



Arnbroom Primary School
2024-25
Behaviour Policy

Reviewed by:

Behaviour Lead: Rob Maddams
SENDCO: Emma Briggs
Date: September 2024

Nominated Governor: TBC
Date: September 2024

Key principles

Be positive

Be reasonable

Be consistent

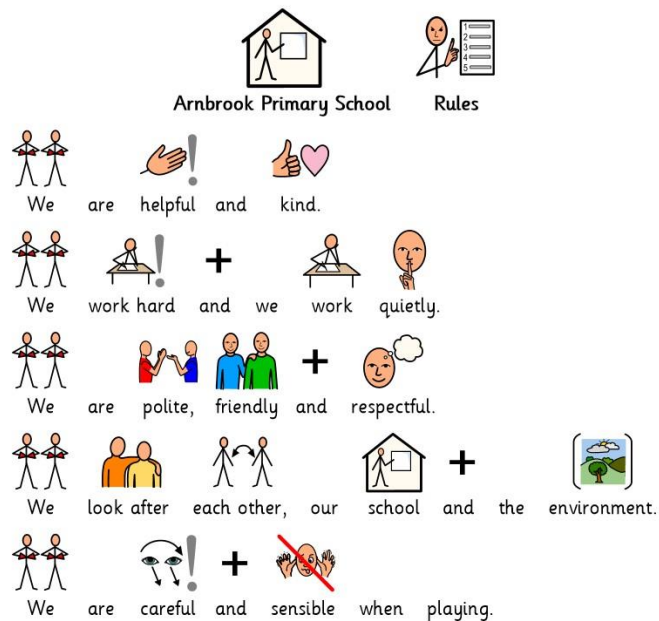
Be fair

Key values

High expectations

Reward good behaviour

Believe in our children



Some instances of bullying, anti-social behaviour or poor behaviour involving our pupils may occur outside of school hours or off the school site. The school reserves the right to investigate such instances and give sanctions to perpetrators for any such behaviour, when it is deemed appropriate and/or deemed that it has had a significant effect on the victims' welfare within school.

This policy applies when the children are:

- On school premises, including before and after school hours
- In the immediate locality of the school in the time leading up to the start of the school day or following the end of the school day
- Off site on an arranged educational visit
- Travelling to and from school, but not accompanied by a responsible adult
- Wearing a school uniform so representing the school

Introduction

At Arnbrook Primary School we strive to:

- Implement a positive approach to whole school behaviour, supported and followed by the whole school community, parents, staff, children and governors, where children are rewarded for positive behaviour and encouraged to take responsibility for their own actions.
- Teach, through the school curriculum, our behaviours for learning, positive values and attitudes as well as knowledge and skills, which will contribute to responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- All children receive weekly input through circle times, assemblies and PHSE lessons. This fosters good emotional literacy across the school.
- Treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- Work together to create a nurturing environment that is united in its high expectations
- Promote respect for all, regardless of gender, faith, culture and observe all aspects of equal opportunity.

Equal Opportunities

At Arnbrook we believe that all behaviour is a form of communication and that continued disruptive behaviour could be the result of an unmet need, educational or otherwise. At this point if we believe that such behaviours are a possible indicator of abuse or neglect, or their wellbeing is severely affected, the Designated Safeguarding Leads will be made aware by following school safeguarding procedures and appropriate action taken. In other cases, then the behaviour may best be addressed either within school or through external agency involvement. Our graduated response document outlines the responsibilities of the Behaviour lead, SENDCO and staff to support and how and when we seek external support (See Appendix 1).

All parents receive a child friendly version of the school behaviour policy when their child starts at school. This can be made available in large print or translated into languages other than English upon request.

Bullying & Online Bullying

At Arnbrook we define bullying as systematic and repeated abuse of one individual by one or more other individual(s). This includes the use of technology and the internet. The school's Anti-Bullying Policy and Online Safety Policy provide further detail on the way we tackle these issues.

