



Bell Lane Primary School and Children' Centre

Behaviour Policy and Restorative Practice and Statement of Behaviour Principles

At Bell Lane Primary School we value:

peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance and love

| Document Control | |
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1. Aims

- 1.1 This policy aims to uphold the behaviour principles agreed by the governing body and:
- Provide a **consistent approach** to behaviour management in our school.
 - **Define** what we consider to be unacceptable behaviour, including bullying.
 - Outline **how pupils are expected to behave**.
 - Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
 - Outline our system of **rewards and sanctions**.
- 1.2 This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone has high expectations of the children, and all feel respected, valued, safe and secure.

2. Legislation and statutory requirements

- 2.1 This policy is based on advice from the Department for Education (DfE) on:
- [Behaviour and discipline in schools](#)
 - [Searching, screening and confiscation at school](#)
 - [The Equality Act 2010](#)
 - [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](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
 - Sections 88-94 of the [Education and Inspections Act 2006](#), which require 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.
 - [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. Definitions

| Misbehaviour is defined as: | Serious misbehaviour is defined as: |
|---|---|
| <ul style="list-style-type: none"> • Disruption in lessons, in corridors between lessons, and at break and lunchtimes • Non-completion of classwork or homework • Poor attitude • Incorrect uniform | <ul style="list-style-type: none"> • Repeated breaches of the school rules • Any form of bullying • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism • Theft • Fighting • Smoking • Racist, sexist, homophobic or discriminatory behaviour • Possession of any prohibited items. These are: <ul style="list-style-type: none"> ○ Knives or weapons ○ Alcohol ○ Illegal drugs ○ Stolen items ○ Tobacco and cigarette papers ○ Fireworks ○ Pornographic images ○ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) |

4. Equality

4.1 At Bell Lane Primary School we understand and respect that all of our pupils are different and are committed to providing a school experience that is accessible and appropriate for all our pupils. Where relevant, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach services
- Educational Welfare Officers
- Families First Team
- Children's Social Care

5. Bullying

5.1 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.

5.2 Bullying is, therefore:

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

5.3 Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| 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 |

5.4 Details of our school's approach to preventing and addressing bullying are set out in our **Anti-bullying Policy**.

6. Roles and responsibilities

6.1 The governing board

- The governing board, or assigned committee, is responsible for reviewing and approving the written statement of behaviour principles ([appendix 1](#)).
- The governing board, or assigned committee, will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The headteacher

- The headteacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum & Standards Committee, giving due consideration to the school's statement of behaviour principles ([appendix 1](#)). The headteacher will also approve this policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

6.3.1 Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

6.3.2 The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

6.4.1 Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Behaviour Expectations

7.1 At our school, we aim to ensure that:

- Our school is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.
- Our school a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.
- Our school is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

7.2 This will be achieved through:

- Establishing a culture in which members of the school community uphold consistently high expectations of behaviour based on the school's 12 shared values.
- Establishing a school in which children's behaviour is outstanding.
- Creating clear, easy to follow, reward based and positive behaviour systems that are consistently adhered to by all.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner.
- Facilitating a process whereby children are empowered and enabled to be responsible for their behaviour.
- Providing opportunities to develop empathy and an understanding about the needs and rights of others.
- All pupils and staff being treated with respect.
- To prevent all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

7.3 We believe that children have the right to:

- Aim high and achieve their goals
- Learn in a positive environment free from disruption
- Be encouraged and praised for good learning and positive behaviour
- To be safe in their body and mind

7.4 We believe that every teacher has the right:

- To teach in a positive learning environment that is free from disruption
- To take firm action to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of what outstanding behaviour looks like
- To be supported when needed by parents/carers, colleagues and senior staff
- To be respected by all children
- To be safe in their body and mind

What does good behaviour look like?

7.5 In lessons:

- All children listening, learning and on task
- Silent transitions to maximise learning time – 1,2,3 silent signals (1 = stand, 2 = move, 3 = sit)
- Children taking responsibility for their learning
- Hands up
- Responding to teacher signal to stop and listen quickly – hand up
- Effective, focused partner talk about learning
- Hands empty, body still, eyes looking, ears listening
- Helping tidy and being tidy
- Staying in seats during lessons
- Quiet learning focused whispers while doing independent work

7.6 Walking around the school

- SSS - Slowly, silently, single file
- Staying in line order
- Picking up litter/coats
- Respecting displays
- Facing the front

7.7 At playtime and lunchtime

- Engaged in play
- Respectful to staff and peers
- Walking to the toilets
- Inclusive
- Friendly
- Good language
- Good table manners
- Eating quietly
- Flushing the toilet/lifting the seat (boys)

7.8 On trips

- Listening to adults
- Representing Bell Lane Primary School
- Staying in pairs
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic
- Polite
- Quiet voices

7.9 In assembly

- Respectful – listening not talking or fidgeting.

