



BEHAVIOUR POLICY
BRAMBLES PRIMARY ACADEMY
Tees Valley Education Trust

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BEHAVIOUR POLICY

AIMS AND VALUES

Our academy holds in high regard values which are built on mutual trust and respect for all. The Behaviour Policy is designed to support all members of the academy community working together in a collaborative way. In turn, the academy aims to provide an environment for learning in which everyone feels safe, secure and happy.

The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the academy community and in turn become increasingly responsible and independent members of the wider community outside the academy.

At Brambles, we recognise that children's behaviour is a way of communication. Following training from Berry Street Educational Model which trains schools with classroom based strategies to increase engagement for all pupils, including those with complex learning needs, staff have been trained to look at behaviour and specifically what a child is telling us through their behaviour more closely. Following this, the academy have worked with Lynn Miles, from The University of Teesside, on Trauma Informed Practice (TIP). This has further developed our behaviour system and strategies to allow for a more restorative and support behaviour system to allow children to be regulated on a morning, demonstrate good learning behaviours and be ready to learn.

We, at Brambles Primary Academy, are committed to upholding our vision of **'Learning together, growing together, making a difference'**. This encompasses our belief in academic excellence working hand in hand with personal development to create young people with skills, knowledge and experiences that will equip them for their future education and having a positive impact on the wider world.

Learning together: through a well-sequenced, knowledge-rich curriculum and high-quality teaching based in pedagogical research and the science of learning we encourage pupils to become self-directed, motivated and collaborative learners who question, reflect and show resilience in learning who can apply and communicate knowledge with kindness and respect.

Growing together: through character education that is embedded in all corners of our academy by our core values of kindness, resilience, respect and teamwork, we encourage pupils to develop a deep knowledge of self and others underpinned in mutual respect.

Making a difference: using this twin pronged approach we promote conscientious Brambles citizens who have a positive impact on their own future and that of the wider community.

Values

Our core values are embedded in all areas of our academy and are implemented in progressive ways from our youngest to our oldest children, however the core definitions are:

Kindness: the quality of being kind, caring and helpful.

Resilience: the ability to never give up and try our very best.

Respect: showing care towards someone or something.

Teamwork: working together to achieve the same goal.

WHOLE ACADEMY RULES

From ideas suggested by children and staff 'The Academy Promise' was formulated. It embodies the ethos and culture which makes our academy a safe and happy environment for everyone. All members of the academy community are familiar with the promise and use it as a benchmark to promote positive behaviour.

The Academy Promise

At Brambles Academy we understand,
that respect and learning go hand in hand.

We show kindness to our friends and treat property with care.

We follow the rules, showing resilience when dealing with challenges.

We try our best to be sensible and safe, building on teamwork to make our Academy a happy place.

We use kind words and try to choose words carefully, when dealing with disagreements.

Everyone is equal at Brambles Academy.

A daily welcome is used to allow children to self-assess their emotional regulation first thing to help identify those who may have struggles. If a child identifies an unhappy or angry emotion, this can be highlighted and they can get some time with the class teacher, teaching assistant or pastoral team to support them. This allows children to be ready for their learning.

Formal rules are kept to a minimum but are essential if the health and safety of children is to be ensured.

- All children are expected to wear full uniform and sensible black school shoes/plimsolls indoors (see uniform policy).
- Wearing jewellery in the academy can place children at risk of injury. Therefore, only small stud earrings and watches (not smart watches or mobile data accessible) may be worn and are the full responsibility of the pupil. The academy will take no responsibility for any loss or damage to jewellery.
- Children should not wear make-up or nail varnish. In the event of an accident, make-up or nail varnish can slow down diagnosis and treatment.
- Jewellery and ear studs to be removed for P.E. and swimming. Children are responsible for removing and storing these items of jewellery during P.E. lessons.
- No money, other than for authorised reasons (e.g. lunch money, fruit money, charity donations etc), should be brought into the academy.
- Mobile phones, brought for safety reasons, should remain switched off throughout the academy day and handed to a member of staff to be kept in a locked cupboard. The academy will take no responsibility for any loss or damage to phones.
- In the interests of health and safety, sweets and chocolate should not be brought into the academy.
- Drinks brought from home are only allowed in packed lunches, as water is provided in every classroom. Drinks in packed lunches need to be water or juice and not fizzy or energy drinks.

