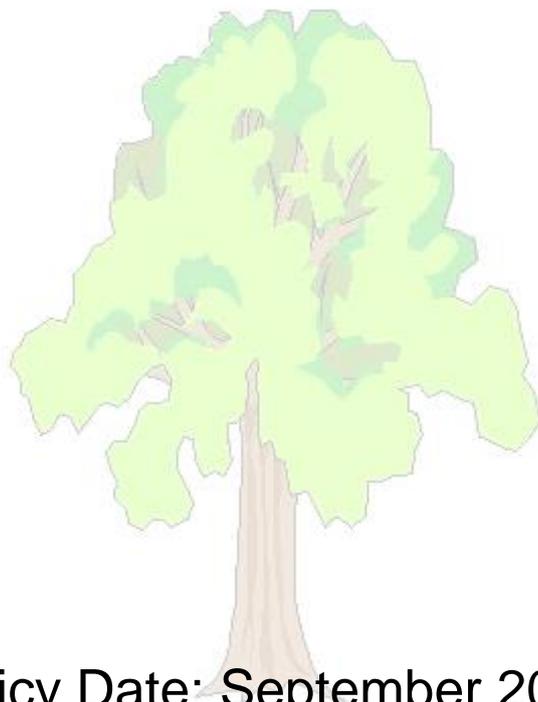


# Behaviour Policy



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# SENACRE WOOD PRIMARY SCHOOL

## Behaviour Policy

### 1. Values and Ethos

At Senacre Wood, we deepen learning through first hand, challenging and relevant experiences. Our ambitious, enquiry-focused curriculum promotes our core school values:

**CURIOSITY: We explore and experiment**

**INDEPENDENCE: We think for ourselves**

**INNOVATION: We create and innovate**

**REFLECTION: We reflect on our learning**

**RESILIENCE: We take risks and persevere**

**COLLABORATION: We share our ideas and support our peers**

### 2. Aims

This policy aims to:

- Provide a **consistent, positive 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**

### 3. 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 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

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

## 5. Roles and responsibilities

### 5.1 The governing board

- The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.
- The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### 5.2 The headteacher

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- Behaviour incidents are logged onto CPOMS.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1).

- 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.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- In the case of an exclusion, the Headteacher would follow the KCC Exclusion Guidance.

### 5.3 Staff

- The teachers and teaching assistants in our school have high expectations of the children with regards to behaviour, and they strive to ensure that all children behave in order for them to work to the best of their ability.
- It is the responsibility of class teachers, supported by teaching assistants, to ensure that the school rules are enforced in their classes and that their class behaves in a responsible manner during school time.
- The class teacher and teaching assistant will treat each child fairly, and enforce the classroom code consistently. The teachers and teaching assistants treat all children in their classes with respect and understanding.
- The class teacher will update SLT on behavioural issues in the class and may liaise with external agencies to support and guide the progress of each child.
- The class teacher reports to parents and carers about the progress of each child in their class 3 times a year. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child; for example if yellow behaviour falls into a pattern.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly. We expect parents and carers to support their child's learning, and to cooperate with the school. We endeavour to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- Parents will be kept informed about their child's behaviour.

## 6. Pupil code of conduct

All children will be expected to follow the school rules, which are listed as green behaviours. These expectations are promoted by all adults across the school (see appendix 2).

The 'Good to be Green' expectations are displayed in classrooms and around the school.

Circle time or Personal, Social and Health Education (PSHE) is provided regularly to share class concerns, experiences, and feelings.

This may also be used reactively for specific concerns.

## 6. Positive recognition and sanctions

Positive recognition and praise must be given to children when they behave well. Positive recognition and reinforcement take the form of:

- Praise, which is genuine and personal
- recognition of achievement in assembly
- tangible awards – gold stickers, class cubes/marbles, prizes, raffle tickets
- special privileges or treats
- extra responsibilities
- opportunities to share good quality work with SLT
- informing parents of good behaviour/achievements/sending work home.

For every type of behaviour that is not a 'Green' behaviour, there are clear sanctions, which are clarified in Appendix 2. Parents will be contacted by a member of SLT when children show red behaviour (Please see appendix for detailed description of green, yellow, orange and red behaviours).

