaviour rules and expectations**
 - introduce, discuss and remind about: 'ready, respectful, safe' and the ACORNS agreements
 - say what you want to see with short clear instructions and visual cues
 - set up consistent routines to reduce the need for new instructions- see Appendix 1 for routines
- **positive praise** – see above
- **plan ahead** - know your children and any triggers

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- **placement of staff**- ensure you can see everything happening; move nearer to where you can see something building, or if you can't, move that person or people, to be away from someone, or nearer to you, in advance
- **placement of children**- in lessons, in lines, in playground areas
- have a **quiet word**
- **Circle Time/ RSHE**- these times can be used to address issues such as conflict resolution, assertiveness and to reinforce our expectations of behaviour. Children should be made to feel at ease to be able to raise issues of concern and feel supported by their classmates. They practice voicing their views, so that they can be resilient and do so when they may experience difficulties with their peers or an adult
- a **behaviour plan** may be needed for some children- talk to SENCO/ Headteacher

Consistent response to children not following behaviour expectations

For most behaviours the following will be consistently followed; some behaviours may require some steps to be removed due to the seriousness of the behaviour.

- **Initial intervention** as quickly as possible- **non-verbal or verbal reminder** to follow the rule (state which- ready, respectful, safe):
 - move to the child and give a signal, or have a quiet word if you can
 - if you need to, say the name and give a signal (use symbols on the poster as visual cues)
 - give take up time for the child to take the requested action; don't react to further unwanted behaviour- come to that later
- **Second intervention**- repeat as initial intervention, but with **brief conversation** to cover:
 - I've noticed...
 - Remember when... (reflect on previous good behaviour)
 - I need you to...Give take up time for the child to take the requested action; don't react to further unwanted behaviour- come to that later
- **Time out or move place:**
 - to another seat or space- to reflect or to carry on with an activity
 - to sit or stand near an adult for a short while- to reflect or to carry on with an activity
 - to a 'safe space' set up in the room for a short while- to calm and reflect
 - where prior arrangement has taken place through a behaviour plan with a parent-carer and where there is supervision available, to a 'safe space' outside the classroom, to allow self-regulation of emotions (not disciplinary)
 - give take up time for the child to take the requested action; don't react to further unwanted behaviour- come to that later

[Placement other than in the child's usual classroom should only take place for the following reasons: to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; to allow the pupil to regain calm in a safe space. The pupil must go to a place where they are supervised *and* where they can either regain calm to quickly return to learning or where they can continue with their learning. If this happens with *any* frequency, then a behaviour plan should be put in place in consultation between staff, pupil and parent-carer.]

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- **Time is taken from playtime** for the child to make up learning that hasn't been done in lesson time due to behaviour, and/or to discuss behaviour, and/or to allow a **restorative conversation** between adult and child, or between children:
 - What happened?
 - What were you thinking/ feeling at the time?
 - Who has been affected?
 - How have they been affected?
 - What needs to be done to make it right?
- **Pupils are reminded again about our behaviour systems, rules and routines**, as appropriate to the situation; this may be for individuals, groups, classes or whole school

When and how to respond to disagreements amongst children, in school (classroom or playground, elsewhere) or something reported from out of school that falls within our responsibility (eg. child-on-child abuse out of school/ online, poor behaviour of a pupil in the community)

Minor disagreements:

At Bressingham School, we recognise that adults aren't always there to support children with difficulties with peers and that it is important for children to be able to have the confidence and assertiveness to be able to do this for themselves. We practise children having their voice in Circle Time, as part of our RSHE curriculum, but also ask children to resolve minor issues themselves, when they occur. Not all of these will be reported, but children are reminded that they must report any discrimination or any hurt of significance to person or property.

Steps of action for minor disagreements:

- Staff will encourage children to try to resolve issues in discussion with peers:
 - Check if they have spoken to the other person/s about it and if not, encourage them to do so; if they seem reluctant, support by being nearby but not intervening
 - Check in with them that they have done this (if not nearby) and that they are happy that this has been resolved
 - If no resolution is reached, then follow the steps below verbally only (unless something of a serious nature is identified)
 - Inform the class teacher verbally

Significant disagreements:

These include discrimination, serious upset or hurt, or potential bullying, and must be resolved with the assistance of staff. If there is a serious incident at playtime, and you are unable to manage it yourself and continue to safely look after the other children, please give the child or children involved time out, separate to one another, and let the class teacher know straight away, so that they can decide whether to resolve it immediately or at the end of break.

