



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School
A place where everyone can flourish*

Reviewed	Agreed by Staff	Agreed by Governors	Review Date
January 2024	January 2024	January 2024	September 2024

At Old Bexley CE Primary School, we aim to provide the best possible education for each child within the context of a caring Christian community.

Our school values are the Fruit of the Spirit – Love, Joy, Peace, Patience, Goodness, Kindness, Faithfulness, Gentleness and Self-Control (Galatians 5: 22-23) These values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners. They underpin all aspects of school life, including behaviour and relationships within the school.

POLICY ON POSITIVE BEHAVIOUR

Introduction

At Old Bexley CE Primary School, we care about and respect others in our school and in the wider community. The ethos of a Church of England school as a whole is an integral part of establishing and maintain high standards of behaviour. High expectations should be upheld within a caring community whose values are built on mutual trust and respect for all.

Our school wholeheartedly has positive behaviour strategies embedded in all areas of school life, reflecting the Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. (The Fruits of the Spirit – Galatians 5: 22-23)

The staff at Old Bexley recognise that all children are individuals and have different needs. They need support as they grow socially, physically, emotionally and intellectually. We value good behaviour and promote this by providing a positive working environment which we believe enhances a child's self-image. We ensure there are equal opportunities for pupils in a non-threatening situation, fostering personal and social development and responsibility.

The school has a numbers of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.

Our aims:

The basis of all behaviour at Old Bexley is to:

Love God, Love Each Other, Love Learning

All staff support the development of personal qualities and attitudes among pupils and subscribe to the following aims: -

- To encourage pupils to cooperate with one another, with staff and with other members of the Amadeus Academy Trust.
- To develop in pupils, the ability to exercise self-discipline and an acceptance of responsibility for their own actions.
- To help pupils to achieve a positive self-image and provide experiences which nurture a sense of care and responsibility towards others.
- To encourage a positive learning environment in which effective learning can take place.
- To provide an environment which fosters independent decision making and resilience by the children.
- To provide positive feedback about a child's successful experiences and allow children to experience a sense of satisfaction about their achievements by rewarding improvements.
- To encourage consistency and a feeling of common purpose among staff, and a sense of fairness and justice for all pupils.
- To minimise or prevent the occurrence of confrontations in school.
- To encourage the children to fulfil their potential by following the school vision

School Rules:

Everyone at Old Bexley aims to follow the school rules.

1. Move sensibly and calmly around the school at all times.
2. Keep their hands and feet to themselves.
3. Show respect to each other and the school environment.
4. Listen to and follow instructions.

Staff at Old Bexley encourage pupils to achieve these aims by:

- Explaining and modelling the behaviour we wish to see.
- Consistently encouraging and praising children in relation to the aims.
- Recognising and highlighting good behaviour as the norm.
- Telling parents about their children's work and behaviour.
- Ensuring that children enjoy their education through gaining success in appropriately activities.

Rules:

Each class at Old Bexley decides upon their own set of rules. These must be consistent across the school.

Classroom rules should be:

- Taught in the early stages
- Limited in number

- Clear and observable
- Applicable at all times throughout the day
- Communicated in a form suitable for the age and maturity of pupils
- Reinforced regularly
- Supported by pictures of the children displaying the rule

These are displayed in each classroom.

Implementing the Positive Behaviour Policy:

Positive encouragement - by making it clear to children what we would like, rather than what we would not. We should establish clear expectations and give positive feedback. Every effort should be made to maximise the positive and minimize the negative.

Positive rewards - house points, celebration assemblies, certificates, stickers, positive vocal and written comments on work, positive feedback.

Special arrangements - targets for children to work towards that have been clearly agreed between child and teacher, feedback sessions with individual pupils.

Giving the child a chance to succeed - by deliberately setting up learning and social situations whereby the child will achieve success.

Looking for good - look for chances to praise children rather than seize upon opportunities to criticise.

Good publicity - when possible utilise opportunities such as Star of the day (class level), celebration assemblies to highlight children's efforts.

Talent and ability - most children can succeed in something. Give them the opportunity to do so.

Establishing good relationships - try to "get to know" the child (Single Child View) and probe below the surface. It may be possible to do this informally by asking the child to help you when other children are not around.

Encourage self-control - children need to learn over a period of time that they are responsible for their own actions. Children need sensitive help and encouragement in working toward methods of self-control.

Teach social and inter-personal skills - some children require a great deal of help in developing such skills in order to acquire appropriate relationships with adults and peers.

Support for emotional children - be available to listen on occasions. Help the child to put his/her emotions into words and discuss them with you. Provide warmth and acceptance.

Involve parents positively - gain parents' agreement for them to reinforce that which takes place in school with praise, privileges. If necessary attempt to change parental expectations and attitudes where children are being over-criticised. Feedback pupil progress to parents regularly.