Child Sexual Exploitation

Staff must be alert to the risk of Child Sexual Exploitation and must alert Designated Safeguarding Lead of any concerns, these may be for example texting, (including sexting and inappropriate texts) posting pictures, accessing inappropriate material or using social media sites, thereby putting themselves at risk.

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up".

We recognise that child on child abuse can manifest itself in many ways such as:

- bullying (including cyberbullying);
- physical abuse such as 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, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, (now a criminal offence) which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

In cases where child on child abuse is identified we will follow the procedures laid out in our child on child abuse policy, taking a contextual approach to support all children and young people who have been affected by the situation.

Some of these behaviours will be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy, although if any doubt over the correct response, staff, volunteers and visitors should not hesitate to report concerns following normal safeguarding procedures.

Our child on child abuse policy includes the following information:

- Procedures to minimise the risk of child on child abuse.
- How allegations are recorded, and dealt with.
- Clear processes as to how victims, perpetrators and any other children affected will be supported

Our child on child abuse policy covers all aspects of child on child abuse but concentrates on child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child-on-child abuse as set out in new KCSiE guidance (September 2024) and should be read in conjunction with the Local Safeguarding Children Partnership (LSCP) Safeguarding Policy and Procedures, and any relevant Local Authority Practice Guidance. The school has also written this policy taking into account the 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' guidance 2018.

Awesome Arnbrook Characters

We recognise that teaching the behaviours we want to develop is essential in the promotion of good behaviour. We have decided on a set of 6 key attributes that we wish the children to develop as part of their holistic learning: creative, curious, determined, focussed, reflective and collaborative and each of these is assigned to an Awesome Arnbrooker which are embedded into lessons at the planning stage. These attributes are taught and praised whenever they are elicited with particular focus directed by the teacher or Senior Leadership in response to issues if appropriate. Through this a common language is created for discussion of behaviour throughout the school and in turn understanding of good behaviour within the pupils.

Class Dojo

The Class Dojo system is used alongside this to target qualities we wish to focus on as a school, class or year group and rewards are given directly related to the attribute concerned so the child and parent knows exactly what the positive praise was received for. In addition the attributes are collated around the Awesome Arnbrook characters the children know, so that we can illustrate the behaviours desired and allow opportunities for the traits to be identified or exemplified in lessons. For example children may be set work to complete independently or in a group and so would be encouraged to use the appropriate Awesome Arnbrook character as a guide for the behaviours expected.

From Reception upwards children are awarded Dojo points for displaying the behaviour required to be a good learner using the shared language around our characters. Parents are able to see this information as it appears on [classdojo.com](https://www.classdojo.com) or on a mobile app. At milestones such as 100 points a certificate is awarded in assembly on a Friday. To keep this process fair, the numbers of points given by teachers is closely monitored.

From Year 1, 'Negative' points are given for red cards and are automatically deducted from totals. Year 5 & 6 children also receive a negative point for failing to complete homework as well as positive points for completing it. As a school, in line with our positive ethos, we ensure that negative points count for less than 10% of all behaviour points recorded with regular monitoring. For every

'Needs Work' Dojo there is a corresponding skill that can earn positive Dojo points, e.g children who fail to bring their PE kit receive a needs work Dojo point worth zero; children who bring their PE kit receive a Dojo point worth one.

What we expect from members of the Arnbrook Community

It is expected that everyone in the school community will follow and adhere to the following:

A Positive Approach - we believe that establishing positive, constructive relationships between staff and children is essential for children to be successful learners and make accelerated progress. To foster such relationships our behaviour management system focuses on praise and 'catching children being good'. The ways we do this are as follows:

Class Dojo - points are awarded praising children who display a specific behaviour for learning in class, in their work or as they move around school. The same behaviours in sticker form can be attached to the children's work in their books or on display to show which behaviour for learning they have been using. For every 100/250/500 up to 1000 Dojo points, children receive a certificate in our Awesome Arnbrook Assembly. The top 3 Dojo scorers from each class, each week are allowed to sit on chairs in assemblies.

Evergreens - a means of rewarding children who are always well behaved – no red cards all term. These children will receive a certificate in a special assembly and will have a reward at a later time.

