



Bright Fields School

Behaviour Policy

(BFS-003)

A part of SofiNo Education Group Ltd

Version 3

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1. Aims

This behaviour policy links to other school policies and documents including:

- Special Educational Needs
- The Home-School Agreement
- Safeguarding and child protection policy
- Educational Visits Policy

It makes reference to DfE statutory guidance and documents that should be read alongside this policy. These include

- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- Preventing and Tackling Bullying.
- Advice for Head Teachers, staff and governing bodies
- DfE and ACPO Drug Advice for Schools
- Use of Reasonable Force
- Behaviour and Discipline in Schools
- DfE Screening,
- Searching and Confiscation
- Ensuring Good Behaviour in Schools
- DfE Dealing with allegations of abuse against teachers and other staff.

This behaviour policy is published on the School's website and copies are also available on request. These can be obtained from the school's main reception. All stakeholders have high expectations and encourage our students and staff to be outstanding and shine.

All staff have a corporate responsibility to providing a safe, happy and stimulating environment for all students in our care where positive behaviour is the only acceptable behaviour. This is achieved through quality teaching, praise, reward and a system of upheld school values.

Our policy is based on the belief that:

- Positive behaviour is not automatically learnt but needs to be taught and supported by parents/carers.
- Classroom behaviour can change and that we as teachers can assist students to manage their behaviour more effectively.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanction**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting Students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards latest guidance 2019\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of Students, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking (in any form)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers/vapes

- Fireworks
- Pornographic images
- Inappropriate Mobile phone use including “up skirting”
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the Student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time or difficult to defend against

Bullying can include:

Details of our school’s approach to preventing and addressing bullying are set out in our anti- bullying policy.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, upskirting.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and Responsibilities

5.1 The SofiNo Education Ltd

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The company Board members are responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- 5.3.1 Implementing the behaviour policy consistently
- 5.3.2 Modelling positive behaviour
- 5.3.3 Providing a personalised approach to the specific behavioural needs of particular Students
- 5.3.4 Recording behaviour incidents on Behaviour Watch.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/Carers are expected to:

- 5.4.1.1 Support their child in adhering to the Student code of conduct
- 5.4.1.2 Inform the school of any changes in circumstances that may affect their child's behaviour
- 5.4.1.3 Discuss any behavioural concerns with the class teacher promptly

6 Student code of conduct

At Bright Fields School we believe all students have responsibility for their own actions. Supporting our students to make positive choices and to understand that they must take responsibility for their own actions is an important part of their learning. It supports the school's aim that our students leave the Bright Fields School respectful of, and as positive contributors to, their communities and their peers.

At Bright Fields School Students are responsible for ensuring that they understand the school's rules, behave appropriately and fully understand the consequences and

rewards resulting from the decisions and actions they take.

School rules and Codes of Conduct are clearly communicated and displayed, and all Students are asked to sign the School's Home School Agreement alongside their parents/carers.

Where there are instances of inappropriate behaviour, Students will always be warned about the consequences of their choice – whether to continue in the behaviour or to take an alternative course of action (where required this will be clearly explained). This allows Students to make an informed choice and to take responsibility.

Students are expected to:

- Show respect to members of staff and each other
- In class, ensure that their behaviour does not disrupt the learning of others
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7 Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- 7.1.1 Praise
- 7.1.2 Class Dojo points
- 7.1.3 Certificates
- 7.1.4 Phone calls home to parents/carers
- 7.1.5 Reward Activities

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- 7.1.6 A verbal correction
- 7.1.7 Sending the Student out of the class
- 7.1.8 Expecting work to be completed at home, or at break or lunchtime
- 7.1.9 Detention at break or lunchtime, or after school
- 7.1.10 Referring the Student to a senior member of staff
- 7.1.11 Letters or phone calls home to parents/carers
- 7.1.12 Agreeing a behaviour contract
- 7.1.13 Putting a Student on an individual programme of support

During lessons Students may be sent to a quiet area away from class if they are disruptive, they will be expected to complete the same work as they would in class. Students who do not attend a given detention will have this detention time deferred

to another appropriate time.

7.2 Off-site behaviour

Sanctions may be applied where a Student has misbehaved off-site when representing the school, such as on a school trip or on the bus/taxi on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Unfounded malicious allegations against a member of staff:

Where a student makes an unfounded malicious allegation against a member of staff, the student will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some students may also need to be referred to an Educational Psychologist or placing Authority CAMHS team for assessment. This does not affect the school's responsibilities in relation to safeguarding.

Allegations of abuse must be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary measures: The range of disciplinary measures the school uses will be clearly communicated to school staff, students and parents/carers.