Steps for significant disagreements:

- These will be resolved with the assistance of staff:
 - Speak to each child separately (and away from others) and record what each says
 - Seek witnesses if required (if there is a difference of opinion, denial, or a serious incident) and record what each says (away from others)
 - If someone has done something serious, complete a restorative conversation form with the person who has not followed the Acorns Agreements:
 - What happened?

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- What were you thinking/ feeling at the time?
- Who has been affected?
- How have they been affected?
- What needs to be done to make it right?
- Decide on what to do- sanctions and who to inform- in consultation with a senior member of staff if needed
- Speak to the person who hasn't followed the Acorns Agreements about what will happen
- Speak to the person affected about what will happen
- Enable a restorative conversation between the children:
 - What happened?
 - What were you thinking/ feeling at the time?
 - Who has been affected?
 - How have they been affected?
 - What needs to be done to make it right?As far as possible, ensure that the children feel that the conflict has been resolved
- Inform parents where appropriate:
 - Parents of both parties *must* be informed for any discriminatory behaviours or physical hurts or bullying (see anti-bullying policy for definition, etc)
- Record what has happened on the school's electronic recording system
- Inform the class teacher, who will inform the headteacher
- Pupils are reminded again about our behaviour systems, rules and routines, as appropriate to the situation; this may be for individuals, groups, classes or whole school

Ongoing difficulties with behaviour for individuals: pupil support

If staff notice ongoing difficulties with behaviour for individuals, then further steps will be taken to try to pre-empt and avoid continuance. Any staff should mention this to class teachers and/or the headteacher.

Possible steps include:

- Consider any possible safeguarding concerns, particularly where there has been a sudden change of behaviour
- Discuss with the SENCO- are there any underlying difficulties
- Discussion with parent-carer
- Referral to other agencies where appropriate, eg: inclusion team, school to school support
- Individual behaviour plan set up in discussion between staff, child and parent-carer, which may include:
 - Further positive rewards for small steps of improved behaviour, e.g: tick chart, behaviour chart, star moment book to share a positive achievement in school each day, to share with home
 - Pre-emptive strategies in school, e.g: separate work-station, use of a safe space or working area in a different teaching space (supervised); limiting the area (or time) in which a child can play, allowing awareness of self-regulation, and/or increased supervision
 - Other ideas, including those suggested by outside agencies where appropriate, for example: school nursing team, school2school support, inclusion team, medical needs team, sexual behaviour team, or via other referrals to professionals
- Suspension or exclusion- the DfE Policy will be followed:
[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)

CHILDREN MUST NOT BE LEFT UNSUPERVISED i.e. they must not be sent to stand outside the room or sent to an empty room or corridor. The adult must ensure the health and safety of the child at ALL times.

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Child on child abuse:

Child-on-child abuse is explained in Keeping Children Safe in Education (2022) as follows:

- All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.
- All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence, such as rape, assault by penetration and sexual assault
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

For bullying, please see our anti-bullying policy; the other types of child-on-child abuse are approached through the processes which form this policy.

Physical Intervention

Appendix 4 shows our policy for Physical Intervention or Touch Policy. All members of staff are aware of the regulations regarding the use of force by adults. Staff only intervene to prevent risk of harm to another person, or if a child is in danger of harming him/herself or causing significant damage to property or engaging in any behaviour prejudicial to good order and discipline or loss of learning at the school. In such situations, we may need to physically touch or guide or prompt students, using the approved method taught in training. The training we use is Norfolk STEPs. If regular touching or guiding is needed for a pupil for risk reduction, this will be discussed with a parent/ carer and included in a behaviour plan for the child.