Why do we need good behaviour?

- 7.10 To ensure that children's right to be heard, to learn, and to be safe in body and mind is always respected by everyone.
- 7.11 To ensure children can learn in a safe environment.
- 7.12 To create well rounded citizens by ensuring children have good social skills and show respect towards each other and adults at all times.

How do we ensure behaviour is consistently good or better at Bell Lane?

- 7.13 By all adults having consistently high expectations of all children with no excuses.
- 7.14 "Water the flowers not the weeds" – make it clear what you are looking for in children's behaviour.
- 7.15 Following the stages and shared strategies for rewards and consequences in the behaviour policy.
- 7.16 Working in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling this at all times.
- 7.17 Embodying the school shared values and learning behaviours.

8. The Restorative Approach

Our job is to teach the **PUPILS** we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now
ALL of them

- 8.1 At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected.
- 8.2 We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of ***peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance and love.*** On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.
- 8.3 We believe that by using this **Restorative Approach** we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.
- 8.4 **Restorative approaches** encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of ***respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.***
- 8.5 If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

- 8.6 If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.
- 8.7 Our pupils say that they prefer the Restorative Approach as it allows **ALL** parties to have their right to be heard respected.

About Restorative Language

8.8 **When our pupils find themselves in conflict or upset, we will ask them:**

- *What happened?*
- *What were you thinking or feeling when it happened?*
- *What needs to happen to put this right?*
- *What would you do differently next time?*

8.9 **We might also say to our pupils:**

- *What would you think or feel if this happened to you?*
- *What are you willing to admit to?*
- *How can we put this right?*
- *What could you do differently next time?*
- *What other choice could you have made?*
- *How could you make sure this doesn't happen again?*

8.10 Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative behaviour process and chart:

8.11 Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines – stages 1-4 – [Appendix 2](#).

8.12 We aim to:

| Reduce | Improve | Develop |
|--|---|--|
| <ul style="list-style-type: none"> • Exclusions • Disruptive behaviour • Conflict • Bullying • Low level disruption | <ul style="list-style-type: none"> • Behaviour • Learning • Attendance • Outcomes | <ul style="list-style-type: none"> • Honesty • Responsibility • Accountability • Empathy • Emotional Literacy • Conflict Resolution Skills • Positive Learning Behaviour • Positive Learning Environment • Independence |

9. Rewards and Sanctions

Our school will apply a number of rewards and sanctions, some of which include:

9.1 Traffic Lights System

This is a **positive behaviour management system** – to support and enable the teacher and children to achieve consistently high levels of behaviour by providing clear, visual guidance to the children as to the behaviour that all adults expect which supports learning and respects children's right to be safe and learn. It is also used to remind children about unacceptable behaviour that impinges or disrespects children's right to be safe and learn.

Gold Star

- To get on the gold star children have to exemplify exceptional examples of the empowering learning skills (**independent enquirer, reflective learner, creative thinker, team worker, self-manager, effective participator**). Records are kept by teachers to track how many times a child has been on the gold star. Rewards are given half termly in the Celebration assembly for those who have achieved 10 gold stars or more.
 - 10 stars = certificate
 - 20 stars = star badge
 - 30 stars = golden Bell Lane pencil

Green (Stage 1 in behaviour guidelines)

- Good behaviour, all children's names start here every day and are entitled to University time on Fridays.
- Any form of mild disruption will result in adult looking at the child with a clearly unhappy expression and reminding them of the golden rule that they are breaking. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.
- If a child continues to break the golden rules, remind them again of the value they are not respecting and give them a '1st warning' or 'reminder'.

Amber (Stage 2 in behaviour guidelines).

- If the pupil continues the behaviour, despite first warning or reminder, they move to amber – 2nd warning or reminder. Tell them or ask them what they need to do to get back onto green. When they have corrected their behaviour, move them back to green and praise.

Red (Stage 2 in behaviour guidelines).

- If the pupil's behaviour continues to persist despite adult intervention, pupil should be sent to a neighbouring class with the 5-minute sand timer to reflect on their behaviour, and cool off. Staff member to fill in Stage 2 form. Tell the pupil, or ask them, what they need to do to get back onto green. When they have corrected their behaviour, move them back to green and praise.

