Revised 2024

Behaviour Policy 2024-2025

Revised 2023

BRECKNOCK PRIMARY SCHOOL

Approving Body	Federation Governing Body
Last reviewed	October 2024
Next revision	Annual
To be reviewed	October 2025
Changes from 2022-23- 23/24	Inclusion new school values following review in 2023-24 and learning behaviours statement linking to Federation Teaching and Learning Principles 2024.

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Introduction

Our Vision Statement

Our behaviour policy, which is understood by all in our school community, promotes high expectations for behaviour. The purpose of this policy is to promote and develop social awareness, caring attitudes and children who are committed to their learning. The United Nations Convention on the Rights of the Child (UNCRC) is the cornerstone of our whole school policy for promoting positive behaviour.

The UNCRC is the most widely-ratified international human rights treaty in history. The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. These rights describe what a child needs to survive, grow, and live up to their potential in the world. They apply equally to every child, no matter who they are or where they come from.

Our behaviour systems encourage children to manage their own behaviour. Children are asked to reflect on their actions and who they want to be. Each class has a values bar of qualities which exemplify the Brecknock child. Children are encouraged to reflect on how these values affect those around them. Brecknock children know they are agents of change who can shape the world in which they live. The Convention of the Rights of the Child is a real and meaningful guide to action on a day-to-day basis.

The children in each class develop their own Class Charters which become a point of reference for the class and once signed by the teacher, assistants and pupils it signifies a joint undertaking which binds everyone together.

The school has support systems to help children to overcome emotional or behavioral barriers to learning; including training on Trauma Informed Practice (TIPIC) and Zones of Regulation alongside the support of the inclusion team.

Our Vision and Values

Brecknock Primary School is a Gold Rights Respecting School, and this key principle underpins the whole school policy for promoting positive behaviour. As a rights respecting school, we not only teach about rights but, in addition, we are role models for each other, demonstrating a mutual respect in all our relationships.

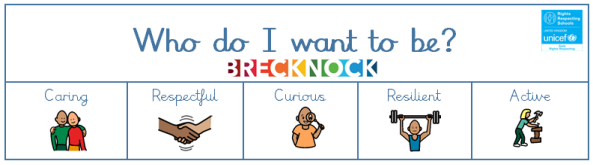
RIGHTS RESPECTING SCHOOLS
unicef
UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Brecknock Values:

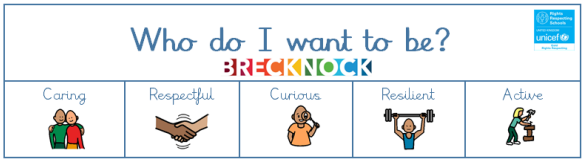
All Governors, staff and parents are committed to making Brecknock a safe, secure, consistently excellent school in every aspect. In 2024, we updated our values based on feedback from pupil and staff groups. These values reflect what it means to be a Brecknock pupil.

We strive to provide education in its deepest sense; which empowers children and gives them a lifelong desire to learn, so that they develop into responsible, resilient, environmentally aware citizens of the future.

EYFS values:



KS1 values:



KS2 values:

Behavioural Aims

Behaviour Overview

In consultation with the children, staff, parents and governors at Brecknock Primary School, we have developed a policy in line with the rights of the child which secures the highest levels of success and self-esteem for each individual child. Ensuring these rights are understood and respected by all is part our commitment to valuing diversity, tackling bullying, child on child abuse and harassment, including discriminatory and prejudice based bullying. This includes any form of racism, homophobia, transphobia, sexism and sexual harassment. We embody and promote equality in our community and challenge prejudices whenever they are seen.