Reward Time - for children who make good behaviour choices from Y1 upwards. This is up to 30 minutes of a Friday afternoon where children have a choice about what activity they wish to do. All children start the week with the full 30 minutes however, they can lose 5 minutes from their reward time if they are given a red card (5 minutes for each red card given).

Assemblies - 'Awesome Arnbrook' Assembly is every Friday for the whole school. During this assembly the class teacher chooses at least one child from their class and writes their name and a short explanation of why they have been chosen as their 'Awesome Arnbrooker', linked to the behaviours for learning (Awesome Arnbrook Characters).

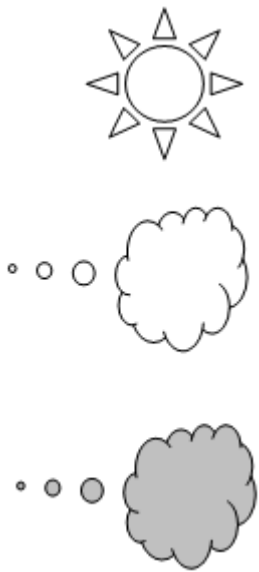
Other whole school strategies include:

- An excellent curriculum full of engaging and stimulating lessons
- Differentiated tasks so children are given work to suit their need and reduce the amount of avoidance strategies
- A range of teaching techniques including pairing children up, distraction, positive praise to encourage our children to stay focused and well behaved.

What happens when things go wrong?

When all else fails and teachers must correct poor behaviour choices, we follow a clear system tailored to the age of the child.

Nursery - our youngest children we are aware that they are still learning how to behave in arrange of different situations and the sanctions have to reflect this. In Nursery the following system is used which is very visual and based on a weather theme;



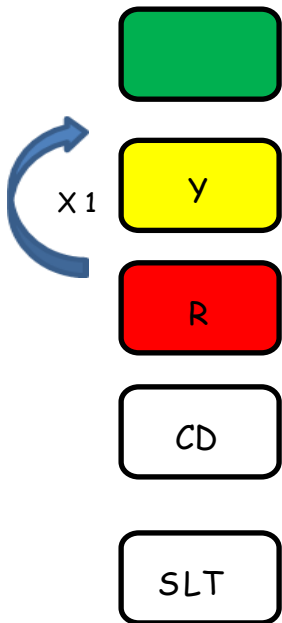
1. A reminder will be given "Joe we don't throw our toys we put them away carefully. Look let me help you." Ensure modelling of correct behaviour.
2. The child's will be noted to have from the sunshine to the cloud by the teacher. "Joe you have thrown those toys again, we are going to have to move your name to the cloud. We do not throw toys in our nursery. Come on help me put them away". Again, good modelling is used. Children can return back to sunshine within the next 10-15mintues if the child is behaving well.
3. The child's name will be noted to have moved to the dark cloud and a timeout sanction will be given. This will only be a sanction for violent, aggressive or very oppositional/defiant behaviour. For example a child hits, bites, scratches another child or straight after an adult has reminded a child not to throw toys they have intentionally carried on. These children will sit on the red spot for 5 minutes where they will be given a visual reminder about the rule they have broken. An adult will then guide the child in the activity they struggled in and help them say sorry and put things right.
4. If a child become uncontrollable and is posing a risk to the other children then SLT will be called for. The child will then be taken out of the nursery environment and be given some cooling down time. When the child is safe to return to the nursery environment the member of SLT takes them down, helps them put right what went wrong and helps them engage in a new task.

In F2 the system matures slightly.

The above system is still followed. The ability for children to move back up the system is still in place and reviewed at key times in the day. For example, a good practitioner may sit with their class before lunch and reflect on the behaviour giving children a fresh start after lunch for example.

Foundation

Key Stage 1



Child is noted to have moved onto yellow. This is a warning moment for the child to think about their behaviour choice and make a change.