8 Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Student Code of Conduct in their classroom
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting positive behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Teachers should follow behaviour management escalation as detailed in Appendix 3. Class teachers should be encouraged to feel empowered to manage students' behaviour within the classroom setting.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers/relevant stakeholders (see attached form for body map and incident report)

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated.

These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening Students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Where necessary, support and advice will also be sought from specialist teachers, an

educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9 Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues will be transferred to relevant staff at the start of the term or year.

Information on behaviour issues will also be shared with new settings for those students transferring to other schools.

10 Training

Our staff are required to attend mandatory training on managing behaviour, including proper use of restraint, as part of their induction process. All staff are trained in de-escalation techniques and follow the Team Teach guidelines.

Behaviour management will form part of continuing professional development.

Staff training and professional development is monitored by the Head Teacher and SofiNo Education Chief Operations Officer.

11 Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and SofiNo Education Board annually.

12 Links with other policies

This behaviour policy is closely linked to the Safeguarding policy which is underpinned by the [Keeping Students Safe in Education 2024](#) legislation.

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Appendix 1:

Written statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Exclusions will only be used as a last resort, Appendix 2 outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are informed in behaviour incidents to foster positive relationships between the school and Students' home life

The SofiNo Education Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Exclusion

The Government supports Head teachers in using exclusion as a sanction where it is warranted. At Bright Fields School exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Head Teacher decides whether to exclude a student, for a fixed period suspension or a permanent exclusion, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

The Head Teacher will take account of any contributing factors identified after an incident of poor behaviour has occurred.

For example: If a student has suffered bereavement, has mental health issues or has been subject to bullying.

Fixed period suspension: A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The behaviour of students outside school can also be considered as grounds for suspension. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion where this is justified. Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the Student or others in the school.

Parents' right to appeal permanent exclusion, in most cases parents will have the right to make representations to the SofiNo Education Board.

The Local Authority has a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. Parents/Carers must take responsibility for their child if they are suspension (fixed term or permanently excluded) from school and must ensure that they are not in a public place without valid reason during school hours within the first five school days of any suspension.

Students who have a Social Worker, including Looked After Students, and previously Looked After Students

For the majority of students who have a Social Worker, that is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For students with a Social Worker, education is an important protective factor, providing a safe space for students to access support, be visible to professionals and realise their potential. When students are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm.

However, Head Teachers should balance this important reality with the need to ensure calm and safe environments for all students and staff, so should devise strategies that take both of these aspects into account.

Where a student has a Social Worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Head Teacher should inform their Social Worker, the Designated Safeguarding Lead (DSL) and the student's parents/carers to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's Social Worker and carers.

Appendix 3: Behaviour management structure

If a student demonstrates behaviour that is not acceptable in class, then the following procedure should be followed.

At the first instance of the behaviour (e.g swearing) Students should be asked to stop the behaviour and reminded that it is not acceptable in class. *We can still phrase this positively with the child, for example 'I would prefer if you didn't use language like that in class, if you are not feeling OK then we can help you'*



If the behaviour is repeated (e.g swears again) Students should be given a warning. It should not be a negotiation, or have a criteria attached, it is a clear warning for the behaviour. *Like before this doesn't need to be confrontational we just need to be clear, for example 'I did say I would prefer you not to use language like that in class, I am now asking you to stop using that language in class, this is your warning.'*



Should the behaviour continue then a consequence needs to be attached to the behaviour. At the first point this is removal of a Dojo point. *This step can be made without seeming that we are 'punishing' students as long as it is clear, for example 'You have had your warning and the language has continued. The consequence is that I need to take a point.'*

Note: It is important to use terms such as 'consequence' as oppose to 'negative points', 'losing points' and anything that indicates an element of punishment. We celebrate the positive points and we teach our students about the consequence of their actions.



Stepping up from this, if the behaviour continues then students should be asked to stay back at break/ lunch/ golden time to discuss the behaviour that wasn't appropriate. This needs to be a way to look at how the behaviour can be changed, not an admonishment of the student or the behaviour. *For example, 'I have asked you to stay back because I want to discuss the language that you were using. Do you understand why swearing in class isn't acceptable? I can understand that you are not feeling ok but we need to look at other ways that you can tell me that without swearing. How do you think we can make the next lesson more positive?'*



If you are finding that you are repeatedly following these steps and the behaviour remains the same, at this point it would be appropriate to step the behaviour up to a member of the Leadership Team, or seek additional advice if you feel that you would prefer to continue to try and manage this within the class team. A behaviour plan could be drafted together in order to personalise the approach to the individual child's needs