9.2 Managing Transitions in class and around school

To maximise learning time and safety, we use the following behaviour strategies to maintain safe and efficient transitions when moving around in class and around school:

Silent signals

- Staff hold fingers up for children to see, children respond accordingly:
 - 1 – stand
 - 2 – move
 - 3 – sit

3 S's – slowly, silently, single file

All children are expected to move around the school following the 3 S's – slowly, silently, single file.

9.3 Rewards systems

9.3.1 Class rewards:

Golden stars

- See above for learning behaviour reward system.

Dojo Rewards/Celebration

- Dojos are given to individual children and the class or groups for good behaviour and learning. They can be given by anyone in the school. Class teachers put their class dojo points up on a certificate on the "Dojo Door" each Friday to celebrate. Parents are informed via the app if their child gets a dojo point.

9.3.2 Phase reward system:

University Time

- 30 minutes each Friday from 2.45pm – 3.15pm – all children on green at the end of the week are entitled to attend all of it. Phases come up with skills options and organise resources. Children sign up to skills options on Friday morning. Phases go to hall to split children at 2.30.
- SLT to supervise children missing University time (children on stage 3 incidents) in a nurture group.

9.3.3 Whole school rewards system:

Achievement assembly

- Every Friday morning teachers choose 2 "**Learners of the week**" and write a certificate for them to be given out in the KS1 and KS2 assemblies by SLT. Attendance achievements are also celebrated.

Celebration assembly

- Each half term **golden star certificates and prizes** are awarded to children who obtain 10 or more golden stars for demonstrating good learning behaviours in a whole school assembly.

Golden Tea Party

- Each half term teachers select children who have consistently respected and demonstrated the school's values and learning behaviours to attend a golden tea party with the Headteacher.

9.3.4 Off-site behaviour

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9.3.5 Malicious allegations

- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.
- Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.
- The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Early Years Foundation Stage (EYFS) Behaviour Policy

10.1 The EYFS team follows the same policy as the rest of the school with some adjustments for Nursery children while settling in.

10.2 The school values will be displayed in each classroom with corresponding pictures to help illustrate.

Sharing

- 10.3 If a child wants something another child has, they can get the 5 minute sand-timer. They need to show this to the other child and say, "When this has finished it is my turn". Adults need to support this until children can use this method independently.

Praise and rewards

- 10.4 At our school we believe that the key to promoting positive behaviour is through praise and rewards. Some of the ways we do this are:
- **Praise**- lots and lots! This is the first stage of reward. We try to 'catch' children behaving well and use praise in a 10:1 ratio.
 - **Through language and gesture** e.g. thumbs up, "I like the way you are..." We describe the positive action explicitly e.g. "Well done, you can put your bag on your peg all by yourself".
 - **Positive directions**- we phrase directions using positive wording, e.g. "Let me see you walk inside the classroom".
 - **Dojo Points**. These are referred to during the day. Parents are encouraged to sign up to the e-mail account to refer to at home for consistency.
- 10.5 Clear expectations are set by all adults at the beginning of the school year. In addition, regular circle times, give classes opportunities to promote and reward positive behaviour. Before any involvement in the behaviour system, all children are fully aware of school expectations

Reflection time

- 10.6 The child will be told to sit at the 'Reflection table' with the sand-timer, (3mins for Nursery and 5mins for Reception upwards), and think about what they have done.
- 10.7 When the timer has finished, they should bring it to the adult. Adult will check they have understood why they had to sit out.
- 10.8 Adult will ensure child apologises to the person they upset and restore anything affected by their behaviour such as picking up toys they have thrown.
- 10.9 As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.
- 10.10 A record of the incident will be logged and on the 3rd occasion a stage 2 form will be completed and collected by Teresa who log on Safeguard. Staff in EYFS will communicate this with parents/carers will at the end of the day.

11. Exclusion from school

- 11.1 The Behaviour Policy and Restorative Practice is underpinned by the shared commitment of all members of the School community to achieve two important aims:
- The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
 - The second is to realise the aim of reducing the need to use exclusion as a sanction.
- 11.2 The decision to exclude a student will be taken in the following circumstances:
- In response to a serious breach of the School's Behaviour Policy
 - If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

- 11.3 Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the Deputy Head who is acting in that role).
- 11.4. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:
- Verbal abuse to Staff and others
 - Verbal abuse to students
 - Physical abuse to/attack on staff
 - Physical abuse to/attack on students
 - Indecent behaviour
 - Damage to property
 - Theft
 - Serious actual or threatened violence against another student or a member of staff.
 - Sexual abuse or assault.
 - Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.
- 11.5 This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction.

