



# Behaviour Policy

<b>Updated By:</b> A Lees	<b>Approved By:</b> C Johnson	<b>Date:</b> Oct 2021
<b>Review Interval:</b> Annual	<b>Next Review Date:</b> Oct 2022	<b>Version:</b> 1.2

## **1. Purpose**

1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all.

## **2. Background**

2.1 We are required to ensure the safety and well-being of all our children and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

2.2 In keeping with Education (Independent School Standards) (England) Regulations 2016, our policy outlines our code of conduct for children and young people, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.

2.3 The Headteacher is responsible for developing this policy. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, reflect our 6R's and ensure that pupils complete assigned work and regulate conduct.

2.4 Our Behaviour Policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.

2.5 Our school policy considers the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability.

2.6 If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately (Keeping Children Safe in Education 2021).

2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this at least annually. This policy is referred to in our parent contracts accordingly.

2.8 We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

### **3.0 Applicability**

3.1 Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.

3.2 We work together with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

3.3 To this end, we have an ethos of setting high expectations of achievement for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities laid out in this policy. We always expect both staff and parents to model positive behaviour so that our pupils can benefit fully from their experiences in school.

3.4 It is important that our staff always follow the Behaviour Policy to ensure that we all implement our policy consistently and effectively. We understand that this ensures that our pupils feel they have been treated fairly compared to others.

3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances.

3.6 Should any child display severe emotional, behavioural and social difficulties, it is still our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

3.7 Children who are mentally healthy can:

- Develop psychologically, emotionally, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Resolve (face) problems and setbacks and learn from them
- Reflect.

3.8 Where severe problems occur, we expect the child to get support elsewhere, as well as support in school at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.

3.9 Staff work closely with the Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

## **4.0 Definitions and scope**

4.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our school provides:

- A committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges

- An effective strategic role for the Special Educational Needs Coordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary
- Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are considered and that they are kept fully informed so they can participate in decisions taken about them
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND policy;
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary
- A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.

4.3 The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.

4.4 We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting the individual health care plan.

4.5 The following principles underpin our approach towards behaviour and discipline:

- School staff and pupils should all show respect for one another
- Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported
- All pupils should be listened and responded to
- All pupils are entitled to learn in a safe and secure environment
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills
- All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

## 5.0 Procedures and responsibilities

5.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all our children should be able to behave in socially acceptable ways.

5.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children, unless the Headteacher says otherwise.

5.3 To be socially acceptable, we believe that children should be able to:

- Treat other children and adults with respect
- Speak politely to other people
- Have self-confidence and high self-esteem

5.4 To encourage this, the staff will:

- Treat all children and adults with respect
- Speak politely to other people
- Praise children's efforts and achievements as often as they can
- Explain to children what they should have done or said when they get it wrong
- Tell parents about their child's efforts and achievements
- Avoid using critical or sarcastic language

5.5 We will not accept the following behaviour from children or adults:

- Use of unkind or rude language
- Hitting, kicking, biting or other such physical responses
- Racist or sexist remarks, or other discriminatory comments

5.6 If such behaviour occurs:

- We will tell the child that it is wrong and explain what they should have done or said, or not said
- If the behaviour is repeated, the child will be reprimanded once more as above
- If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected
- We will try to find out why the child is behaving in this way and then treat the situation accordingly.

5.7 Teachers are responsible for ensuring that the school Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time.

- Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time
- Every teacher enforces the classroom code consistently and treats each pupil fairly
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff, including, where relevant, a conversation with the parent to seek improvements and the use of appropriate strategies
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil
- An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book
- Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter
- Never make racist, sexist, homophobic or other abusive or humiliating remarks
- Never resort to physical violence

- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details
- We have powers to search included within the Education Act 2011 to tackle cyberbullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Headteacher only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way
- Comply fully with the Staff Code of Conduct

#### 5.8 Expectations of pupils in our school:

- Arrive on time to lessons/classes with all the equipment needed for the lesson
- Listen in silence when the teacher is giving instructions
- Follow instructions promptly and accurately
- Raise a hand to gain attention
- Follow the teacher's instructions about moving around the classroom
- Treat others with respect and consideration at all times
- Dress in the specified uniform for the activity
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter
- Move sensibly and calmly around the buildings and grounds
- Never make racist, sexist or other abusive or humiliating remarks
- Never resort to physical violence
- Comply fully with the Digital Safety Agreements (Acceptable Use Policy).

## 6.0 Policy

### 6.1 Our rewards:

#### EYFS

- EYFS children are given dogoes, stars and stickers for good work. They share their work with other teachers and the Headteacher.