As a last resort, restrictive intervention that is reasonable, proportionate and necessary may be used. If a child needs to be physically restrained, this will be identified in an individual behaviour plan and will be discussed with a parent/ carer. Specific training for staff will be provided as necessary. All restraint incidents are recorded the same day and reported to a parent the same day. In an emergency (an unforeseen circumstance) restrictive physical intervention may be immediately necessary to prevent harm. Discussion with a parent/carer would follow and an individual behaviour plan formulated. A record of restraint should be completed using the school's online recording system, or on paper if there is a specific exception for a child on a behaviour plan. The headteacher should be informed and a witness (if available) will be asked to add to the form.

Radicalisation and the Prevent Strategy

We are required, by Government, to look out for certain kinds of behaviours which may indicate that a child is at risk of radicalisation. **See Safeguarding Policy.**

Screening, searching and confiscation, including banned items

Rarely, a child may bring in an item which may be dangerous to themselves or others. We will act in accordance with the following document from the DfE: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/Searching_Screening_and_Confiscation.pdf).

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Prohibited items include knives and weapons, alcohol; illegal drugs; stolen items; 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, or damage to property of any person (including the pupil); an article specified in regulations: tobacco and cigarette papers, fireworks, and pornographic images. Staff may search for these items, with the pupils' permission, or using 'reasonable force' (considering any SEND, mental health or medical conditions), confiscate them and keep them at the school office for collection at the end of the school day, when a parent or carer can collect it, unless it needs to be reported to/ passed to the police.

Special permission should be sought for bringing the following into school: mobile phones, smart watches, other electronic devices, cameras, jewellery/ accessories not in accordance with the school's policy.

Complaints

If a parent/carers or pupil is not satisfied with action taken they should be informed of their right to make a complaint, following the Complaints Procedure on the school website.

Please also refer to: Anti-Bullying Policy, Safeguarding Policy

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Appendix 1 - Bressingham Primary Behaviour Checklist

We agreed to implement a list of consistent behaviours amongst staff.