The key foci of this policy are to promote the following:

	• Children who understand that they are agents of change and can shape the world in which they live in order to achieve fairness and social justice • School ambassadors who have respect in all their actions in relation to the wider community i.e. beyond the school gates • Children who are able to cooperate successfully whilst having consideration for the individual needs of those around them • Celebration of children's successes and encouragement to be role models for one another • Respect for individual beliefs and cultures and the understanding that we are all different
	• To develop self-esteem and a confidence in their own identity • Support for vulnerable children and those in difficult circumstances • Awareness that discipline in schools must respect children's human dignity
	• Exemplary behaviour which allows for effective learning skills to be developed • Children who are happy to attend school every day, arrive on time, line up calmly, and enter school ready to learn, participate and play an active role
	• A safe environment, with children respecting their school setting and demonstrating an understanding of collective responsibility.

- Recognition of the needs of individual children and develop nurturing relationships which promote effective communication and tolerance
- To ensure that children know who to approach if they are worried or in difficulty or concerned about one of their peers
- To value and celebrate the diversity of our school and to promote equality and challenge discrimination in all its forms
- Children who are empathetic towards each other, consider the feelings of those around them and reflect on how their behaviour can impact on others
- To communicate effectively with one another in order to resolve conflict
- To work collaboratively with parents to find resolutions to challenging behaviour and in supporting positive behaviour
- To establish clear procedures for dealing with and managing unacceptable behaviour

Developing the School Behaviour Policy

Behaviour Review

In 2022 we conducted a reappraisal of the behaviour model through a working group with all stakeholders. staff attended training on trauma informed practice and emotion coaching and children and parents were consulted on the efficacy of the previous 'Stay on Green' model. Subsequently a restorative behaviour approach was adopted by the school and a positive values framework within classes. In 2022 all staff attended Trauma Informed Practice and Zones of Regulation training. Our behaviour policy is directly linked to the Federation's Teaching and Learning principles, established in 2024. These principles emphasise learning behaviours that support classroom learning and align with the broader behaviour policy.

Children's involvement in developing the School Behaviour Policy

As a Rights Respecting School our children are already agents of change and are directly involved in setting behaviour expectations around their school. Pupil voice is at the forefront of our school and the school council were consulted throughout the process. They identified behaviours which they believed were unacceptable and which should receive an immediate consequence and also advised on what good behaviour looks like. At the beginning of the year, each class creates a Class Charter which is based on the rights of the child. This charter sets out the expectations for effective learning behaviours in each class and ensures that every child has access to their rights and that we are respecting the rights of those around us.

Creating a class charter makes the UN Convention on the Rights of the Child a real and meaningful guide to action for adults and children on a day-to-day basis. Charters are democratically negotiated using the Convention and replace a list of rules with mutual agreements. The actions agreed between all children ensure that rights can be realised and enjoyed by everyone. For example, if children agree to 'listen in class' they are realising their own access to article 29 as well as other's right to access that article.

Though the children are asked to choose to highlight a certain number of more relevant articles, there is no article that is more important than the other. The charter allows the children to develop a sense of shared ownership of the classroom and learning and they begin to understand collective responsibility. Children are asked to decide how they think the charter should be displayed. Charters are developed with the active participation of children from nursery to year 6; they reflect the values and principles of the CRC and are applicable to all.

A Playground Charter has been developed with children and adults in our school community and sets out high expectations for behaviour outside of classrooms.

School/Home Agreement

In order to support our children to become the best person they can be, Brecknock is committed to developing good relationships between school and home and working in partnership with the families of our children is essential.
We ask that parents:

- support the school in its Behaviour Policy
- talk to their children about the school expectations of work and behaviour
- encourage children to discuss problems
- attend parent's evening and communicate with the school any concerns/issues which may affect their child's behaviour/learning
- encourage a positive attitude to learning
- attend parent and carer workshops where possible to support children's learning
- ensure that their child attends school every day and that they arrive on time

Restorative Approach to Behaviour

What is it?
At Brecknock, we develop relationship security between children and adults and always support children to demonstrate positive attitudes to learning and to ensure other pupils do not have their rights infringed upon. We use a restorative behaviour approach which is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehaviour as an offense against relationships.