Where behaviour is a reoccurring issue, a member of SLT, class teacher, child and parents/carers will meet to arrange for the child to be put on Headteacher Report either for a fixed term or until green behaviours are consistently adhered to.

## 7. Behaviour Management

### 7.1 Classroom management

To demonstrate a positive approach to managing classroom behaviour, teachers must use this Behaviour Management Policy consistently in the classroom and across the school to help children to understand the consequences of their unsatisfactory behaviour. Sticker charts, table points etc must be agreed by SLT.

Individual behaviour strategies for children with particular behaviour difficulties will be agreed between the class teacher, SENCo and SLT.

We try to refrain from shouting at children. When we shout it may mean "Stop" in the case of danger. Other means of behaviour management in the classroom are much more effective and may include:

- asking a child to do something and giving them to the count of 3
- use of a noise to signal a change or to refocus e.g clapping or use of tambourine
- waiting for children until they are ready
- counting down from 5/10 to zero
- giving a verbal warning of a yellow behaviour card

If rules and expectations are not followed consistently and the child interferes with the teaching and learning of others he/she may need to spend time apart from the rest of the class.

### 7.2 Break and Lunchtime rules and expectations

At lunchtime, Lunchtime Supervisors will manage children's behaviour appropriately, using the same strategies that are used in the classroom, and incidents will be reported to class teachers or TAs. A child may be asked to have a 'timeout' in an area of the playground for up to 5 minutes, standing on a line or number square.

### 7.3 Physical restraint

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

- Causing disorder for example: running dangerously around a classroom or purposefully knocking things over.
- 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 reported to parents

Physical restraint of pupils is conducted in line with the DfE's guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### 7.4 Confiscation

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](#).

## 8. 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.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition to this, 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 or during secondary school transition.

## **10. Monitoring Behaviour**

Behaviour is monitored closely by SLT through our online programme CPOMS. Children who have a high number of behaviour incidents are invited to a meeting with their parent/carer so that a Pastoral Support Programme (PSP) can be put in place for that child as a means of decreasing the number of behaviour incidents occurring. Parents/carers would be invited in for a meeting with our SENCo to discuss targets. These targets are discussed with the child to ensure there is a clear understanding of behaviour expectations and the strategies put in place to support the child. The PSP will then be reviewed and dates for this will be discussed at the initial meeting.

## **11. Fixed-Term and Permanent Exclusions**

In rare and extreme cases, where severe red behaviour has occurred or continues to occur, a form of exclusion may be given. This may result in a child being internally isolated in the Head teacher's office for a morning, afternoon or a whole day or being excluded from school for a fixed period.

The LA guidance on exclusion must be followed carefully. Before a decision to exclude is made, a careful and thorough investigation is made by the Head Teacher. Mitigating circumstances, provocation, reasons for the behaviour and the behaviour record of the pupil are also taken into consideration. The parents/carer of the child are called in to see the Headteacher immediately, who would explain the reasons for and conditions of the exclusion (eg. length of time). The Headteacher completes the necessary paperwork in accordance with the LA guidance on exclusion.

### **Monitoring and Review**

- This policy will be monitored by the Senior Leadership Team who will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- This policy will be reviewed annually or earlier if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

## 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, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort and the LA guidance is carefully adhered to
- 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.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body of Senacre Wood Primary School every year.

## Appendix 2: Teaching and Learning Policy statements

We believe that a Senacre Wood learner...

- ✓ Is enthusiastic, enjoys learning and wants to learn.
- ✓ Has the confidence to give something a go.
- ✓ Is curious about the world around them.
- ✓ Has high expectations of themselves.
- ✓ Actively contributes to questioning and asks questions for themselves.
- ✓ Is able to make decisions independently.
- ✓ Thrives within a 'taking risks' culture being provided with opportunities to make choices.
- ✓ Is able to be critical and use this to make decisions.
- ✓ Recognises that making mistakes is part of the learning process.
- ✓ Takes responsibility for their own learning and can talk with clarity about progress made.
- ✓ Is an active learner who learns inside and outside of school, and shares new learning with others.
- ✓ Has a range of strategies to overcome barriers to learning.
- ✓ Applies skills and understands the links between learning across subject areas.
- ✓ Uses their learning to indicate commitment to education through effort and pride in presentation.
- ✓ Forms positive working relationships with peers and staff.

