

SALTWOOD CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

1. Introduction

This policy is a statement of the aims, principles and strategies for ensuring high standards of behaviour at Saltwood Church of England Primary School.

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN policy; PSHE policy; Child Protection policy; Teaching and Learning policy; Equal Opportunities policy; Disability and Equality policy; Health and Safety policy, Bullying policy and Positive Handling policy, plus the School Aims and Mission Statement, to establish the general ethos of this church school.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people within a Christian environment. The school's values of Love, Creativity and Strength are applied when implementing this policy. Helping children to behave well is a way of showing they are loved and a strong framework of behaviour support will enhance their feelings of security and well being.

It is appreciated that, at some time, all children may break these rules either through inattention, bravado or lack of knowledge, but this is considered normal behaviour. It is also recognised that some pupils have an additional condition such as Autistic Spectrum Disorder (ASD) or a special education need and adjustments have to be made to this policy to accommodate these needs. The Governors wish the underlying principle to be based upon the idea that, in being trusted, children and staff will learn to honour that trust and, where there are failures, these are not disasters but experiences from which to learn.

2. Aims

- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – both teaching and non-teaching.
- To ensure appropriate behaviour and language throughout the school.
- To develop in all pupils a sense of self-discipline and acceptance of responsibility for all their own actions.
- To adopt a positive approach to behaviour through praise, encouragement and incentives.
- To ensure a safe, caring and happy school in line with our Christian ethos.
- To promote good citizenship.
- To ensure that parents are informed and aware of the disciplinary procedure.

3. Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- Adopting a consistent approach
- Show by good example the level of expectation of behaviour.
- Providing a well-ordered environment in which all are aware of behavioural expectations.
- Treating all children as individuals and respecting their rights, values and beliefs.

- Promoting a sense of belonging to the school community.
- Promoting good relationships within the school and its wider community and in particular the church.
- Offering equal opportunities in all aspects of school life.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for and taking pride in the physical environment of the school.
- Working as a team, supporting and encouraging one another. Older children are encouraged to set an example to the younger ones. The tradition of working (and playing) in mixed age-groups, for example, on Ascension Day outings and in school sports, provides opportunities for good behaviour to be displayed and praised.

4. Rules

There are few school rules as such. Some principles of behaviour are contained in the Home School Agreement which the school, parents and children sign. In this Agreement the children agree to:

- Keep the School rules.
- Be kind, polite and helpful to others.
- Do all my class work and homework as well as I can.
- Wear my school uniform and be tidy in appearance.

General codes of conduct are adopted in the school. These include:

- ◆ All children are expected to be polite at all times e.g. opening doors, standing back for adults, saying "Good morning", "Please", "Thank you," etc.
- ◆ No running through the school building.
- ◆ No ball games or chasing games should be played on the playgrounds before or after school.
- ◆ No scooters or bikes are to be ridden on the playground at the beginning or end of the school day.
- ◆ Children should not play on the playground apparatus before or after school.
- ◆ No children, apart from monitors, are allowed in the school building before school.

The children have set up a simple set of school rules which are on display in the school and re-visited at various times during the school year in class and in assemblies:

- Be kind, friendly and helpful to others
- Have respect for everyone
- Listen carefully to others
- Work together as a team
- Always work hard
- Be tidy around the school

Each class also devises its own rules. These are established at the start of the academic year and prominently displayed in the classroom following discussion with the children.

The promotion of good behaviour is an integral part of our school day.

5. Confiscation of inappropriate items

In line with DfE Guidelines published in January 2018 prohibited items may be confiscated from pupils:

- a) School staff can search pupils with their consent for any item.
- b) School staff can search pupils without their consent for certain prohibited items and items banned by the school rules. Staff members will adhere to the protocols outlined in the Dfe Guidelines on searching, screening and confiscation when carrying out searches. Prohibited items include:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - Any item banned by the school rules
- c) To support the general discipline in the school which enables a member of staff at their discretion to confiscate, retain or dispose of an item of pupil's property considered harmful or detrimental to school discipline so long as it is reasonable to do so.

Weapons, knives, controlled drugs, stolen items and child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

6. Rewards

Praise and positive reinforcement are at the core of our Behaviour Policy. These will be used at every opportunity whether for work, behaviour or attitude.

1. Plenty of praise given in various forms to focus on correct behaviour:
 - ◆ A word in front of the group.
 - ◆ A written comment on the pupil's work.
 - ◆ Being given some special responsibility.
 - ◆ A comment to parents.
2. House points awarded for any aspect of school work or conduct that is seen to be worthy of praise. These are given at the individual teacher's discretion. Each week total numbers of House Points from all classes are accumulated. The winning House for that week is announced in Gold Book Assembly and a cup awarded to that House.
3. Recognition in Gold Book Assemblies. These are held in most weeks, except when class assemblies take place for example. Children are nominated for recognition by the teacher or children in the class. A sticker is given to each

child who is recognised in this way. Lunchtime Supervisors can also nominate children for special recognition for good conduct on the playground or in the dining hall.

4. Special awards in the form of stickers, etc. for effort with work or behaviour.
5. Take work to the Headteacher, Deputy Headteacher or subject leader for an extra word of praise and sticker.
6. The reward of special responsibilities.
7. Class teachers may at their discretion and from time to time, put in place their own class special reward systems.
8. Key Stage 2 Work of the Week board.

7. Sanctions

Unacceptable behaviour includes rudeness, acts of a physical nature intended to hurt or threaten, unkindness to a peer, inappropriate language, and inappropriate moral acts such as theft for example. It also includes bullying which is covered in a separate policy.