#### Whole School

- 100% attendance certificates are given out at the end of each half term. This gives the children the incentive for each half term rather than losing interest if they have had time off during the first term - they will never achieve 100%. The children with 100% attendance for the whole year will be rewarded at the end of the year by the Headteacher
- All staff praise, reward and sanction consistently;

Multiple House Points should not be used to ensure the system retains its value. If work is of a very high standard or demonstrates much improved effort and is therefore deserving of more than 1 House Point the pupil should be sent to the Head for special praise. Praise postcards are also used.

At the end of each half term, the class teacher will nominate a child to receive a 6R certificate. The child will have been chosen for demonstrating two or more of the 6R's (Respect, Responsibility, Resilience, Reasoning, Resourcefulness, Reflection) across the half term. This will be presented to the child on the last day of the half term.

All classes also have a wellbeing area.

In addition to the 6R certificate, children will collect house points. This can be awarded to any child by any member of staff. They will collect house points which will accrue over the year.

- Bronze – 20 house points. A bronze certificate and badge will be given to the child along with a pencil.
- Silver – 20 points. A silver certificate and badge will be given to the child along with a rubber.
- Gold – 20 points. A gold certificate and badge will be given to the child along with a ruler.
- Diamond – 20 points. A diamond certificate and badge will be given to the child along with a pencil sharpener.
- Platinum – 20 points. A platinum certificate and badge will be given to the child along with a pen.
- Shrubbery Star – 50 points. A Shrubbery Star certificate will be given to the child along with a blue Shrubbery Star badge.
- VIP – 50 points. A VIP certificate will be given to the child along with a crown badge.

## 6.2 Strategies and support

The following outline a range of strategies in use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc
- using different resources
- setting small and achievable targets
- positive rewarding systems with no comments for undesirable behaviour
- use of certificates for positive qualities
- acclaiming good behaviour when it is seen in class
- involving parents at an early stage to make an action plan together
- peer mediation
- restorative justice approach
- referral to CAMHS and/or educational psychology services; and referral for family support and/or therapy to help the pupil and family better understand and manage behaviour, if necessary.

## 6.3 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them. It is the responsibility of the teacher to record this on CPOMS and speak to parents at the end of the day.

6.3.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

6.3.2 Adults always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start.

6.3.3 Parents will be involved at the earliest stage if problems are persisting or recurring. There is a tiered system where the class Teacher will speak to parents initially. This will then be supported interim by the Headteacher and then by the Headteacher if the behaviour continues. If there is a serious issue with behaviour the Headteacher will deal with this in the first instance.

6.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

EYFS

**Reminder:** Anyone who is causing disruption to learning or play will be reminded that this is not acceptable. Praise will be given if the child is able to model good behaviours as a result of this reminder. Manners will always be enforced.

**Talk time:** If a reminder is not enough, the child will be spoken to by the Nursery Manager. This will include clearly stating why the behaviour is not acceptable and giving the reasons why. Once again, if the behaviour improves, praise will always be given.

**Think time:** If the disruptive behaviour continues, then think time will be given in an agreed space and for a set amount of time. After some thinking and reflection time, the child will be welcome to return to the lesson or playtime. At an appropriate time, the teacher or member of staff will discuss the events with the child (at an appropriate level of dialogue.)

**Evaluation:** If behaviour is persistent, a senior leader will talk to the child to ensure that positive choices are made. These behaviours should be recorded on School pod and next steps will be implemented depending on the behaviours.

**Monitor:** The appropriate member of the SLT team will work alongside the child, teacher and parents to monitor behaviours to ensure that positive steps are made.

KS1 and KS2

**Low level disruption:** chatting, arguing with a class mate; misuse of equipment, shouting out answers when asked to raise hand if this is not the way that the class teacher has asked the class to answer, failure to move about the school in an orderly manner, breaching dining room rules; breaching playground rules.

**Persistent low-level disruption:** repetition of the above despite warnings, rudeness/arguing/answering back, running around the school.

**Mid-level disruption:** being physical in anger on the playground, bad language used between pupils, lying.

Sanction: Discussion with the child to address the behaviour. Class teacher to discuss the behaviour with parents. A reflection sheet to be filled in to capture what the child was thinking, how the problem is to be resolved. (Reflection Sheet attached to the back of the policy.)

**Sanction:** Parents called in to discuss plan with Head; internal exclusion.

**Serious incident:** Verbally or physically abusive to an adult; endangering self or others.

Sanction: Parent meeting with Head; temporary or permanent exclusion.

All incidents need to be logged on CPOMS in the behaviour tab. There is a very clear line of communication; The teacher must initially feedback to the parent regarding the incident – this may be by seeing the parent at the end of the day or making a phone call to the parent. If the behaviour persists, the class teacher will ask the Deputy Headteacher to intervene. If the behaviour continues, the Head teacher will invite the parents in to school to have a meeting to see how the issues can be addressed successfully. If there is no improvement and the behaviours continue, this may lead to exclusions; either fixed or permanent depending on the level of behaviour and the rate of escalation.