1	<p>Our consistent routines help us to ensure that all are:</p> <ol style="list-style-type: none"> 1. Ready to learn 2. Respectful 3. Safe <p>And following the ACORNS agreements</p> <p>This helps us to create a culture of exceptionally good behaviour: for learning, for community and for life (and see other behaviour policy aims)</p> <p>Please explain expectations clearly and regularly, with visual cues:</p> <p>Routines through a day:</p> <ul style="list-style-type: none"> • Arrival- silently on with EMA (staff greet individuals by name for respect)- this is learning time; bottles are put under tables or in water bottle trays, depending on the class arrangements; they are not usually to be used except for agreed times unless the person has a specific need for very regular drinking • Register- silence- if some children answer in a silly way for attention, you could ask everyone which meal they would like, then complete the other register once you know who is and isn't there- the register is an important legal document • Routine for end of EMA- if coming back to it, leave things tidily ready to continue; if not, what to do with books and materials and possibly prepare for the next lesson- give instructions with visual cues and establish this as a routine; the first instruction is silently... • Line up for assembly- silently- could do table by table or line by line- encourage to line up with people they can sit well with in assembly, so that they are ready to listen and concentrate- assembly is important; move to the hall silently, sit silently; return from assembly is also silent, ready to learn • If you have carpet time, have carpet spaces and ensure that how to move to/ from the carpet is calm and organised- can they do it without you hearing them, when you close your eyes? • If you have a talk partner, practical or collaborative activity, before you start, set ground rules for noise levels and let children know how they will know it is time to stop and listen (see below for attention grabbers); make these times purposeful- let them know what you will need from them at the end of the discussion; make it individual- you could ask any person in the pair/ group so they all need to know; ask them to record their thoughts and add initials of those whose idea it was and try to get all to have something recorded (with an S if someone in the group has supported them to give the idea) • Each time on clearing up before playtime/ lunchtime/ changing activity- set up a routine for what is done- initially use visual cues as you explain, start with 'silently' (Children need to get hands before playtime and take snacks, water bottles out with them) • Each time you line up to go to play/ lunch/ PE/ end of day, line children up silently- you could choose those who have followed the tidying up routine to line up first; they need to be silent as others are still working (At playtime/ lunchtime, please take the children out to ensure that someone is on duty before leaving them) • At the end of break, classroom staff arrive 2 minutes before the end of play, ready to speak
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	<p>to duty staff if needed and to receive the children. The bell is rung once for everyone to stand still and silent. (It is important that they are silent, so that should there be a need to speak to all the children, or in case of an emergency, the children are used to this drill.) Then the member of staff can either ring the bell again for all to line up, or ask a class to line up at a time. Children should walk silently to the line and line up one behind the other silently, then walking silently to school. (This is important, as we have had several incidents on moving to the line or in the line, together with being important for fire drills and moving around the school generally, so as not to disturb others' learning.) It is a fair distance to the far end of the school from the field, so it may help to give children something to practise in their heads as they go. Children should be stopped at the door to the building and reminded that they are coming into the school and need to be quiet and ready. At the classroom door teachers will remind children that they are coming in to work now and give instructions about what they must do: hand gel, have a quick drink and so that they are <i>ready to learn</i></p> <ul style="list-style-type: none"> • At the end of lunch, years R, 1, 5, 6 will need to be collected from outside (please be outside 2 minutes before end of lunch; routine as at playtime); years 2, 3, 4 will come back from the lunch hall, silently- please be in the classroom 2 minutes before end of lunch; these children should wait in the corridor if there isn't an adult in the classroom- they shouldn't be released from the hall before 1.08. • After lunchtime, children should know their routine- silent, hand gel, quick drink, <i>ready to learn</i> • Change of activities: silent routines explained and followed • PE and daily run: hand gel before and after PE (not daily run), silent lines around school; low level of noise, so can hear the voice of the teacher easily; routine signals set up for still and silent or silent and come to me (really important for <i>safe and ready to learn</i>) • End of day: 3.15 tidy up routine (silent, set up with visual cues initially), hand gel, ensure have everything they need, line up and go out ready for gates to open at 3.20; after school club children can go to the hall; others stand in agreed place, next to the wall/ fence and away from the front fence (wherever possible); handover to parent-carers- if unsure about who someone is going with, please check with SLT first (some children are not allowed to go with certain people; some may have regular arrangements, some may have specific arrangements- a phone call is better than sending with the wrong person) • Once most children from a class have gone, remaining children can wait with the member of staff on the gate • Children going to clubs stay with classroom staff and are taken by staff to the person leading the club
1	<p>Parallel praise – praise pupils' good actions more than highlighting poor actions- do this constantly</p> <p><i>Ideas:</i> Lessons- have a (visual) reward chart and keep adding rewards throughout lessons Learning and behaviour generally- reward chart (10 spaces to put a symbol in, with a reward sticker and/ or a marble in the jar for the class/ other agreed reward, when all filled) Routines- choose those who have followed routines well to line up first, or reward individuals, groups or classes for following routines well</p>

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2	<p>Use an attention grabber to get immediate class attention for pointing out common misconceptions or reshaping the lesson.</p> <p><i>Ideas:</i> 1, 2, 3, Eyes on me Eyes and ears this way – thank you Learning stop Bell or other instrument The expectation is that by the last word/ end of the sound, all pupils are silent and looking at the staff member.</p> <p>Back to me – often after talk partners, said slowly to allow them to finish and be looking by the end.</p> <p>Hands up (children do the same, without speaking)</p> <p>5,4,3,2,1, (0) -staff may use this to count down in order to speed up transitions in class.</p>
5	<p>Whole class rewards are to be encouraged. All classes need to follow the agreed consistent rewards: reward card, marbles in a jar (or similar, leading to whole class reward time), good citizen book; classes can add extra rewards- some ideas above</p>
6	<p>Acorns Agreement to be discussed at the beginning of the year and signed by the children to show their agreement, then displayed prominently in the classroom; behaviour poster to be displayed in all classrooms and elsewhere as appropriate</p>

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Appendix 2 Physical Intervention or Touch Policy Statement- provided during Steps training for staff

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is important that you have read and understood this policy to appreciate the reasons why we may choose to hold/ touch children and the appropriate ways in which we do so.

Why do we use Physical Intervention (Touch)?

We may choose to use physical intervention for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How do we use physical intervention (Touch)?