Use social engineering - place the child with a particular pupil to act as a model and and/or friend. Have each one record the positive achievements of the other.

Match the task to ability - make sure expectations are reasonable and that the child is neither bored by being under-stretched nor over-faced by a task which is too difficult.

Teach through existing interests - by getting to know the child it may be possible to promote learning by exploiting a particular interest.

Use confrontation avoidance tactics - Defuse crisis situations by avoiding over-reaction while still maintaining authority. There are considerable skills in being assertive without being aggressive and in communicating warmth as well as authority. This tactic of a warm but dominant and unflustered teaching style is usually the most effective.

Shouting at children is not encouraged as it has a negative impact on behaviour and self-esteem.

Improve the child's self-esteem - arrange for some acceptance and approval from adults and peers who are significant to the child. Self-confidence comes from feelings of competence, mastery and achievement. If a child is not experiencing such feelings, arrange, if possible, for this to occur.

Rewards and sanctions – the positive behaviour chart

Every classroom will display the school's visual behaviour chart that clearly shows the rewards and sanctions. Every child's name will be displayed. At the beginning of each day every child's name will be in the middle section (ready for learning). Every day is a fresh start.

Rewards

Every child has the chance to be rewarded for their behaviour in different stages. Rewards include a sticker, house point, HT sticker and postcard home. Every child should aim to be within the green area on the chart by 11.00am.

Sanctions

On each sanction, the child's name is moved down the behaviour chart. All children will be encouraged to make the right choices and to have their name moved up the reward chart. Once a child is on missed play, their name cannot be moved.

Reminder/warning

Low level misbehaviour (e.g. talking when shouldn't or making silly noises etc.) can be addressed non-verbally by looks, points, clicks of fingers etc. Should this be repeated several times a verbal warning would be issued and the child's name is moved downwards on the chart.

Thinking time

Thinking time is given if the child continues to misbehave. Thinking time is a small amount of time where the child has time to reflect and think about their behaviour choices. Thinking time is spent in the classroom. The child's name moves down the behaviour chart. At a convenient time after, the teacher should discuss the incident with the child and expectations reinforced.

Missed playtime

Each year group/phase will have an allocated space and member of staff supervising missed play both in the morning and afternoon. The child will spend 10 minutes of their playtime reflecting on their behaviour choices. The class teacher will complete a missed play slip to be sent with the child explaining why they have the sanction. The child's name is recorded in the missed play file. If a child has 3/5/8 missed plays in a half term, then the class teacher will send a letter home. If the child has 8 missed plays, then a meeting with the parent must be arranged.

Time out in another class

If a child continues to make the wrong choices, then they will be sent with a slip to another class. The class teacher sending the child will provide work for the child to complete. A letter will be sent home to the parent on the same day.

Sent to the Principal

In some circumstances, where the incident is considered totally unacceptable by the class teacher, the child will be sent with a red slip to the Principal. The Principal will make the decision to phone the parent or send a letter home. The sanction given could be an internal exclusion, loss of playtimes (depending on severity of the behaviour).

Recording incidents:

Class Behaviour files

If behaviour is serious enough, teachers will communicate personally by contact book, phone call or in person to parents about what has happened. It may also be necessary to communicate with the parents of children who have been on the receiving end of poor behaviour explaining what action has been taken. The file includes a record of children who have been on missed play, sent to another class or the P. These need to be kept up to date. Parent concerns will be recorded when appropriate. If a parent requests a meeting then notes and actions from the meeting will be recorded.

More serious behaviour incidents are recorded on CPOMS. Parents will be informed on any incident that has to be recorded on CPOMS on the same day. This will be by the class teacher, HOY or SLT.

Where there are ongoing concerns, parents will be invited in to meet with the Head of Year or DP/P to discuss targets for improvements for their child. During these meetings a support plan is worked out which could take the form of a weekly Behaviour Report sheet with specific targets to achieve. This will depend on the child's age and needs. Regular review meetings continue until everyone is satisfied that the pupil's behaviour has improved. The DP/P will see all children on a Behaviour Report on a weekly basis.

Midday Supervisors & Sports Coaches

Midday Supervisors and Sports Coaches receive training in school to support the Positive Behaviour Policy. Every lunch time, a member of the TLT will supervise a lunch time detention for children who need time off the playground for making the wrong behaviour choices. A slip needs to be filled in when sending a child to the lunch time detention with the reasons why.

All staff will promote good playground behaviour through effective supervision and the following guidelines should be followed by everyone on playground duty:

- Midday Supervisors will work as a team and make sure that all parts of the playground can be seen, avoiding creating 'blind spots'
- Midday Supervisors will be proactive by quickly dealing with rough play and squabbles, and addressing rule infringements
- Midday Supervisors deal with problems personally as passing the matter on can often undermine authority and lead to a lack of respect.