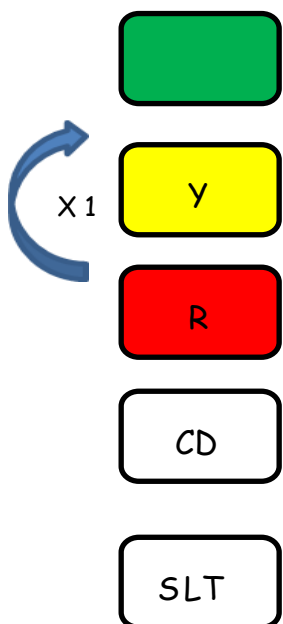
Child is then noted to have moved to red. They are given a time limit to 'earn it back' (this is essential because turning around poor behaviour is a hard concept for children).

If a child is still on red after a specified time, they miss 5 minutes of their reward time.

The child is sent to a designated class for 'cool down' for 10 minutes as a cooling down period and the child then misses their break to catch up with the work they have missed in class.

The child is sent to the on-call Senior Team Leader. This happens if a child continues to make poor behaviour choices once they are back in the classroom. From then the sanction is tailored to the child and the situation. Parents are formally informed when this occurs either by dojo or telephone by the class teacher on the **same day** the incident happened.

Key Stage 2



Child is noted to have moved to yellow. This is a warning moment for the child to think about their behaviour choice and make a change. **THIS IS NOT EARNED BACK.**

Child is then noted to have moved to a red. They are given a time limit to 'earn it back' (this is essential because turning around poor behaviour is a hard concept for children). If a child is still on a red card after a specified time, they miss 5 minutes of their reward time.

The child is sent to a designated class for 'cool down' for 10 minutes as a cooling down period and the child then misses their break to catch up with the work they have missed in class.

The child is sent to the on-call Senior Team Leader. This happens if a child continues to make poor behaviour choices once they are back in the classroom. From then the sanction is tailored to the child and the situation. Parents are formally informed when this occurs either by dojo or telephone by the class teacher on the **same day** the incident happened.

At Arnbrook we recognise that some of our children need more assistance than other when it comes to making the right choices so just like in a maths or English lesson our behaviour system uses a differentiated approach in order to support all children's SEMH needs. Each year the class teacher, in conjunction with the Behaviour lead and SENDCO, will identify Targeted and Specialist children in their class. The Targeted children will also follow the whole school system with additional support as and when required and finally the Specialist children who require a bespoke system that caters to their individual SEMH needs. (See Appendix 2)

Parents will be involved at the earliest possible stage, if problems are persistent or recurring.

Physical intervention

At Arnbrook we strive to use a range of strategies to deal with all situations but sometimes physical intervention, as a last resort, is necessary. Physical interventions must only be used in the best interests of, or out of necessity for, the child or young person. Parents and carers will be informed if this happens. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child or young person's age, gender, size, health, stage of development and other relevant factors. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff recognise the additional vulnerability of these groups.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

At Arnbrook, we recognise that physical intervention is not a long-term solution to improve children's behaviour. All senior leaders and other relevant teaching staff receive annual physical intervention training called Coping with Risky Behaviour (CRB). Our Physical Intervention Policy recognises that if the situation necessitates 'reasonable force' may be used. For further information, please see the physical intervention policy.

Logging Behaviour

It is every class teacher's responsibility to log incidents where children move onto the dark cloud across the Foundation Stage and a red card in KS1 & 2. Staff record these details on Class Dojo and data is reviewed half termly by the behaviour lead and relevant assistant head teachers. The behaviour lead will liaise with other staff/outside agencies to ensure children who need support in behaving better receive appropriate provision. All serious incidents are immediately reported to Key Stage Leaders and/or Assistant Head/Head Teacher where appropriate and are recorded on the Incident Log.

Getting it right

Where the use of the sanction system and rewards is not working for a child, a behaviour review meeting will be arranged between key members of staff – Behaviour Lead/class teacher/Key Stage Leader and parents/carers.

During this meeting, ways of helping the child to make good behaviour choices will be discussed and a personalised reward system may be designed, until they can be reintroduced to the mainstream system. Subsequent meetings should be held every 3-4 weeks to review progress. The behaviour leader doesn't need to be involved in these but kept informed of progress/problems.