REWARDS

Our behaviour system promotes the rewarding of positive conduct of our pupils in such a way so as to reduce the negative behaviours across the academy. The children within the academy are rewarded for positive behaviour whenever possible.

These may include:

- Staff verbally congratulating/ praising children.
- Staff use techniques from Ambition Institute/Walkthru Clusters to manage low level disruption, these include 'Narrate the positive', the use of non-verbals and 'Signal, Pause and Insist' .
- Children being given points on Class dojo to promote the core values as well as excellent behaviour.
- Children receiving stickers and certificates for good behaviour.
- Positive notes/messages home to let parents know about good behaviour.
- Messages sent home via class Dojo
- Extra privileges wherever possible to reward good behaviour.
- Being given positions of responsibility (Head boy/girl/ prefects/buddies etc.)
- Free visits or a reward are organised every term for 100% attendance, no lates and exemplary behaviour.
- Children are given a reading book everytime they read 50 times at home.
- Class, Key Stage and Whole Academy assemblies all feature examples of positive behaviour and rewards.

At the weekly Academy Celebration Assembly, a child from each class will be nominated for Core Value Champion of the week and awarded a badge and certificate. Each badge will link to our core values and each week has a focus value.

SANCTIONS

The behaviour of children in the academy is everyone's responsibility not just the class teacher, phase leader or pastoral team. If a member of staff notices inappropriate behaviour this should not be ignored and must be dealt with.

Our Academy employs a five stage system which is followed consistently by all staff. All staff need to thoroughly investigate incidents from all parties involved to ensure that the correct stages are given to the children. All stages should be recorded accurately on the behaviour charts and CPOMs completed for stages 4 and 5, so that SLT are aware of the nature of the incidents should they need to contact parents. Phase Leaders should also complete the necessary letters home.

Summary of Indoor Behaviour System is as follows:

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1 – Warning - The child will receive a verbal warning. Explain to the child why this warning was issued.

Stage 2 – Thinking Time - The child will complete five minutes 'Thinking Time' in their own class copying out the Academy Promise. Younger children are given thinking time for reflection of behaviour. Children should not be sat in corridors completing stages.

Stage 3 – Time Out - The child will complete fifteen minutes 'Time Out' in alternative year group classroom or link classroom completing their own work.

Please note- a child who has got to a stage 3 should be sent immediately to their link classroom in order to de-escalate the situation and give them the stipulated 15 minutes in order for them to make the right choices.

Stage 4 – Isolation from class with phase leader/pastoral team. Arrangements to be made within the team, or failing that with the pastoral team for the child to work in isolation for the remainder of the session.

A decision will then be made between phase leader and SLT to decide whether it is viable for the child to return to class or the isolation to be extended. Should significant learning time have been lost, phase leaders to ring parents to arrange the child staying back after school that day or the next to pay back lost learning time. A stage 4 letter will also be sent home by Phase Leaders.

Stage 5 - The child will be sent to SLT and parents will be informed. A decision would be made collectively what the next suitable sanction would be. For our older children this stage may be replaced by an afterschool detention session with parental support. This is in consultation with SLT. Where detention is to be used, parents will usually be contacted by telephone by the Phase Leaders or given 24 hours' notice (either verbally or in writing). In extreme circumstances this could include an internal inclusion at another academy or ultimately suspension or full exclusion.

Please note that at all times, stages must be explained to the child and recorded on daily behaviour sheets accessible on teams.

Children, who have a lunch duty and receive a stage 3 or above during a morning, will not be allowed to do their lunch duty on that day but remain in the hall.

Summary of Outdoor Behaviour System is as follows:

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1 - Warning - The child will receive a verbal warning. Explain to the child why this warning was issued.

Stage 2 - Thinking Time - five minutes on the wall supervised by member of staff on duty.

Stage 3 - Time Out – break time -remainder of the time on the wall/ with member of staff and miss next outdoor session (work to be prepared by teacher). Lunchtime- sent to SLT in hall. Please inform SLT/Pastoral team that this is to take place so that they know the reasons for children being in the hall.

Stage 4 – Sent indoors to complete remainder of playtime with Phase Leaders. Miss two outdoor sessions (work to be prepared by teacher). Lunchtime- sent to SLT in hall. Please inform SLT/Pastoral team that this is to take place so that they know the reasons for children being in the hall.

Stage 5 - Refer to SLT to consider evidence and decide upon a suitable sanction.