6.3.5 In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class the following will be followed:

- internal exclusion
- contacting parents immediately
- meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve
- fixed term exclusion
- permanent exclusion



6.3.6 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, without first using lower-order strategies.

## 7.0 Suspension and expulsion

7.1 The Headteacher reserves the right to exclude pupils from the school. Exclusion will be dealt with in accordance with our Exclusion Policy.

## 8.0 Allegations of abuse against teachers and other staff

8.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.


## 9.0 Complaints procedure



9.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Headteacher. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website). This procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusion Policy.

## 10.0 Related documentation

- Anti-Bullying Policy
- Exclusion Policy
- Safeguarding Policy

Appendix 1: Class record sheet for house points. Available on Staff Share

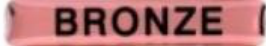

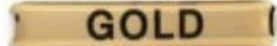
 <b>House Points</b> <u>Class:</u> 					
Name	Bronze (20)	Silver (20)	Gold (20)	Diamond (20)	Platinum (20)

 <b>House Points</b> <u>Class:</u> 		
Name	Shrubbery Star (50)	VIP Award (50)



## Appendix 2: Order for Reward Badges and Certificates

There are currently 90+ children




Ordered from [schoolmeritstickers.com](http://schoolmeritstickers.com)

 <b>Bronze Award badge</b> (pack of 5) <small>Ref: E98</small> <b>£4.95</b>	Order 32 packs	160 badges in total + pencil	3.95 x 32  £126.40
 <b>Silver Award badge</b> (pack of 5) <small>Ref: E97</small> <b>£4.95</b>	Order 32 packs	160 badges in total + rubber	3.95 x 32  £126.40
 <b>Gold Award badge</b> (pack of 5) <small>Ref: E96</small> <b>£4.95</b>	Order 32 packs	160 badges in total + ruler	3.95 x 32  £126.40
			3.95 x 30  118.50

<p><b>DIAMOND</b></p> <p><b>Diamond Award badge (pack of 5)</b></p> <p><i>Ref: E103</i></p> <p><b>£4.95</b></p>	Order 30 packs	150 badges in total +Pencil sharpener	
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<p><b>PLATINUM</b></p> <p><b>Platinum Award badge (pack of 5)</b></p> <p><i>Ref: E164</i></p> <p><b>£4.95</b></p>	Order 25 packs	125 badges in total + pen	3.95 x 25  £98.75
 <p><b>Blue glitter star enamel badge</b></p> <p><i>Ref: E562</i></p> <p><b>£4.95</b></p>	Order 15 packs	75 badges in total	4.25 x 15  £63.75
 <p><b>Gold crown enamel badge</b></p> <p><i>Ref: E1221</i></p> <p><b>£4.95</b></p>	Order 5 packs	25 badges in total	4.50 x 5  £22.50

 <p><b>Bronze Award'</b> <b>banknote style</b> <b>certificate</b></p> <p><i>Ref: SA51</i></p> <p><b>£5.95</b></p>	Order 8 packs	160 certificates in total	5.25 x 8  £42
 <p><b>Silver Award'</b> <b>banknote style</b> <b>certificate</b></p> <p><i>Ref: SA50</i></p> <p><b>£6.05</b></p>	Order 8 packs	160 certificates in total	5.30 x 8  £42.80

 <p><b>Gold Award'</b> banknote style certificate</p> <p>Ref: SA49</p> <p><b>£6.05</b></p>	Order 8 packs	160 certificates in total	5.30 x 8  £42.40
 <p><b>Diamond Award'</b> banknote style certificate</p> <p>Ref: SA53</p> <p><b>£6.05</b></p>	Order 7 packs	140 certificates in total	5.30 x 7  £37.10
 <p><b>Platinum Award'</b> banknote style certificate</p> <p>Ref: SA54</p> <p><b>£6.05</b></p>	Order 6 packs	120 certificates	5.30 x 6  £31.80

 <p><b>Headteacher's Award certificate</b></p> <p>Ref: SA149</p> <p><b>£6.70</b></p>	<p>Order 4 packs</p>	<p>80 certificates</p>	<p>4.50 x 4</p> <p>£18</p>
 <p><b>VIP Award Certificate</b></p> <p>Ref: SA162</p> <p><b>£4.85</b></p>	<p>Order 2 packs</p>	<p>40 certificates</p>	<p>4.50 x 2</p> <p>£9</p>

## Restorative Practice

Article 3 - Best interests of the child

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen next?

Name:

Date: