Sutton-at-Hone Church of England

Primary School

Behaviour Policy

Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils 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 sanctions**
- **Support and promote** our school vision of 'We are God's family - learning together, loving together and growing together - striving to be the best we can be for ourselves, for others and for God.'

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 pupils 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) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, collective worship, 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
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Smoking
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - 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 pupil)

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
- Difficult to defend against

Bullying can include:

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
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

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

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher 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:

- Forming positive relationships with every child

- Implementing the behaviour policy consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents using Track-it Lights

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

5.5 Pupils

Our school golden rules are:

Our 5 Golden Rules

★ We always speak and listen to everyone politely.

★ We always follow instructions from all staff in school.

★ We always move around the school calmly and quietly.

★ We always treat people and property with respect.

★ We always try our best.

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

- 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

6. Rewards and sanctions

6.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise

- House points

- Stickers and certificates

- Letters/postcards or phone calls home to parents

- Special responsibilities/privileges

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

- A verbal reprimand

- Warnings given and logged using 'Trackit Lights'.

- Sending the pupil out of the class

- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime

- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents

- Agreeing a behaviour contract

- Putting a pupil 'on report'

We may use an internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the Head of School/Assistant Head of School during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

6.2 Off-site behaviour

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

6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head of school will discipline the pupil 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 of school will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management

7.1 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 pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption (using 'Track-it Lights' to log and track in line with class teacher's own strategies)
    - Using positive reinforcement

7.2 Physical restraint

In some circumstances, trained, selected staff may use reasonable force to restrain a pupil to prevent them:

- 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 in the bound and numbered book and reported to parents

7.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Selected staff are provided with training on managing behaviour, including proper use of restraint and all staff are trained in de-escalation strategies.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the head of school and full governing board every 2 years. At each review, the policy will be approved by the head of school.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying strategy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards and sanctions are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

REWARDS AND SANCTIONS

We expect all children to be responsible members of the school community, sensibly following school routines and keeping to the 5 golden rules. Rewards are given to children who follow our rules and routines. Sanctions are used if a child chooses not to.

Rewards	Sanctions
The following rewards will be given, as appropriate: - Praise and approval for academic and other achievements - Stars - Stickers - House points (which can then be 'spent' on Aspire awards as 'Aspire money') - Lunchtime awards- stickers from MDMS - Moving name to the 'rainbow' or equivalent (the step above 'green' on traffic light system) - Being given a 'Bubble' card - Marbles in a jar – collected as a class, CT reward given such as extra playtime or class golden time - Beads on a string– collected as a class CT reward given such as extra playtime or class golden time - Extra responsibilities - Child of the Week certificates - Good behaviour acknowledged in writing e.g. postcard/ slip home - 'Great days' announced in assembly (Where the whole class have had all children 'on green' all day) - Ambassador badge awarded to an individual (include charter for this within the policy) Please note; we DO NOT use food as a reward.	All staff will manage inappropriate behaviour using a number of strategies: - Praising others who are making the right choices - Tactical ignoring In most cases these will be successful in addressing any inappropriate behaviour. When these are unsuccessful the following sanctions will be used. The process should be worked through in stages and only skip stages in exceptional circumstances e.g. physical violence: - Speaking to child- reminder of a rule, warning, giving choices, making consequences clear - Time out within the classroom - Child's name moved on 'trackit light' chart or equivalent. - Pupil to write an apology or account of incident - Ongoing record of behaviour incidents in class behaviour folder - Pupil to lose playtime minutes with the member of staff who is managing the inappropriate behaviour. - Send child for time out (15mins max) in parallel class NEVER SHOULD A CHILD BE SENT OUT OF THE CLASSROOM UNSUPERVISED - CT: Speaking to parents- phone or at the beginning/ end of the day - CT: Discussion with FLO for additional support/involvement - FLO: Speaking to child and/ or working with the child and their specific difficulties through classroom or intervention support - CT: Put a personal behaviour chart system in place to closely monitor the child and as a positive strategy to help the child monitor their own behaviour - CT: Meeting with parents- *recorded* meeting* - SENCO/ DHT/ HT: Discussing behaviour choices with the child and monitor behaviour chart as appropriate - CT liaise with member of Leadership Team for internal exclusion - SENCO/DHT: Lunchtime playground exclusion - SENCO/ DHT: Meeting with parents- *recorded* meeting* - SENCO: Liaise with CT to create (or review) a behaviour support plan - PSP/ Behaviour outreach - HT: Meeting with parents- *recorded* meeting* - Letter home to parents - HT: Fixed term exclusion- legal process (see below)

*Where a meeting is not possible, a letter may be appropriate.

Exclusions

A child can be excluded from school at the discretion of the Headteacher (or Deputy Headteacher in the Headteacher's absence) and with full knowledge of the parents / carers. An exclusion is not meant necessarily as punishment, though there are strict criteria for the use of exclusion. It can also allow for the involvement of a relevant support service.

If a child is excluded the Headteacher will write to the parents / carers, with copies to the Chair of the Governors' Pupil Discipline Committee and Local Authority agencies, saying why the exclusion has occurred, and also indicating that the parents / carers need to be seen before the child is re-admitted. The letter will also detail the type of exclusion being applied e.g. Fixed Term / Permanent, indicating the expected return date of the child as well as the appeals process for parents who do not feel that the decision to exclude their child is justified.

At the meeting behaviour targets will be drawn up between the Teacher, the parents / carers and the Headteacher, so that the child returns to school on very specific criteria. A pastoral support programme, if not already in place, will be put into place to try to avoid the need for further exclusions of the child.

Exclusion for specific periods of the school day.

Unacceptable behaviour at lunchtime can result in exclusion from school for that time. Parents / carers would be expected to collect their child at the beginning of the lunch break and return him/her before the afternoon session commences.