Lunchtime Sanctions:

- A reminder of rules/expectations and a warning
- A short period of time-out in a designated area or standing by a Midday Supervisor
- Removal from game or particular playground area and sent to the allocated space for lunch time detention. This will be recorded in the appropriate folder.
- Serious misdemeanours to be reported immediately to the Head of Year, AP/DP/P (e.g. abusive language, aggression, child on child aggression, damaging property, threatening another child or adult).

Parents:

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at school.
- We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the class teacher is unable to resolve the problem the matter is then referred to the Head of Year, AP, DP and P. If the concern remains, they will have to go through the APAT formal complaints procedure.
- See Code of Conduct for Parents.

Exclusion:

A child will be excluded from school only as a last resort as a result of serious breaches of our behaviour policy or of the criminal law. A child would be excluded when allowing him/her to remain in school would be seriously detrimental to the education or welfare of the child or others in school.

Serious misbehaviour which **may** result in exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Carrying an offensive weapon
- Bullying
- Racist abuse
- Sexual misconduct
- Possession or misuse of drugs or other illegal/dangerous substances
- Damage to school or personal property belonging to any member of the school
- Theft
- Persistent disruptive behaviour
- Malicious accusations against staff

Other circumstances may arise when the Principal decides it would be appropriate to exclude a child. In all cases the parents/carers of any excluded child will be fully informed of the reason(s) for exclusion.

Types of suspension

There are two types of exclusion:

a. Fixed period suspension b. Permanent exclusion

a. Fixed period suspension

This is limited up to 15 school days in any one term. The length of the suspension will be determined by the Head teacher depending upon the severity of the offence. The first exclusion will usually last between 2 and 5 days. This may be lengthened by up to 5 days to give principal more time to talk to parents and set out appropriate plans. It may be appropriate to establish a series of short fixed periods of suspension within one term, the aggregate suspension not exceeding 15 days.

Procedure for fixed period exclusion

1. On the day of (or day after) the offence the child's parents/carers will be informed of the suspension, its length and the specific reason for it. This will be communicated by letter and, if possible, by talking to the parents/carers. Parents/carers will be informed in writing that they have rights to make representations to the governing body and Bexley LA.
2. The Principal will inform the school's governing body and the LA of all exclusions.
3. The Principal will make arrangements for the excluded child to receive schoolwork to do at home until he/she returns to school.

b. Permanent exclusion

1. The Principal informs the parents/carers of the exclusion both verbally and in writing.
2. The Principal will inform in writing the parents/carers of their rights to make representations to the school's governing body.
3. The Principal will notify, in writing, the LA and the school's governing body.
4. The school's governing body appeals committee will convene a meeting within 14 days of notification to consider the case.
5. The child remains on the schools register until the appeals procedure is completed or until the parents/carers confirm that they accept the exclusion and intend to make other arrangements.
6. The Principal will arrange for work to be set and monitored during the period of appeal

Bullying, Racism, Homophobic Behaviour and Violence:

Whilst racism and violence are often clearly observable instances of unacceptable behaviour, the notion of bullying is a more difficult pattern of behaviour to define, detect and deal with. At Old Bexley, bullying is defined as: -

The wilful and conscious act of hurting, threatening, frightening or excluding someone through either physical or verbal abuse

The bully gains pleasure or gratification from the pain, fear or humiliation of his/her victim.

Pupils are encouraged to report such actions immediately.

Victims of bullying, racism, homophobic behaviour and violence should be:

- Listened to
- Supported and reassured
- Asked to report further instances immediately

Very small children may have already learned that aggressive behaviour helps them get their own way. Sadly, they may have also learned that creating fear in their victim is a rewarding experience. It is vital, therefore, that: -

- (a) Early intervention is employed before this learning is reinforced.
- (b) Pleasure or gratification from bullying is short-lived through the immediate punishment of such behaviour.
- (c) Witnesses of bullying learn that the consequences for the bully are serious.

It remains important that, even within the process of dealing with pupils who do not always appear to accept the ethos, values or code of conduct of the school, we should hold to the principle of praising good behaviour.

Sexism and sexual harassment:

The school will not tolerate any level of sexism or sexual harassment. This is in line with the 2021 DFE guidance.

This can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of people.

Sexual harassment: When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated. Examples of this are; sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and claiming someone sexualised names, sexual jokes or taunting, physical behaviour such as brushing against someone intentionally and interfering with someone's clothes. Online sexual harassment might include inappropriate sexual comments on social media; coercion or threats.