The 'Academy Promise' and sanctions are to be displayed in all classrooms and in the communal areas around the academy. This supports all children in the academy knowing the standard of behaviour that is expected. Please ensure that you share these with the children and they are aware of the standards expected.

After each stage, restorative practice is used to reengage a child in their learning. This is important as it allows a child to identify and discuss their behaviours. This also gives staff an insight into behaviours. As children identify triggers, this also means staff can support children with tricky elements of their school day, such as transition, play times or maths.

Strategies to support behavior

Brambles uses a number of strategies to support behaviours, including but are not limited to,

- Inclusion and outreach observations from other settings
- Behaviours/reward charts
- Now and next boards
- Visual timetables
- Picture prompts
- Low level language with supportive gestures
- Brain breaks
- Time outs
- Roles and responsibilities
- Restorative analysis
- Part time timetables (with support of the LA)
- SEMH plans
- Report cards and diaries
- Home school diaries
- Referrals to counselling (Inside out of the Bungalow)
- Referrals to behaviour lead
- Daily emotion check in board
- Headstart (well-being work)

Individual Social and Emotional Mental Health (SEMH) plans

Some children have individual SEMH plans to support their learning in class and around the academy. These plans have been agreed with all stakeholders and indicate any adaptations to the academy behavior policy. Please see individual plans or speak to your phase leader or the pastoral team for more information.

These plans make clear suggestions for how certain children should be praised/sanctioned and how best to support these children and therefore must be followed strictly and for a period of time to assess the impact. These will be reviewed for effectiveness in collaboration with SLT/the pastoral team.

Confiscation

Staff have the right to confiscate any inappropriate items which children bring to the academy. The behaviour policy clearly states what children are allowed in the academy (see above). Any items outside this may be confiscated. Any confiscated items will be returned to parents if this is appropriate.

Searching Pupils

The Head Teacher and Deputy Head can authorise the search of pupils and their possessions, without consent, if there are reasonable grounds to do so. An authorised search can be completed by any staff member.

Hand Signals

For some children the usual verbal reminders of stages do not work. 'Hand signals' (illustrated on the behaviour poster) allow staff to give Non-Verbal Warnings/ Thinking Times/ Time Outs/ Isolations to children without interrupting a lesson. This system is more visual for some pupils whose auditory processing is poor.

Behaviour Modification Charts

We use a variety of behaviour modification charts which are appropriate for different aged children ranging from smiley faces to individually designed charts reflecting the child's interests (e.g. football). These are used to target a particular behaviour. The day is broken down into manageable periods of time, again according to need. These charts vary according to need and are negotiated individually.

Suspensions and Exclusions

Suspensions are rarely used and only as an absolute last resort in extreme circumstances. The academy works closely with others in the Trust and other schools in the surrounding area to provide first day cover and support when a child is suspended for a fixed term.

Meetings are arranged for children at risk of suspension or exclusion. Suspensions and exclusions can only be initiated by the CEO or Head Teacher. The LA's Code will be followed in these circumstances. The Trust board will be advised of the exclusion and parents will be fully informed of the reasons for exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered. Depending on the reasons for exclusion, children are either excluded entirely from the academy or are excluded to another academy or school, and a member of staff would accompany them. The class teacher ensures that enough work is set for the length of the exclusion.

Certain behaviours will result in immediate sanctions.

Immediate Stage 3 - children can be moved to a Stage 3 where the child has done something that they clearly know that they shouldn't have e.g.

- Swearing so as to cause offence
- Hitting/ fighting

Immediate Stage 5 - children can be moved to a stage 5 where there is a risk of harm or significant injury/ offense to others e.g.

- Aggressive use of swearing against another child or adult
- Refusing Isolation (Stage 4)
- Significant verbal threats to adults/children
- Unprovoked violent attack against other children, adults or property

Positive Handling

The academy have staff are trained in positive handling. All trained staff can use reasonable force to restrain pupils if it deemed necessary and proportionate.

Verbal de-escalation techniques will always be used in the first instance in order to make every attempt to de-escalate the situation.

Positive handling is used in the school to:

- Keep a pupil safe who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.
- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful

Where restraint has to be used to manage children, all incidents are recorded in detail. These actions, when taken, are in line with government guidelines on the restraint of children.