1-2-3 Magic
We always encourage our children to reflect on their behaviour in line with the rights of the child, class charter and in accordance with the school values. If a child is not following these, they will be reminded by the teacher who will use the 1-2-3 Magic technique.
1-2-3 Magic is a simple and effective way of managing behaviour in a safe and nurturing way. It takes away needless interactions along with the build-up of negative emotions and frustrations.1-2-3 Magic allows you to:

1. Manage negative behaviours
2. Encourage positive behaviours
3. Build and maintain positive healthy relationships

1-2-3 Magic works hand in hand with Framework for Intervention, Nurture, Restorative Approaches and fits into our positive behaviour management approaches at Brecknock.

How does it work?

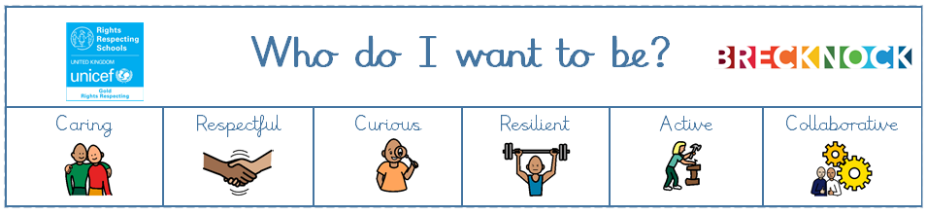
1-2-3 Magic minimises teaching and learning time lost through 'disciplining' and allows children to make choices about their behaviour and to understand the consequences of both 'good' and 'bad' choices. 1-2-3 Magic allows a child time for thinking and two chances to modify or stop behaviour as requested.
NB. The count is reset with each new adult or setting.

Sanctions are short, preferably at the time, and most importantly meaningful to the child. Discipline applied in this way without negative emotions protects self-esteem, decreases the chance of escalation and provides a positive role model for the child as they see the adult dealing with conflict or potential conflict without anger or frustration

Rewards and Sanctions

Rewards

Our reward systems encourage and acknowledge all children who follow the school's expectations for behaviour and those that achieve their personal best. Each class had a values bar displayed both above the charter and at a level for the children. When a child demonstrates one of the values from the bar they are rewarded by having the teacher explicitly praise the behaviour and refer to the value they have demonstrated and by receiving a values sticker at the end of the day. Staff also use the language of values throughout the day to praise behaviour.



The values bars are differentiated according to different key stages and the values are taught and explained to the children through lessons at the beginning of the year.

Reward Systems

Special Achievement Assembly

Every week class teachers nominate and celebrate the achievements of a member of their class. These may be academic, social or emotional. Other members of staff may also nominate individual children. These achievements are described in the assembly using the language of the values bars and each child receives a certificate from the head teacher which states the achievement.

Individual Class Reward Systems

Teachers may choose to adopt their own reward systems such as marble jars and stickers. These positive reward systems are reflective of positive learning behaviours and are linked to the Brecknock values.

Sanctions and Consequences

The Behaviour Policy and Class Charters are established with the children and apply throughout the school. At Brecknock, we develop relationship security between children and adults and always support children to demonstrate positive attitudes to learning and to ensure other pupils do not have their rights infringed upon.

Any examples of poor behaviour will be judged in context and an appropriate restorative conversation will be held with the child. When children continue to not follow the rules they understand that there are consequences and they need to take responsibility for their actions.

Staff explicitly use the language of 'consequence' to identify to the child that their behaviour has reached a level where they need to see a member of the Senior Leadership Team.

Any serious breach of the charter, fighting, bullying (including prejudice based or discriminatory bullying), use of discriminatory or racist language, swearing or stealing will result in an instant c*onsequence* and time with a member of the Senior Leadership Team.

If children repeatedly receive *consequences,* they will speak to a member of the Senior Leadership Team/ Head of School and parents/carers will be asked to come in for a meeting. A record of consequences will be logged in order to track behaviour issues.
Children who persistently need to meet with a member of the Senior Leadership Team will be referred, with the permission of the parents/carers, to the SENCO who will work with them to help develop strategies for managing their behaviour.