Fixed Term Internal Exclusions

- 11.6 It is our duty to ensure children have their right to an education and where possible any exclusion from lessons for behaviour should be minimized.
- 11.7 However, if interventions highlighted in stages 1,2 or 3 are exhausted or proving ineffective and behaviour that impinges on children's and adults right to be safe is persistent or extreme, as a last resort fixed term internal exclusions will be issued by members of the SLT.
- 11.8 Fixed term internal exclusions are a last resort and will usually be preceded by behaviour intervention and support at stages 2 and 3. These interventions will be discussed and agreed by the child, class teacher, parent, phase leader, SLT and learning mentors.
- 11.9 Issued by members of the SLT for persistent or severe display of Zero Tolerance or Stage 3 behaviours that impinge on children and adults right to be safe.
- They may include periods of up to three days where the child may miss breaktime, lunchtime and lesson times. This fixed term internal exclusion will be supervised by the Learning Mentor or SLT.
 - A Behaviour Support Plan will be implemented to monitor the child's behaviour during and following the period of exclusion for a suitable period of time.

Fixed Term External Exclusions

- 11.10 Where extreme or persistent behaviour that seriously breaches adults or children's right to learn and be safe, the Barnet behaviour team – High Incident Support Team, will be contacted for further advice regarding exclusions.
- 11.11 Most external exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- 11.12 Following the decision to internally exclude a child, parents are contacted immediately where possible. A meeting will be held with the parents, child, SLT, class teacher and learning mentor and followed up by a letter sent by post giving details

of the exclusion and the date the exclusion ends. Parents carers have a right to make representations to the Federated Governing Body and the LA as directed in the letter.

- 11.13 During the course of a fixed term exclusion where the student is to be at the exclusion partner school – Wessex Gardens Primary School - accompanied by a Learning Mentor, parents are advised that the student is not allowed on the school premises, and that daytime supervision is the responsibility of the partner school – Wessex Gardens Primary School and the Learning Mentor.
- 11.14 The partner school will provide reflection exercises for the child to complete while they are on their fixed term exclusion at Wessex Garden Primary School.
- 11.15 A Return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher or Deputy in their absence, the child, their parents, learning mentor, class teacher. Behaviour targets and risk assessment measures will be agreed by all. A behaviour passport will be completed with the members in the meeting. Behaviour will be continued to be monitored on return to school until all parties are happy with the improvement.
- 11.16 The DfE's regulations allow the Head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

Permanent Exclusion

- 11.17 The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.
- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)
 - The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff.
 - Sexual abuse or assault.
- 11.18 The School will consider police involvement for any of the above offences.
- 11.19 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

General factors the School considers before making a decision to exclude

- 11.20 Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
- Ensure appropriate investigations have been carried out.
 - Consider all the evidence available to support the allegations taking into account the relevant policies.
 - Allow the student to give her/his version of events.

- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

11.21 If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

11.22 In reaching a decision about whether or not to exclude, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

11.23 In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy and b) the effect that the student remaining in the school would have on the education and welfare of other students and staff.

11.24 In the case of a fixed term external exclusion, or a permanent exclusion, the school will follow its **Exclusions Policy**.

12. Physical Contact

12.1 Bell Lane Primary School recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics; various forms of therapy; the administration of first aid and intimate care.

12.2 Physical contact is also used to reassure and comfort children. This is especially pertinent during the settling-in period in EYFS classes where children may need to be cuddled and offered physical reassurance.

12.3 Staff will comfort children where necessary but will use minimal physical contact.

12.4 Friendly physical contact also helps develop relationships, which is crucial to the EYFS, so we ensure staff are trained in safeguarding and endeavour to teach children about personal space.

Use of reasonable force

12.5 On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.

12.6 Examples of circumstances when proportionate use of force may be reasonable.

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities

Team Teach Approach

12.7 Some of our staff are trained in the team teach approach for dealing with extreme cases of behaviour. This involves de-escalation techniques which are followed by all staff.

12.8 In very rare cases physical restraint might be necessary for the safety of the child or others. Only adults who have been trained to do this will restrain the child. If this happens parents are informed.

- 12.9 All incidents where holding has been appropriate are recorded (see Use of Force Record), parents/carers informed, and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches.
- 12.10 Further information about use of reasonable force at Bell Lane Primary School is contained in our **Positive Handling Policy**.

13. Training

- 13.1 Staff at Bell Lane are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.
- 13.2 Behaviour management will also form part of continuing professional development.
- 13.3 All staffing training is logged and monitored.