Where there is potential danger or risk to the personal safety of teachers or pupils the police may be called. **For full details please refer to the Positive Handling Policy**

ROLES AND RESPONSIBILITIES

In each classroom / community area there are red and green triangles. These are to be used to summon help immediately. This could be for a medical emergency (green) or for support needed for a child in crisis (red). These triangles should be sent to the nearest available adult in order to provide swift support. Do not send these round the whole academy to SLT/ Pastoral Team. Your radio can be used by the adult who first attends to summon further support.

Radios

Adults must have their radios on them at all times. There are required for communication throughout the day. They will be used in situations of lockdown and therefore all adults must have them with them. It is the adults responsibility to charge radios.

The Class Teacher

Given the significant deprivation in the area Brambles Primary Academy serves, it is our duty to nurture and support the children in our care and demonstrate at all times a warm caring environment. Our children need to be praised and encouraged for the things that they do well and supported to do their best at all times. It is important to develop a mutual respect with children in the academy.

It is important that as a class teacher time is taken to establish positive relationships with children in classrooms, maintaining these relationships and then restoring them as a result of any sanctions given. One of the key techniques for effective behavior management is building positive relationships.

An Establish, Maintain and Restore model supports classroom teachers especially in building positive relationships with those children in their class with reoccurring behaviour issues.

The behaviour system is not to be used as a sanction for failure to complete homework, or not having read at home as this may not be a situation the child has any control over. Stages should also not be used as a punishment for incomplete work – unless a child has refused to contribute to a lesson. Wherever possible extra time should be given during the school day for work to be finished.

It is not the class teachers responsibility to impose sanctions or speak to a child regarding attendance or lateness, especially in front of their peers. Rest assured the attendance team are working hard on this and attendance is a priority. If you require an update or any information, please speak to the team and not the child.

It is the responsibility of the class teacher to have high expectations in relation to behaviour and ensure that their class behaves responsibly at all times. They should ensure that the academy rules are enforced consistently in class and that all children are treated fairly, with respect and understanding.

Where behaviour in class is unacceptable, the teacher is responsible for keeping accurate records on the Indoor and Outdoor Class Behaviour Charts and on CPOMS when appropriate. They should also liaise with their Phase Leader for support to ensure that contact with parents remains positive and that incidents of good behaviour are also shared with parents to develop relationships between home and school.

The class teacher will liaise with SLT/Pastoral Team and external agencies as necessary, to support and guide the progress of the pupils' behaviour.

The SLT will report to the Trust Board on behaviour across the academy on a termly basis.

Please refer to staff competencies and conduct for further breakdown.

The Role of Parents

The academy aims to work collaboratively with parents in order for children to receive consistent messages on how to behave, both in the academy and wider community.

Where parents have a concern regarding the sanctions used with their child they should make an appointment to discuss this with their child's class teacher. If these concerns remain, they should contact a member of the Leadership Team. If the problem cannot be resolved a formal complaints procedure can be implemented through correspondence with the Chair of the Trust Board.

Please see pupil and parent competencies and conduct document for further breakdown.

The Role of the Trust Board

The Trust Board has responsibility to review guidelines set on behaviour and their effectiveness. The Trust Board support the academy leaders and academy staff in carrying out the behaviour guidelines.

The Trust Board may give advice to the Head Teacher about how to approach particular disciplinary issues.

FIXED TERM SUSPENSION AND PERMANENT EXCLUSIONS

The Head Teacher

It is the Head Teacher's responsibility to ensure that the academy behaviour policy is consistently applied by all staff. In conjunction with the CEO, the head teacher holds responsibility for giving fixed term exclusions to individual children for serious acts of inappropriate behaviour. Where necessary, permanent exclusions may be deemed necessary.

Only the CEO or Head Teacher has the power to suspend or permanently exclude a pupil from the academy. The CEO/ Head Teacher may suspend a pupil for one or more fixed periods for up to 45 days in one academic year. The CEO/Head Teacher can also exclude a pupil permanently if the circumstances warrant this.

Where a pupil is suspended, parents are informed immediately, giving reasons for the suspension. It is also made clear to the parents that they may appeal against the decision if they wish. If the child is to return to the academy then a Reintegration Meeting must take place before the child returns.