### Appendix 3: Good to be Green

#### ★ If I make the choice to ... ★

- ☑ Be honest
- ☑ Speak politely to all adults
- ☑ Look after property
- ☑ Listen carefully
- ☑ Be kind and behave in a friendly way
- ☑ Work to the best of my ability

#### ★ WELL DONE! ★

- ☑ I will receive positive praise
- ☑ I might share my learning with a member of SLT
- ☑ I might have my behaviour recognised in Celebration Assembly
- ☑ I might receive a privilege

#### If I make the choice to...

- Leave my seat unnecessarily...
  - Call out...
  - Distract others...
- Not listen to my teacher, TA or other children...
  - Argue with other children...
  - Be unkind to others...

#### I will receive an 'in class consequence':

- I might be given a gentle reminder about Green Behaviours
- I might be told to change my seat or table
- I might have a 5 minute time out in class
- I might spend 5 minutes of my playtime with my teacher completing missed learning

#### If I make the choice to...

- Continue to show disruptive behaviour after an 'in class consequence'...
- Refuse to follow the instructions of an adult...
- Throw, misuse or break equipment...
- Be rude to an adult or answer back...

#### I will receive an 'out of class consequence' and my parents will be informed by my teacher:

- I might be sent to a member of SLT for 15 minutes to continue with learning
- I might lose half of my lunchtime with a member of SLT

#### If I make the choice to...

- Continue to show disruptive behaviour after an 'out of class consequence'...
  - Intentionally fight with or injure another pupil...
  - Refuse a member of SLT ...
  - Deliberately damage school property
- Endanger myself or others with my behaviour...
  - Swear or use racist or abusive language
  - Speak aggressively to staff...
  - Physically hurt a member of staff...
- Leave school premises without permission...

#### I will be sent to the Headteacher or Deputy Headteacher and they will inform my parents...

- I might lose all of my lunchtime with the Deputy or Headteacher
  - I might lose a privilege
- I might be internally isolated in the Headteacher's office for a morning or afternoon
- I might be internally isolated in the Headteacher's office for a whole day
- I might be excluded from school for a fixed period

## Appendix 4: Behaviour Policy Addendum in response to Covid-19

### **1. Context**

- On 20th March 2020 parents were asked to keep their children at home, wherever possible, as part of the response to coronavirus (COVID-19). Schools and childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.
- From 1<sup>st</sup> June, as part of the Government's phased return to school plan, EYFS, Year 1 and Year 6 will be returning to school, in addition to vulnerable children and children of key workers.
- This addendum of Senacre Wood Primary School Behaviour policy contains details of any additions to our existing behaviour arrangements in response to Covid-19.

### **2. Behaviour principles**

- In light of the need for children to behave differently when they return to school, and for the new systems we have put in place to support this, we need to make some additions to our behaviour policy.
- These behaviour principles will be discussed with the children from the 1<sup>st</sup> June so they fully understand what is expected.

#### Covid-19 behaviour principles

- ✓ Children will arrive through their designated gate at their allotted time.
  - ✓ Children will use the markings on the paths to help them to keep a social distance.
  - ✓ Children will be asked to wash their hands with soap and water at regular intervals throughout the day.
  - ✓ Children will remain in their own bubbles at all times during the school day.
  - ✓ Children will follow the 'catch it, bin it, kill it' rule when sneezing and coughing.
  - ✓ Children will avoid touching their mouth, nose and eyes with their hands.
  - ✓ Children must tell an adult if they are experiencing symptoms of coronavirus.
  - ✓ Children will have their own space in the classroom and will be reminded to keep their own pencil etc for themselves.
  - ✓ Children will use their designated toilets.
  - ✓ Children will not cough or spit at or towards any other person.
  - ✓ Children will not deliberately touch another person.
- If these behaviour principles are not followed, the child's parent will be contacted and this may result in the child completing learning at home for the rest of the day.
  - If the child continues to not follow the behaviour principles, a decision will be made as to whether the child can continue to be in school or whether it is safer for the child and the school community for the child to complete learning at home.