Pupils with SEND

There are pupils for whom the whole school approach to rewards and sanctions might not be sufficient to support their individual needs. In these instances, due to the nature of the underlying issues that are affecting the pupil, extra in-class systems may be used by the teacher and those adults working with the pupil. If additional strategies are needed because of persistent behavioural issues the pupil must be on the schools SEND register for social, emotional and mental health (SEMH) and all strategies used must be documented. In these cases an individual wellbeing plan will be developed for these children. It is important that all adults are aware of the reasons for the use of additional strategies and follow what has been set up in terms of the wellbeing plan. Individual behaviour protocols will shared with all relevant staff.

All staff have also been trained in and use Zones of Regulation in their classrooms. This is a systematic, cognitive-behavioural approach used to teach children how to regulate their feelings, energy and sensory needs in order to meet the demands of the situation around them.

Internal, Fixed Term External and Permanent Exclusions

We are committed to working with parents and carers to find solutions to behaviour difficulties and ensuring that early intervention is put into place to ensure the risk of permanent exclusion is minimised. We will ensure that all exclusion decisions are lawful, reasonable and fair.

Incidents which warrant internal or external exclusion are at the discretion of the Head of School/ Executive Headteacher in line with our Federation Suspension and Exclusion Policy. We are committed to working with parents and carers to find solutions to behaviour difficulties and ensuring that early intervention is put into place to ensure the risk of permanent exclusion is minimised.

The Department for Education sets out statutory guidance on exclusions and outlines the process to which schools must have regard when issuing an exclusion, and the process by which parents can make representations against a decision to exclude. We will ensure that all exclusion decisions are lawful, reasonable and fair.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Safeguarding

Ensuring children are safe is of paramount importance to us; we have specific Safeguarding and policies and adhere to regular updates in government guidance, *Keeping Children Safe in Education*. We ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with our children. We raise pupil awareness of child protection issues through our PSHE curriculum and equip pupils with the skills

they need to keep them safe. We support vulnerable pupils and those in difficult circumstances and we have established a safe environment in which children can learn and thrive.

Linked Policies

Equalities Policy, Health and Safeguarding Policy, Anti-Racist Policy, Suspension and Exclusion Policy, Online Safety Policy and the Children's Anti Bullying Policy.

Disseminating the policy

A copy of this policy is on the school website. It is included in the

- Staff Handbook
- Governor Handbook

Key contacts

Governors with a lead on Safeguarding: Paul Smith and Alexander Gardner

Designated Safeguarding Leads: Laura Lien, Marianna Slovakova, Natalie Reilly, Helen Bruckdorfer

PSHE Lead: Annie Davies

Addendum 1 - Child on Child Abuse

Brecknock is committed to safeguarding and promoting the welfare of all children. We recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other children. This is known as *child-on-child abuse.* We are committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that child-on-child abuse is abuse and should never be passed off as "just banter", "just having a laugh", "part of growing up" or "boys being boys". We appreciate that often there are barriers to reporting child on child abuse and as such, we understand that even if there are no reports it does not mean it is not happening. We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times.

Definition

- Child/children refers to any young person under the age of 18.
- Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment; preventing impairment of children's mental and physical health or development;

ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.[1]

- Child-on-child abuse refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim. Child-on-child abuse is most likely to include (but is not limited to);

- *-bullying (including cyberbullying, prejudice-based and discriminatory bullying*
  -abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
  -physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- *sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)*
- *sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse*
- *causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party*
- *consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)*
- *upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.*
- *initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).*

Training

- We will ensure that all staff have been trained to recognise and respond to child-on-child abuse within Safeguarding Training.

- We recognise that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

- We recognise that some children may be more vulnerable to child-on-child abuse than others. For example, children who have already experienced abuse, those that have special educational needs or disabilities (SEND), children living in care and children who are LGBTQ+ and/or have other protected characteristics under the Equality Act 2010 may be more likely to face child-on-child abuse than other children.

Responding to Child-on-child abuse

The school takes child-on-child abuse seriously and will respond to all concerns or disclosures of child-on-child abuse immediately

If a member of staff has a concern about child-on-child abuse, or if a child discloses child-on-child abuse to them, they will refer this to the Designated Safeguarding Lead immediately, in line with the school's Safeguarding and Child Protection policy.