14. Monitoring arrangements

- 14.1 This behaviour policy will be reviewed by the headteacher and the Curriculum & Standards Committee annually. At each review, the policy will be approved by the headteacher and Curriculum & Standards Committee.
- 14.2 The written statement of behaviour principles ([appendix 1](#)) will be reviewed and approved by the full governing board annually, in line with DfE recommendation.

15. Links with other policies

- 15.1 This behaviour policy is linked to the following policies:
- Exclusions policy
 - Safeguarding policy
 - Anti-Bullying Policy
 - Positive Handling Policy

Appendix 1: written statement of behaviour principles

Rationale and purpose

1. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Behaviour Policy.
2. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance [Behaviour and Discipline in Schools, January 2016](#).
3. The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
4. The school's Behaviour Policy is publicised to staff and families on the school website.

Principles

1. The Governing Body of Bell Lane Primary School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of **peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, perseverance and love**.
2. Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
3. Every pupil has the right to learn in a safe environment.
4. All pupils, staff and visitors are free from any form of discrimination.
5. Staff and volunteers set consistently high expectations of all pupils with no excuses.
6. School will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all times.
7. School's behaviour principles and Behaviour Policy is available to, and understood, by all pupils, staff and parents.
8. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and know to all staff.
9. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

10. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
11. Pupils are helped to take responsibility for their actions.
12. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour Guidelines

To be displayed in all rooms and used by all staff

| Stage | Behaviour | Consequences | Action/Managed by |
|--|--|---|---|
| <p>Stage 1</p> <p>Behaviours do not interfere with children's right to be safe or right to learn and they happen for the first time.</p> <p>LOW LEVEL BEHAVIOUR</p> | <ul style="list-style-type: none"> Low level disruption Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking. Pushing in the line. Walking around the classroom without permission. Bickering or squabbling. Telling tales/made up stories about others. Failing to complete the task set. | <ul style="list-style-type: none"> Verbal reminder | <ul style="list-style-type: none"> Restorative approach Use Restorative Questions Identify school value Name the behaviour Tell them what you expect – give example <p>If persistent:</p> <ul style="list-style-type: none"> See stage 2 <p>Managed by class teacher, MTS or Support Staff</p> |
| <p>Stage 2</p> <p>Behaviours do begin to impinge on children's and adult's rights most often the right to learn.</p> <p>They are often behaviours that have continued from stage one and sometimes require a period of time out.</p> <p>PERSISTENT LOW LEVEL BEHAVIOUR</p> | <ul style="list-style-type: none"> Stage 1 behaviour continues after adult intervention/ warning Failing to complete the task set for the second time in a day Throwing a tantrum which does not endanger others, themselves or school property. Swearing at another child. Deliberately breaking school property. | <ul style="list-style-type: none"> AMBER traffic light RED TRAFFIC LIGHT Miss 5 mins break time by the wall 5 min time out to partner class Behaviour passport for persistent behaviour | <ul style="list-style-type: none"> As above but in addition: Move child to amber or red on traffic light Children on RED complete Stage 2 Form <p>If persistent:</p> <ul style="list-style-type: none"> Class teacher to speak to parents at the end of the day Fill in behaviour passport with Learning Mentor <p>Managed by class teacher, Phase Leader and Learning Mentor</p> |
| <p>Stage 3</p> <p>These behaviours seriously impinge on children's and/or adult's rights, most often the right to be safe.</p> <p>ZERO TOLERANCE BEHAVIOUR</p> | <ul style="list-style-type: none"> Calling a child/adult racist/homophobic name. Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting. Fighting in the classroom or playground. Running out of the classroom during a lesson. Bullying (see anti-bullying policy) | <ul style="list-style-type: none"> Miss lunchtime Miss University Time on Fridays Behaviour passport for persistent behaviour Fixed term internal exclusion may be issued | <ul style="list-style-type: none"> As above but in addition: Fill in Stage 3 Form with child (collected by learning mentor) SLT follow up with parents and teacher Fill in behaviour passport with Learning Mentor (4 week program) Fill in racist/homophobic incident form and send to Borough Attend nurture group with Theresa during University Time or lunchtime <p>If persistent:</p> <p>Contact High Incident Support Team</p> <p>Managed by SLT</p> |
| <p>Stage 4</p> <p>Exclusions</p> <p>PERSISTENT ZERO TOLERANCE BEHAVIOUR</p> | <p>See school's Exclusion Policy</p> | <ul style="list-style-type: none"> Child sent to Wessex Garden partner school for fixed term external exclusion accompanied by Learning Mentor. | <ul style="list-style-type: none"> SLT to follow DFE and Barnet exclusion policy and guidelines <p>Managed by SLT & High Incident Support Team</p> |