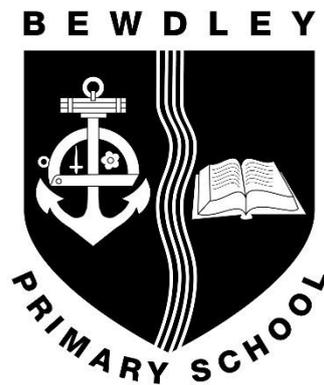


Revised September 2019

To be reviewed October 2020



Behaviour Policy
(including Exclusion Policy)
2019

Bewdley Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

At Bewdley Primary School, we aim to provide a secure and happy environment where everyone can enjoy learning and be inspired to:

- Achieve their best in everything by being responsible and working hard
- Appreciate their own and others' value and importance
- Be thoughtful, kind, caring and active members of the school and beyond
- Be proud of their achievements
- Develop imagination through creativity and resourcefulness
- Be resilient and determined to overcome any obstacle

Our Three Rules are:

READY

RESPECTFUL

SAFE

These rules inform our expectations of pupils, staff and visitors. We believe that we should be as inclusive as we can. We focus on educating our pupils so that they take responsibility for their own behaviour in a way which promotes our three rules.

We believe that developing positive, respectful relationships between all members of the school community is key to promoting good behaviour. Relationships education is embedded into our curriculum and modelled by all staff. Children are taught about what a healthy relationship is and how to deal with abusive (including peer – on peer abuse) or unhealthy relationships (See also PSHEC Policy/Anti-Bullying Policy/Safeguarding Policy)

All staff actively promote the behaviours we want through acknowledging pupils who go above and beyond in the application of our rules through dojos, movement on the zone boards, notes and messages (school/home) and other rewards (e.g. stickers).

If behaviour is not **ready, respectful or safe**, pupils are reminded about why this behaviour is not acceptable and are asked to think about what better choices they could make. Following these reminders, there may be consequences that are applied. Consequences include a loss of some time at playtime or lunch (so that they are able to reflect on their behaviour with a member of staff), a brief separation from the rest of the class (e.g. 5 mins working alone or in another class) or a phone call home. Where there is a pattern of behaviours that are a cause for concern, we may put in an intervention plan to support this. Examples of strategies to support this are listed **Appendix 1** – the strategy used will be based on an analysis of the individual child's need.

Very rarely behaviour can be dangerous to a child or to other children, disruptive to the good order of learning in the school or threatening to the safety and wellbeing of children and adults. In circumstances which are dangerous, disruptive or threatening further measures are applied. (**Appendix 2**)

APPENDIX 1

Intervention strategies to support when behaviour causes a concern

- Pastoral Team / Thrive approach
- Change of structure – differentiated curriculum, alternative provision, safe areas, Thrive rooms, Nurture room, protected time to reflect, Lego Therapy, Theraplay/alternative learning areas
- Targeted interventions e.g. social stories
- Working with parents to provide additional support at home
- De-escalation strategies
- Pastoral support plan
- Positive handling plan
- Involvement with outside agencies

APPENDIX 2

Dangerous, Disruptive or Threatening Behaviour (DDT)

Where actions are taken to address Dangerous, Disruptive or Threatening Behaviour our actions in school will be clear, communicated and recorded

Very rarely behaviour can be dangerous to a child or to other children, disruptive to the good order of learning in the school or threatening to the safety and wellbeing of children and adults. In circumstances that are dangerous, disruptive or threatening further measures are applied. These are:

In-Class separation. Where behaviour is DDT a teacher or TA may separate the child from the class or group in the classroom. Where this sanction is applied on a number of occasions the teacher will arrange a meeting with parents to discuss behaviour and seek support for improving learning behaviour.

In-Key Stage separation. Where behaviour is DDT a teacher may arrange for a child to work elsewhere in the key stage for the rest of that session or day. Usually this would be in another class in the key stage. When this sanction is applied the teacher will arrange a meeting with the parents to discuss behaviour and seek support for improving learning behaviour.

Where a child is the subject of more than one In-Key Stage separation an Individual Provision Map or Pastoral Support Plan (IPM/PSP) for behaviour will be drawn up and implemented. This will include consultation with parents.

A record of In-Key Stage separation and related parent meetings is kept in school (Weekly Behaviour Log)

Internal exclusion Where behaviour is DDT a teacher may arrange for a child to work elsewhere in school under the supervision of the head teacher. Whenever a child is the subject of In-School separation the head teacher will arrange a meeting with parents and class teacher to discuss behaviour and seek support for improving learning behaviour.

Where a child is the subject of more than one Internal Exclusion the school may seek support from outside professionals such as the education psychologist or Behaviour Support Service as part of an IPM and a Pastoral Support Plan (PSP) will be put in place.

A record of Internal Exclusion and related parent meetings is kept in school (Weekly Behaviour Log / Pastoral Support Plan/Individual Behaviour Plan)

Part Time School. Where behaviour is DDT the head teacher may arrange for part-time schooling (as part of the pastoral support plan) in line with local

authority policy and guidance. Parents will be informed of the reasons for the part-time schooling and will be expected to attend meetings to review behaviour and support improving learning behaviour and a successful return to school. This will be carefully monitored over a 6 week period with the aim to increase to full time education as soon as it is appropriate to do so.

A record of Fixed Term Exclusions and related parent meetings is kept in school.

Fixed Term Exclusion. Where behaviour is DDT the head teacher may arrange a Fixed Term Exclusion in line with local authority policy and guidance. Parents will be informed of the reasons for the exclusion (a letter will be given/sent that references this) and will be expected to attend a re-integration meeting/discussion before or when their child returns to school to support improving learning behaviour and a successful return to school.

Managed Move. Where behaviour is such that the safety and wellbeing of children and staff, the good order of the school and the learning of children is at risk, despite the best efforts of the school, parents will be asked to consider a managed move for their child to a different setting. This may be particularly appropriate in order that pupils are able to make a fresh start.

Permanent Exclusion. When, despite the best efforts of the school, the behaviour continues to put at risk the safety and wellbeing of children and staff, the good order of the school and the learning of children the child may be permanently excluded.

The actions listed above for Dangerous, Disruptive or Threatening Behaviour are in an order of increasing severity but are not necessarily a hierarchy to progress through. The school will take action at the level deemed appropriate for circumstances as they present.

Staff are qualified to use Team Teach Strategies, including physical restraint, in line with the school's Positive Handling Policy if behaviour is considered to be dangerous, disruptive or threatening to staff or children. Where concerns about a child's behaviour are such that physical restraint is deemed likely to be needed, a Positive Handling Plan will be created and shared with parents.

Staff may need to use restraint without a Positive Handling Plan in place if the situation arises where the safety of staff or children, or the good order of the school are at risk.