[1] Keeping Children Safe in Education (2021)

Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary. This will vary depending on the type of child-on-child abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

The Designated Safeguarding Lead will always consider the following;

- *the wishes of the victim in terms of how they want to proceed. The victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;*
- *the nature of the alleged incident(s), including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour;*
- *both the chronological and developmental ages of the children involved;*
- *any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities;*
- *the impact on the victim;*
- *if the alleged incident is a one-off or a sustained pattern of abuse; and*
- *if are there ongoing risks to the victim, other children or school staff.*

Depending on the nature of the incident/s, the Designated Safeguarding Lead may
- *Seek further information from those involved and witnesses.*
- *Undertake a risk assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.*
- *Decide to manage the concern internally.*
- *Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.*

Refer the victim and/or the perpetrator to local services for Early Help.
- *Refer the case to Children's Services via a MASH referral.*
- *Liaise with social workers working with children involved (if applicable).*

The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary.

The school may choose to impose a sanction or punishment on the alleged perpetrator following an incident of child-on-child abuse. In this case, we will follow the school Behaviour Policy in determining the level and severity of sanction.

Record Keeping and reporting to parents/carers

- Members of staff will follow the procedures for recording a disclosure outlined in the school's Safeguarding and Child Protection policy. All incidences and follow up actions will be recorded using CPOM's.

- Parent/s and carer/s will be informed of incidents unless sharing information puts a child at greater risk of harm.

- Careful consideration will be given in cases where the child wishes to withhold information from their parent/s or carer/s and the school will operate within the law and relevant guidance at all times.

- Children will always be encouraged to speak to parent/s or carer/s about child-on-child abuse.

Addendum 2 – Anti Bullying

As a Rights Respecting School we hold the rights of the child at the centre of our school ethos and we believe that children and young people have a right to be protected from violence, abuse and neglect. Articles 28 and 19 of the United Nations Convention for the Rights of the Child states that all children have

a right to education. Discipline in schools should respect young people's human dignity and enable them to access education in a respectful and nurturing environment.

Bullying can cause great distress and both adults and children need to know what to do when this occurs. Bullying can be addressed in a number of ways including 1:1 support for victims, through assemblies and class discussions and through the curriculum. Parents and children should know that they can share their worries with the class teacher, a member of the senior leadership team or a trusted adult in the school. Bullying will not be tolerated at Brecknock and allegations of bullying are taken very seriously and always investigated thoroughly.

Definition of bullying

Bullying is defined as repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Often repeated over a period of time, it can be difficult for those being bullied to defend themselves.

Bullying can take many forms but the main types are:

- Physical - hitting, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling, insulting, making offensive remarks related to appearance.
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours and cyber bullying which uses a variety of electronic forms of contact. Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong. • Racial harassment and racist bullying.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Homophobic bullying.
- Discriminatory- Bullying of students who have special educational needs or disabilities.

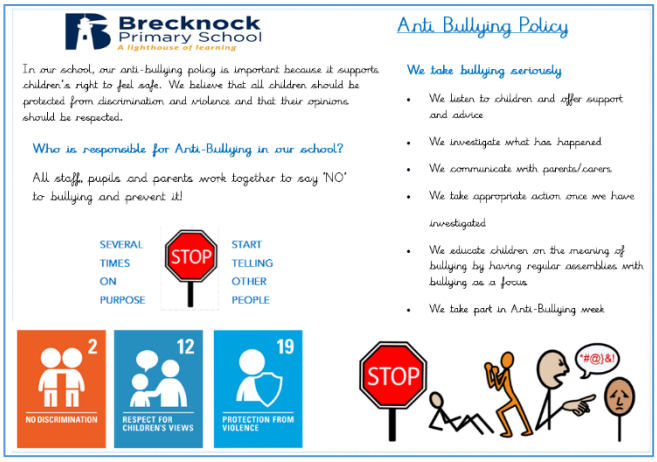
Students who are being bullied may show changes in behaviour, become withdrawn, or nervous, feign illness, have poor attendance. There may be changes in work patterns and lack of concentration in class. All staff must be alert to the signs of bullying and act promptly if they are suspicious. They should also encourage students to report any bullying. The school aims to fulfil its statutory duty to safeguard and promote the welfare of students in our care.