Hugging

At this school, we encourage staff who are using touch for comfort or reward to use a 'school hug'. This is a sideways-on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand-holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when age appropriate and the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children or contain children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to either hold the hand or arm of the adult or wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's hand for a little extra security if it is required.

Lap-sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

Guiding and restraint

In accordance with Government guidance*, and although the list is not exhaustive, guiding or restraint can be used if in the judgement of the member of staff they need to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts

If needed, guidance or restraint will be carried out with the minimum of force needed, which must be 'reasonable force'. 'Reasonable in the circumstances' means using no more force than is needed*.

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If a child is considered to be causing or about to cause a risk to themselves or others (physical, emotional, or educational), or significant damage to property, we may guide them using an open hold, behind their upper arm, near to the elbow. Staff have been trained in this technique, which is rarely used, and usually only with children where a risk has previously been assessed and discussion with a parent/ carer has already taken place about the possibility of needing to use this method. Staff may use untrained or previously not agreed guiding where this is needed in a previously unexpected case. If guiding had to be used in an emergency, a full and immediate report to senior staff would be required.

Restraint

Restraint will not be used unless for the prevention of imminent harm, and using only 'reasonable force'. If it is believed that the risks a child presents may require restraint, training will be provided for staff and a parent/carer consulted. Staff may use untrained or previously not agreed restraint if necessary in an emergency situation. If restraint had to be used in an emergency, a full and immediate report to senior staff would be required.

Exceptions

At times, children may be in such crisis or distress that they hold you in a way which is not as described above (e.g. cuddling, clinging or lap-sitting). If this should happen please ensure that you have informed a senior member of staff. You may be asked to make a note of this, with an explanation, in order to record and monitor the amount of times the child is seeking this comfort or control.

Please note that although we have a touch policy and believe that touch can be a positive experience for the children, this does not mean that you *have* to touch children. It should also be realised that some children will not want to be touched.

If you have any questions or would like a further discussion regarding this policy, please speak to a senior member of staff at the earliest opportunity.

Definitions (from current guidance) the joint DfES and DOH Guidance for RPI (July 2002):

Physical intervention is all physical contact.

Restrictive physical intervention (RPI): use of force to control a person's behaviour, can be employed using bodily contact, mechanical devices, or changes to a person's environment.

*[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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Bressingham Primary School

Behaviour Policy



Bressingham Primary School
HOME SCHOOL AGREEMENT

Dear Parents/Carer,

We recognise that the education of your children is a venture shared between you, the parents, and us, the staff at school, together with the children themselves

We each have our part to play. We welcome your support, value your involvement and are pleased to see you at school.

Please read and sign (your child too) the attached home – school agreement and return it to your child’s teacher.

Please return just this sheet and keep the information part of this document for your records.

Thank you

Parent/carer (name and signature)

.....Date.....

Pupil (name and signature)

.....Date.....

Headteacher (signature)

Date *September 2022*

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Bressingham Primary School

Behaviour Policy



Bressingham Primary School

HOME SCHOOL AGREEMENT

School:

To help your child at school we will try our best to:

- Provide a safe, friendly atmosphere and ensure your child's wellbeing at all times
- Share information about your child and the school regularly
- Promote super learning powers (resilience, resourcefulness, reflectiveness and reciprocity)
- Provide a broad, creative, high quality curriculum
- Contact you if we are concerned about your child's learning or behaviour
- Expect the best from children in behaviour and learning
- Provide high quality remote learning and feedback for children absent from school due to pandemics
- Actively welcome parents/carers into the life of the school
- Use school equipment only to take images of children and store these securely, being aware of parental preferences for sharing images
- Keep you informed about the school's policies and guidelines
- Treat parents with dignity and respect

Home:

To help my child at school I will try my best to:

- Ensure that my child attends school regularly and that absences are properly notified
- Ensure that my child arrives on time and is collected promptly at the end of the school day
- Support the School's healthy eating policy with healthy lunchboxes, healthy snacks, and no nut policies
- Support the school's policies and guidelines on behaviour and equal opportunities
- Support my child and the school staff in helping my child to do their best in behaviour and learning
- Support my child with reading and homework, and (if needed) remote learning
- Attend Parents' Evenings and discussions about my child's progress
- Ensure that contact details are kept up to date (new mobile numbers etc)
- Ensure that if images taken at school events will only be used following the school's policies below:
- I/we will keep to the school's Internet and Social Networking, Cyberbullying and Data Protection Policies
- I/we will treat the school's staff with dignity and respect