SUPERVISION AT BREAK AND LUNCHTIME

Break time

- There will always be an appropriate number of staff on duty outside at break time
- The class teacher is responsible for ensuring that children have left the building in an appropriate manner. Children should be sent to the toilet at the beginning of break.
- A member of staff will take out the toilet passes (1 for boys and 1 for girls) and children must ask for this from the teacher and return once they have used the toilet.
- Any child kept in by the class teacher is the responsibility of that teacher. They must not be left unsupervised.
- Staff must leave the staffroom and be available to supervise children back into the learning areas so that lessons start promptly.
- **All staff are responsible for issues occurring at break time. Break time is a break for the children. It is paid time for staff.**
- Any child injured during break time should be brought in by one of the staff on duty and taken to a First-Aider. The incident should be logged on CPOMs under minor injuries category (see first aid policy)
- In the event of a serious injury the child should not be moved but the First Aider and Head Teacher or SLT should be informed immediately. All accidents should be recorded in the Accident Book by the member of staff to who first witnessed it. This same member of staff should inform the child's teacher. If the First Aider decides that there is significant injury he/she will require the member of staff to fill in an ACCID 1 form as required in specific circumstances by the HSE. This should form should then be scanned and added to CPOMs under the category- medical. (See First Aid Policy)

Wet break times

On wet days children will remain in their classrooms. Clear instructions must be given about appropriate behaviour and activities. Staff will take a break in turn, leaving their class in the care of another member of staff- Phase Leaders to sort rotas. Each teacher should provide a box of 'wet break time' activities for children in classrooms. One member of staff must be visible in the corridor at all times throughout the wet break and will carry the toilet passes (1 for boys and 1 for girls) and children must ask for this from the teacher and return once they have used the toilet. Other teachers on the rota will monitor classrooms.

Lunchtimes

- Members of the SLT/Pastoral or a nominated person will be on duty in the hall.
- The Lunchtime Supervisors report concerns to class teachers and any major concerns directly to the Pastoral Team.
- A member of staff will take out the toilet passes (1 for boys and 1 for girls) and children must ask for this from the teacher and return once they have used the toilet.
- Lunchtime supervisors are trained to use the 'Outdoor Behaviour Policy'.
- Lunchtime clubs are organized to support vulnerable groups.
- Any child injured during lunchtime should be brought in by one of Lunchtime Supervisors and taken to a First-Aider. Some supervisors are also first aid trained. In the event of a serious injury the child should not be moved but the First Aider and the most senior member of staff should be informed immediately via Radio. All accidents should be recorded in the Accident Book. If the First Aider decides that there is significant injury an ACCID 1 form will be required in specific circumstances by the HSE.

Wet Lunchtimes

- Children to remain in classrooms until collected by lunchtime staff
- Children to return to classrooms after lunch. Appropriate activities will be agreed with class teachers. We continue to have high expectations of behaviour during these times.
- One member of staff must be visible in the corridor at all times throughout the wet break and will carry the toilet passes (1 for boys and 1 for girls) and children must ask for this from the teacher and return once they have used the toilet. Other teachers on the rota will monitor classrooms.
- All children MUST be closely supervised at all times

HATE CRIME (See Anti Bullying Policy)

Any 'hate' incidents are logged by the Pastoral Team on CPOMs and reported to and dealt with by the Head Teacher or Pastoral Team.

REVIEW

The behaviour policy is reviewed every year; however, review of the policy may occur earlier if new government regulations are introduced or if the needs of the academy change.

OUR BEHAVIOUR SYSTEM

It is generally accepted that good behaviour has contributed significantly to the development of the academy, being a positive reward system that is perceived as fair by the children involved in the system, and also by adults who administer it.

Consistency

In order to be effective, our behaviour system must be understood and applied in a **consistent** manner by all the adults working with the children in the academy. All staff must apply the procedures in the same way.

Adult responsibilities for promoting good behaviour

- Catch the child being good and award praise and/or use other reinforcements to promote good behaviour e.g. stickers, Brambles, certificates.
- Try to anticipate problem behaviour so that you can re-direct the child.
- Give clear simple instructions, then apply stated consequences.
- Tell children what to do rather than what not to do.
- Have high expectations of manners at all times.
- Smile, look pleased to see the child and use his/her name when you speak to him/her.
- Be consistent in the way you respond.
- Set an example in your own behaviour.
- Stay calm. Speak quietly but firmly and act rather than react. Avoid shouting.
- Refuse to chase or play hide and seek with a child who runs off, that is what the child wants you to do. Inform the SLT or pastoral team of the situation.
- Refuse to argue or debate the rightness of a pre-set consequence.