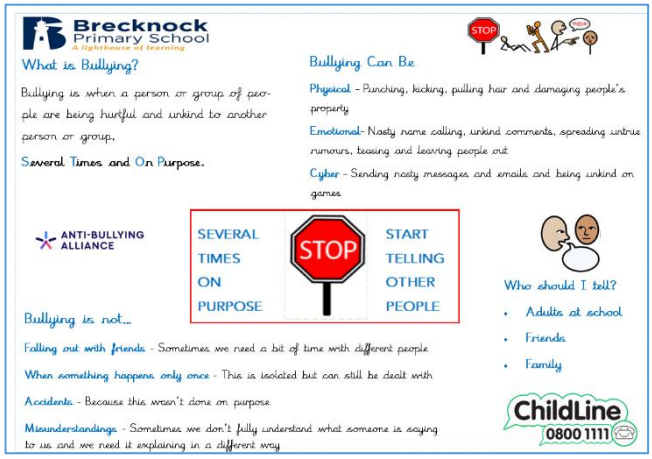
Teaching children about Bullying.

Our PSHE curriculum and school values promote respect, tolerance and kindness towards others. Children are given opportunities to discuss strategies to deal with bullying in lessons, assemblies and during Anti Bullying Week. We use *STOP- Several Times on Purpose* to help children identify bullying behaviours and posters are available around the school to encourage children to speak out. We actively encourage children to tell when others are being unkind to them. Children are made aware of the steps that will be taken by staff if they report bullying.

Children's Anti Bullying Policy

We have developed a children's Anti Bullying policy in consultation with the school council. This has been shared with the whole school community and is displayed in all classes. This is also available on our website.





School systems for reporting and monitoring bullying

At Brecknock we believe it is important to listen to children when they have concerns. Children can fall out with each other or say things that other children do not like. We encourage them to tell each other when they do not like something that is happening.

When it is reported that a child is being bullied (either by themselves or someone else) then action will be taken promptly and firmly. The allegation will be thoroughly investigated by the member of staff to whom it has been reported, or where judged necessary, by a member of the Senior Leadership Team. Both victim and alleged bully will be interviewed and a record of the incident kept using CPOMS. Where children have completed a written record of events these can be attached to the report. The bully will be informed that such behaviour is unacceptable and be made aware of the consequences of their actions (in line with the behaviour policy). In most cases once bullying has been reported and the children involved spoken to, there will be no further incidents. Parents and carers of both bully and victim will be informed and encouraged to work with the school to stop this happening again. The children involved will be highlighted to all staff to help monitor and prevent repeat incidences.

Reporting bullying concerns

All members of staff take bullying seriously. Children are encouraged to tell someone straight away if they think they are being bullied or if one of their friends is being bullied. In assemblies and lessons, they are told they can tell any staff member or a parent or carer. This is re-enforced by the Children's Anti- Bullying Policy. We encourage parents and carers to approach the class teacher in the first instance if they have concerns about their child being bullied.

Statutory responsibilities in regards to preventing and tackling bullying.

Section 89 of the Education and Inspections Act 2006: Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents; Headteachers can discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

Equality act 2010

We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice-based bullying. This is part of the Public Sector Equality Duty which is required under the Equality Act 2010 and covers these protected characteristics; disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.

Safeguarding children and young people-Children Act 1989

A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to Camden Local Authority. Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

Bullying in itself is not a specific criminal offence. However, some types of harassing, threatening behaviour or communications, could be a criminal offence, for example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender. If staff feel that an offence may have been committed they will seek assistance from the police.

Bullying outside school premises.

Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff. This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Executive Headteacher should also consider whether it is appropriate to notify the police or local authority. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.