

# Little Stoke Primary School

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## Behaviour Policy

*Scott Howes*, Headteacher .....April 2018

*Steve Wells* – Chair of Governors.....April 2018

Last Review July 2016, July 2017

Next Review – April 2018/July 2018

## Aims and expectations

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**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but the primary aim of the behaviour policy is not a system to enforce unreasonable rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

## School Rules

At Little Stoke Primary School we;

- *Treat others with respect.*
- *Consider other people's feelings.*
- *Use good manners.*
- *Take care of school property.*
- *Include everyone.*
- *Be the best you can be.*

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

## 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

## **Roles and responsibilities**

### **The governing body**

The LSPS Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). It 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 headteacher**

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 also approve this 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.

### **Staff - General**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents through welfare concern sheets. The senior leadership team will support staff in responding to behaviour incidents.

### **Staff – Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom rules and expectations consistently. The class teacher treats all children in their class with respect and understanding, as stated in the school equality policy.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher/DHT and the behaviour management principles set out above will be used.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher/SENCo may discuss the needs of a child with the special educational needs team or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### *Good Practise for teachers*

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and should be giving as much praise as possible for any good behaviour.

Where any member of staff struggles to manage behaviour the following support is available;

- Advice and guidance from HT/DHT
- Ongoing pro-active classroom support for specific behaviour challenges
- Advice and practical support from LA Behaviour Support link – Louise O'Rourke
- Advice from SENDCo for SEN linked behaviour concerns
- External training/school visits
- Staff counselling service – details displayed in staff room
- Ongoing pastoral support from SLT

### **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

The school works collaboratively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and the parent friendly behaviour leaflet (on the school website and available at the school Information Zone) and we expect parents and carers to read these and support them.

We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try 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. If the school has to use reasonable sanctions to reprimand a child, parents and carers should support the actions of the school. If parents and carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

**Pupil code of conduct** – pupils are expected to adhere to a set of behaviour rules within school.

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
- Follow the school behaviour rules
- 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

**Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- 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
- 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
  - 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)

**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.

See *LSPS Anti-Bullying Policy* – on the school website

## Strategies

We use a variety of strategies to promote good behaviour:

- Vision statements
- Placing children during group and transition times (carpet spaces, lining up, assembly)
- Groupings in class
- Classroom organisation (cloakroom, individual drawers, access to resources)
- Visual timetable where appropriate
- Class rules/expectations
- Behaviour support (1:1 or small group, - designed to suit needs)
- Working with outside agencies (eg. School Nurse, Educational Psychologist, CAMHS,SGC)
- Value Assembly focussing on academic and social/community values
- Responsibility given to well-behaved pupils.
- Pupils are encouraged to be involved in directing their learning through Topic Key Questions.
- Parents are encouraged to be involved in curriculum activities/trips/events/community celebrations.
- We develop a sense of pride in our school through evaluating our achievements together.

## We praise and reward children for good behaviour in a variety of ways:

- Adults congratulate children, name the behaviour and give specific feedback.
- Adults give children stickers, certificates, share achievement with others, speak to parents, notes home
- TAs feedback behaviour to teachers/HT
- Pupils are awarded points for wearing correct uniform, attending regularly and behaving well. Small prizes can be earned for these points.
- We distribute certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school – these are awarded with parents in Celebration Assembly every fortnight. These link to our learning values depicted in the school hall.
- Homework/out of school successes are shared in assembly.

- Each class sets and agrees class rules linked to the school rules. These are referred to throughout the year to reinforce expectations and remind children of the contract between the class members, including staff.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We use positive role-modelling.
- We expect children to try their best in all activities. If they do not do so, we graduate our response from asking pupils to redo a task to checking if there are wider family issues that are influencing their approach to learning.
- If a child is disruptive in class, the teacher reminds them of acceptable behaviour and will redirect them, using low level strategies in the first instance as below.
- A variety of low level strategies such as proximity, facial expressions, quiet reminders, refocussing are all used repeatedly with a recognition that these strategies are important and will 'hold' most behaviour for most children.
- Each class will operate a feedback system for letting pupils know if their behaviour is unacceptable eg Red/Yellow/Green markers or behaviour clouds or tallying of behaviour minutes.
- Each class will operate a whole class reward system.
- Each class will use a whole school, points system linked to behaviour, attendance and uniform.

The school acknowledges all the efforts and achievements of children, both in and out of school. We ask parents, on a termly basis, to share information regarding pupil achievement out of school, for example, music or swimming certificates. These are celebrated in assembly.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply sanctions or consequence appropriately to each individual situation.