Unacceptable behaviour is not to be tolerated but, in so doing, the child must not feel rejected but helped to come to accept that there are better ways. The school aims to deal with the child fairly and with respect, resulting in a positive change in behaviour.

There is a clear discipline action plan, which makes provision to deal with inappropriate behaviour (see attachment).

The following sanctions may apply. Staff will use their professional judgement in applying a sanction which is appropriate to the individual child and to the circumstances. In particular, it may be that a member of staff will have to make adjustments to the sanctions if a child has a condition such as ASD or a special educational need:

- Verbal warning, condemning the action, not the child. The child should be spoken to and the child should give an explanation of his/her actions.
- The child is moved to a desk or area away from the other children.
- When poor behaviour is seen in class a verbal warning will be given initially. At the same time the teacher may put the child's name on the board as a visual reminder. If this behaviour continues a warning card will be given.
- In Key Stage 2 if two warning cards are given during a morning or afternoon session the pupil is referred to the Deputy Headteacher or Headteacher. A written log of referrals is kept **by the class teacher**. When a pupil is sent to the Deputy Headteacher or Headteacher twice in one week parents **may** be informed. **Significant Incidents which are reported to the Deputy Headteacher or Headteacher are recorded in the Incident Monitoring log.**
- In Key Stage 1 a verbal warning is given supported by discussion with the pupil. A referral may be made to the Deputy Headteacher or Headteacher. Parents **may** be informed.
- There may be a loss of privileges such as attending clubs, loss of playtime.
- Letters of apology should be written.
- Use of an appropriate written exercise from "Junior Detention Papers" which are kept in the Headteacher's office. These give pupils an opportunity to reflect on their behaviour and apologize.
- Parents should be kept informed if there is any cause for concern about a change in a child's behaviour or work.

- If a pupil is reprimanded several times in a fortnight the parents will be informed and asked to meet with the class teacher and Deputy Headteacher or Headteacher.
- A daily report sheet may be used; this is taken to all lessons. It is shown to the Deputy Headteacher or the Headteacher at the end of each day and taken home to share with parents at the end of the week. The format is devised based on the needs of the individual pupil.
- A child may also be expected to agree to and sign a contract. This will state types of behaviour that are unacceptable and the consequences of any repetition of them in the school day. The contract will be signed by the pupil, parents and Deputy Head or Headteacher. A copy of the contract must be sent home and also given to the class teacher.
- Repeated and/or extreme cases (including inappropriate language and physical violence) are sent directly to the Headteacher or Deputy Headteacher. Parents are informed and a discussion is held with the parents. A daily report sheet may be set up as detailed above. A contract may be set up as detailed above.
- A period of internal exclusion may be imposed in repeated and / or extreme cases. This will involve the pupil being set work for the duration of the school day away from their class for all lessons and at break times. The pupil must be brought to the school office at the start of the day and then escorted to their parents at the end of the day.
- If further multi-agency support is required an Early Help Notification may be completed (see SEN Policy).
- If a child has a condition such as ASD, or a special educational need, adjustments will be made and the sanction will reflect this need.
- On rare occasions it may be necessary to use positive handling to control or constrain a pupil. This can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or where a pupil need to be restrained to prevent violence or injury. Reasonable adjustments for disabled children and those with SEN can be made. Parent consent is not required, although the school will inform parents if positive handling has been used in line with the school's "Positive Handling policy".
- In extreme cases such as physical violence or theft, outside agencies, such as the police, may be involved.

A behaviour log is maintained in each class. This is kept to monitor behaviour and record action taken, including feedback to parents.

An Incident Log is kept by SLT. This is used to record more serious incidents of concern including poor behaviour, E-Safety, Racial harassment or bullying. Such incidents are recorded on Incident Record Forms. The effectiveness of follow up actions will be reviewed and monitored by SLT and governors.

It should be noted that any part of this list of actions can be by-passed if the behaviour requires a different course of action such as in instances of physical violence or theft.

Procedures for providing children with an opportunity to discuss appropriate behaviour

- ◆ Conferencing with a member of staff (teaching or non-teaching)
- ◆ A programme of Personal, Social and Health Education (PSHE) designed to promote mutual respect, self-discipline and social responsibility. An important

element of our school's PSHE programme is the development of Circle Time (see the PSHE Policy).

- ◆ A programme of religious education which includes ethical issues (see RE Policy)
- ◆ The agreement of a set of rules by each class at the beginning of each school year.

A culture promoting good behaviour will also be promoted in whole school assemblies. It is vital that all staff work as a team to further promote mutual respect for individuals and property at all times.

8. Exclusion

A decision to exclude a child will always be taken as a last resort. The decision can only be taken by the Executive Headteacher. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour pattern is avoided. During this meeting a Pastoral Support Programme will be set up. External agencies such as STLS (Specialist Teaching and Learning Service) may be consulted for advice. A copy of the plan will be sent to the parents for them to sign. The pupil will also be expected to sign the form and complete a personal behaviour plan.

9. Outside Agencies

Any worries about any pupil should be discussed with the Special Needs Co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Headteacher, or as the result of discussion at an in-school review, which takes place termly. Therefore staff need to document evidence of behaviour carefully (using ABC approach : antecedents, behaviour, consequences) so that it can be collated when required. Outside agencies that are available to the school include:

Learning Support Service	Speech and language Therapist
Educational Psychologist	Physiotherapist
STLS(Specialist Teaching and Learning Service)	School Doctor
Specialist Teacher for Hearing Impaired	Social Services
Specialist Teacher for Visually Impaired	Occupational Therapy
Early Help	EPAC
Kent Educational Psychology Service	

Note that parental permission is required to engage many outside agencies and a referral to LIFT may be necessary.

September 2018

Approved by the Governing Body:

Review date: September 2019