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Bressingham Primary School

Behaviour Policy



Bressingham Primary School
HOME SCHOOL AGREEMENT

Pupils

To help myself at school I will do my best to:

- Produce my best work in my lessons
- Enjoy school and help other children to do the same
- Follow our Acorn Agreements and put them into practice:
 - A We aspire to achieve
 - C We are kind and collaborative
 - O We are open and honest
 - R We respect ourselves, one another, property and the environment; we are kind, we are gentle
 - N We welcome new opportunities
 - S We develop our super learning powers
- Be ready, respectful and safe at all times
- Have a super learning power mindset so that I am ready to learn and to enjoy life:
 - Be resilient
 - Be resourceful
 - Be reflective
 - Be reciprocal
- Not bring electronic equipment into school unless this is agreed between parents/ carers and school; if this is agreed, it will be handed in at the office for the day
- I will use the internet safely and let *adults* know if I or anyone else has seen anything that has worried or upset them, or I know not to be appropriate
- I will do my homework to help my learning
- I will be polite and respectful to adults and other children

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Bressingham Primary School

Behaviour Policy

Appendix 4: Communication with children and prompt sheet for staff

For children:

Follow our Amazing Acorns Agreements for a happy, safe, learning school community...

Be ready to learn

Be respectful

Be safe

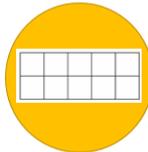


Our AMAZING ACORN Agreements

From tiny acorns, mighty oaks grow

A	We aspire to achieve
C	We are kind and collaborative
O	We are open and honest
R	We respect ourselves, others, property, and the environment; we listen, we are gentle
N	We welcome new opportunities
S	We develop our super learning powers (we are resilient, resourceful, reflective and reciprocal)

• How we celebrate



• How we remind you



verbal reminder x 2

move place or time out

miss some playtime

For staff:

Useful words and phrases...

Respect and positive reinforcement:

1. Meet and greet on arrival
2. Refer to 'ready, respectful, safe', ACORNS agreements
3. Remind children of these regularly- positive reinforcement, and when something has happened
4. Explain and model positive behaviours and build relationships
5. Plan lessons that engage, challenge and meet the needs of all learners
6. Use positive praise, throughout every lesson, use individual and whole class rewards
7. Prevent before sanctions
8. Be calm and give 'take up time' when going through the steps (see below)
9. Follow up every time, retain ownership and engage in reflective dialogue with learners
10. Never ignore or walk past learners who are behaving badly

Pre-empt:

- be clear about behaviour rules and expectations
- say what you want to see with short clear instructions and visual cues
- set up consistent routines to reduce the need for new instructions- see Appendix 1 for routines
- positive praise –see left
- plan ahead - know your children and any triggers
- placement of staff- ensure you can see everything happening; move nearer to where you can see something building, or if you can't, move that person or people, to be away from someone, or nearer to you, in advance
- placement of children- in lessons, in lines, in playground areas
- have a quiet word
- Circle Time/ RSHE- these times can be used to address issues such as conflict resolution, assertiveness and to reinforce our expectations of behaviour. Children should be made to feel at ease to be able to raise issues of concern and feel supported by their classmates. They practice voicing their views, so that they can be resilient and do so when they may experience difficulties with their peers or an adult
- a behaviour plan may be needed for some children- talk to SENCO/ Headteacher

Steps:

Allow take-up time...

- Non-verbal or verbal reminder
- Brief conversation:
 - I've noticed...
 - Remember when... (reflect on previous good behaviour)
 - I need you to...
- Time out or move space
- Time from play-time
- Remind: 'ready, respectful, safe', ACORNS agreements

Restorative questions:

- What happened?
- What were you thinking/ feeling at the time?
- Who has been affected?
- How have they been affected?
- What needs to be done to make it right?

Remind: 'ready, respectful, safe', ACORNS agreements

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