- If the child continues to ignore instructions, a warning or reminder may be given, we may give the child time out in a partner class or use other logical consequences linked to the behaviour including writing an apology, missing playtimes or losing other privileges/responsibilities.
- If a child is given a time out session in any 1 week then the DHT/HT must be informed – two time out events will trigger a letter being sent home to parents to keep them informed.
- Letters may also be sent home to parents when teachers have any form of behaviour concern.
- If a child is regularly disruptive in school or they are involved in a more serious behaviour incident, they may be placed on report. In this instance the child must report to either the HT or DHT after every learning session for an agreed period. Parents will be informed and involved in the process.
- If a child is disruptive during swimming lessons, a warning may be given and if the child continues to ignore instructions, the child may be asked to leave the swimming pool. If a child misbehaves repeatedly, the child may miss swimming lesson/s.
- If a child is disruptive during extra-curricular activities, the child will be given time out and parents/carers may be informed. If a child misbehaves repeatedly, the child may miss future session/s.
- If a child's behaviour causes continual concern a Behaviour Management Plan may be written, which will be discussed and agreed with the child and parents/carers. This may link to a SAF or other family support. Behaviour Charts/Reward Cards can be put in operation as appropriate ensuring that pupils report to either the HT or DHT at the end of each learning session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident using welfare forms and the child is disciplined appropriately. The HT or DHT will always be informed in these instances. [If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation. In this instance the behaviour may be dealt with under the anti-bullying or E-safety Policy. \(please find this on the school website \[www.littlestokeys.co.uk\]\(http://www.littlestokeys.co.uk\)\)](#)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the Anti-Bullying Policy.

## **Pupil Support**

Additional Strategies to support inclusion:

It is important that within our school community both adults and children value their own as well as others individuality to ensure, our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the HT or DHT will ensure that individual behaviour support plans are in place.

In addition to this, we want to:

- Encourage children to take responsibility for their actions.
- State clearly what is right and wrong.
- Recognise what is acceptable and unacceptable behaviour.
- Provide a clear, consistent structure for behaviour management throughout the school.

## **Behaviour Support Plans**

When appropriate, informal plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the HT/DHT/ Class Teacher and parents, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to regularly discuss the plan with parents, so that both home and school are working in partnership.

## **SEND Code of Practice**

Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan in accordance with the special Needs Code of Practice.. We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse.

Intervention from the LA/Outside agencies. This may include:

- Outreach support
- Observing pupils and advising on new strategies
- Supporting I.E.P writing.
- SEN referral
- Pastoral Support Plan
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- TEAM-TEACH
- Early Help Assessment

## ***One to one social/emotional support***

Some children may need individual support sessions while they are struggling with behaviour. Our pastoral HLTA will offer children weekly support sessions to help ensure they are heard and understood.

## **Key Stage transition**

We recognise that transition to a new key stage can be a challenging time for pupils. We offer the following to support our pupils;

- Step-up days – time in their new class/key stage being taught by their new teacher in preparation for the transition. This time is a ‘getting to know each-other’ session and phases the pupils in to the move.
- EYFS – Pupils new to school have Strawberry Day sessions where they can come and experience being in school during the July before they start. They meet the school staff and some of their peers to be.
- Y6 – The school ensures that pupils and parents are supported and informed about transition days to secondary school. Where pupils need additional transition visits there are arranged with the secondary pastoral care leads. Links are kept with parents throughout this process.

## **Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils and Education and Inspections Act 2006. The actions that we take are in line with government guidelines on the restraint of children. Where appropriate teacher or teaching assistants will be offered appropriate training to manage restraint effectively.

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 (see appendix 3 for a behaviour log)

## **Reasonable force**

The Education and Inspections Act 2006 and 2013 DfE Guidance on using reasonable force in schools stipulates that reasonable force may be used by a person who is, in relation to a pupil, a member of staff of any school at which education is **provided** for the pupil. The power conferred may be exercised where the member of staff and the pupil are on the premises of the school in question,

or

a) they are elsewhere and the member of staff has lawful control or charge of the pupil concerned.

“... A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely

b) they are committing an offence

c) they are causing personal injury to, or damage to the property of, any persons (including the pupil themselves), or

d) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.”

### **Confiscating items and searching pupils**

We expect children to leave all toys and other items not conducive to learning at home. A teacher may confiscate an item, keep it safe and then return it to the child at the end of the school day, if it is felt that an item is not conducive to learning. If an item was dangerous, illegal, harmful to others or themselves, the child's parents or carers would be informed. Likewise, teachers may search a pupil with the head teacher or deputy head teacher present if they are concerned that a pupil has an item which is dangerous, illegal, harmful or inappropriate to themselves or others.

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

### **Outside of school**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances “to such extent as is reasonable.”

At Little Stoke Primary School if a pupil is reported and witnessed as being involved in non-criminal and bullying behaviour outside of school (including cyber-bullying) then the school will investigate the matter and use the usual bullying procedures to respond appropriately and reasonably within school. This will usually involve gathering witness statements, talking to parents and pupils, evaluating the impact of reported behaviour on pupils socially and emotionally as well as putting an agreed plan in place to manage any ongoing concerns.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert to fixed-term exclusion into a permanent exclusion. If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions, beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body will have a discipline committee when required, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and carers and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and LSPS Governing Body annually. At each review, the policy will be approved by the headteacher.

*Maintained schools, pupil referral units and non-maintained special schools add:*

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding & Child Protection policy
- Anti-Bullying Policy
- LSPS Behaviour Principles
- Pupil Code of Conduct
- E-Safety Policy

## **Behaviour Principles**

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher. The statement of behavior principles has been adopted by the Governing Body as a whole. The Governors at Little Stoke Primary School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Little Stoke Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

### **Principles:**

- All children, staff and visitors have the right to feel safe at all times at school
- Little Stoke Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school expectations should be clearly set out in the Behaviour Policy.
- Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied

- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.