Any such incidences will be referred directly to the Senior Leadership team who will record the incident. All pupils involved will be interviewed, and parents informed as appropriate. Persistent harassment may result in a pupil exclusion. Any concerns relating to sexual harassment and violence will provoke a response under safeguarding procedures, as stipulated in the safeguarding policy. By this, meaning that the Designated Safeguarding Lead will be informed and inter-agency communication such as social care, early help/identified professionals will be notified as deemed necessary.

Sexual violence: When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003; Rape/Assault by Penetration/Sexual Assault.

The use of force to restrain or control pupils:

The school follows the DFE advice detailed in the document Use of Reasonable Force – advice for school leaders, staff and governing bodies.

The school recognises that there may be some occasions when the use of force is necessary to restrain pupils. For example:

- To prevent them committing a crime
- To prevent them causing injury, damage or disruption.

The school also recognises that the law forbids physical contact which is deliberately intended to punish, or which is primarily intended to cause pain, injury or humiliation.

Any instances where the use of force has been applied will be recorded in the appropriate book, signed and dated.

Pupil leaving the school without permission

Where a pupil attempts or is seen to be leaving the school premises without authorisation the following procedures must be followed:

1. Staff must follow the pupil to the perimeter fence/railings or gate and try to persuade the pupil to stay in school.
2. De-escalation techniques must be attempted. In such stressful circumstances it is important for staff remain as calm as possible and follow procedures.
3. If a pupil is deemed to be a high risk to themselves or other people then staff should adhere to their Safer Handling training.

4. At all times staff must be aware that the active pursuit may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting them at risk by running onto a busy road.
5. If the pupil has left the immediate vicinity of the school, a member of SLT must be contacted immediately and the lead person will direct the course of action.
6. Staff will follow the pupil and engage in a local search, following the pupil at a safe distance if in view. Staff must take their mobile phone.
7. The Principal/SLT member may direct additional staff to join in the search in a vehicle taking a phone with them.
8. If the searching staff lose sight of, or are concerned for the safety of the pupil or themselves, they must contact the school office giving current details of their location and the clothes which the pupil is wearing.
9. The Principal or designated staff must contact the police and the pupil's parents/carers.
10. If the pupil(s) has left the immediate vicinity of the school grounds and is no longer visible then senior staff will decide as to how to take matters further which will take into account:
 - a. The age of the pupil
 - b. The weather conditions
 - c. The nature of the incident which led to the pupil absconding
 - d. The pupil's previous history of being involved in episodes of absconding and their outcomes.
11. If the pupil returns of their own volition, parents/carers and the police will be informed as soon as possible.
12. Upon his or her return to school, and when the pupil is calm, the pupil should be seen by the Principal so that the reasons for absconding may be discussed in detail if this is appropriate. At this point a decision will be made as to the appropriateness of further actions.
13. A written report will be recorded on CPOMS.
14. It is important that following an incident the issues that arise are addressed and staff must:
 - a. Complete an individual risk assessment for the pupil involved.
 - b. Discuss the incident with the pupil and parents involved. Ensure that a records are kept of the discussion with the pupil and parents.
 - c. Report the incident on CPOMS.
 - d. Keep all colleagues informed and discuss the incident in staff/TLT meetings.
 - e. Review procedures for the individual every half term to ensure appropriate control measures are in place and that all staff are fully informed.
 - f. Inform the Chair of Governors as soon as practically possible.
 - g. Inform governors every term about any incidents of absconding.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with a speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The school will manage a pupil's behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being given.

If a pupil has an Educational, Health and Care plan, the provisions set out in that plan will be secured and the school will cooperate with the local authority and other bodies.

The school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Behaviour outside of school

If the school becomes aware that anti-social behaviour has been displayed by pupils outside of the school, it will be dealt with appropriately. For example, it will be addressed in circle time, small groups or a meeting with the parents. We expect our children's behaviour to be excellent at all times as they are representing our school.

Staff training and induction

All staff will receive induction which includes the behaviour policy within the school. Refresher training is completed every September for all staff.

More specialist training for identified staff will be given when needed especially for pupils with specific needs.

Banned items

The school will be able to search a pupil's bag/tray if they suspect a banned or dangerous item has been brought into school.

Year 6 children are the only year group allowed phones and these must be handed in at morning registration.



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OUR SCHOOL RULES

Everyone must:

- Move sensibly and calmly around the school at all times
 - Keep their hands and feet to themselves
- Show respect to each other and the school environment
 - Listen to and follow instructions

This applies to all children, staff, parents and visitors.

OLD BEXLEY VISION

We Love God, Love Each Other, and Love Learning
Celebrating all our children as unique and made in the image of God.
We strive for the mountain top, ensuring everyone can flourish in their
learning and live life in all its fullness.
We also seek to produce the Fruit of the Spirit - Love, Joy, Peace, Patience,
Kindness, Goodness, Faithfulness, Gentleness and Self-Control.

Galatians 5:22-23