On extremely rare occasions children may be excluded for violent or abusive behaviour. Sending children home part way through the day is an exclusion, however as a school we do not recommend this strategy as children begin to form negative patterns of behaviour and being sent home becomes a reward in itself.

On returning to school, the child, along with their parents will be part of a Returning to School meeting. At this point the Behaviour Leader will take the lead in organising the provision for this child and a program will be design specifically suited for the individual child. This is reviewed fortnightly and in extreme cases weekly with parents. Where children are repeatedly getting exclusions the head teacher will have a more active involvement in reviewing provision.

If this fails to work and no other strategies are available, permanent exclusion can be considered. This will be used on very rare occasions and only when the continued presence of the child is a threat to health and safety or a serious disruption to learning. Parents have the right of appeal to the Governing Body against any decision to exclude. For further information on exclusion, please see our exclusions policy.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away. Any form of physical aggression towards a member of our school community will result in an exclusion.

Any child who is found to have made malicious allegations, against a member of school staff, will be dealt with in line with our school rules and in partnership with parents.

Classroom environment

All classrooms must display the following:

- Behaviour for Learning Characters
- class rules
- school rules
- visual timetables

Screening, searching and confiscation

Children are not to bring any illegal items, or considered to be dangerous, on to the school premises. This includes knives or other sharp implements. The school has the power to search without consent for weapons, knives, alcohol, stolen items and other prohibited items. Wherever possible, searches must be conducted with two members of staff present. Wherever possible, if a child is being searched, a member of staff of the same gender will conduct the search. Only outer clothing may be searched by staff. Weapons and knives will always be handed over to the police; otherwise school will decide when to return a confiscated item. Such incidences may result in the school disciplinary procedures being implemented.

Linked policies: Safeguarding Policy, Anti-Bullying Policy, Physical Intervention Policy, Exclusion Policy, Child on Child Abuse Policy,

Key Documents: [KCSIE \(2024\)](#), [Use of reasonable force in schools](#), [School Exclusion Guidance](#)

Graduated Response

At the heart of our graduated response is an understanding that, as the proverb states, It takes a whole village to raise a child. Staff across the school work together for the best outcomes for our children. We require effective cooperation and communication from all to ensure that all our children are successful learners.

| Stage 3 | | |
|---|--|---|
| External agency/involvement (Response tailored to individual child-specific responsibilities and roles will be tailored for the child) | | |
| <u>Behaviour Lead</u> | <u>SENDCO</u> | <u>Staff</u> |
| Provide necessary information for funding application forms. Liaise with external behaviour support team/other agencies. Review behaviour support plan regularly. Liaise with parents/teacher/other staff when necessary | Coordinate all funding applications and complete all necessary information. Liaise with paediatrician/SEND team/other agencies. | Use, and where appropriate, adapt, behaviour management plans and all identified strategies for supporting SEN. Provide necessary information for funding application forms. |

| Stage 2 | | |
|---|---|---|
| In school support | | |
| <u>Behaviour Lead</u> | <u>SENDCO</u> | <u>Staff</u> |
| Coordinate adaptation of behaviour policy/provision and implementation of behaviour support plans if necessary. Coordinate discussion with parent/carer about child's behaviour. | Parent raises concern about child. Teacher raises concern about child using SEN concern form. Pupil Profile created if necessary. | Discuss child's behaviour with parent (class teacher and/or SLT). Follow agreed actions regarding SEN/behaviour. |

| Stage 1 - Universal Needs | | |
|--|--|--|
| Quality First Teaching | | |
| <u>Behaviour Lead</u> | <u>SENDCO</u> | <u>Staff</u> |
| Monitor use of behaviour policy. Support teachers and children. | Monitor SEN provision across the school. Support teachers and children. | Quality First Teaching Use of behaviour policy. Adapt curriculum and environment |

Appendix 2

Tracking Intervention of SEMH Needs

[illegible]

