

# SAMLESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

## POLICY: BEHAVIOUR

### 1. STATEMENT OF PRINCIPLES

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on our shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, Christian values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. This will be done through PSHE and class discussions.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of consequences and sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in line with our mission statement.

### 2. CONTEXT

This policy should be read in conjunction with those policies listed below:-

- Health and safety
- Safeguarding
- Attendance
- Single equalities policy
- Anti- bullying policy
- Teaching and learning
- Home school agreement
- SEND

### 3. BEHAVIOUR MANAGEMENT

#### **Rights and Responsibilities**

All members of our school community have a right to respect, a right to learn, a right to teach and a right to safety. Related to these rights is the one responsibility we all share, which is to uphold these rights.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community. Well prepared and stimulating lessons generate good behaviour and earn respect.

In dealing with incidents of difficult behaviour, all staff endeavour to remember 4 key points:

- Stay positive
- Keep calm
- Keep it private
- Use restorative approaches if possible – encourage the parties involved to consider appropriate sanctions or ways forward

#### 4. RULES

At Samlesbury Church of England Primary School we set high standards and apply rules firmly and fairly. In order to protect the rights and responsibilities of all, our code of conduct is established and displayed around areas of our school and a set of class rules established with the children are displayed in each class. Those who break the rules will be reminded of the rights of others. These rules will be linked to house points.

##### **Code of conduct**

**We will:**

- work to demonstrate our school values.
- be kind.
- treat each other the way we would want to want to be treated.
- respect one another and the teachers.
- listen and work hard.
- try our best to be good learners.

#### 5. REWARDS

- A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. These rewards will be for academic and non academic achievements.
- It is agreed that all classes will adopt the following weekly and half termly rewards :

- **Weekly**

**STAR OF THE WEEK:** Staff will choose a star of the week from each class.

**HEADTEACHER'S AWARD:** The headteacher will choose one child in the school.

Both awards can be awarded for academic and non-academic achievements

**GOLDEN BOOK:** There will be a Golden Book in the library. Any adult and the year 6 monitors can write a child's name and a reason for their entry in the book. Pupils can nominate any other pupils from throughout school.

Reasons could include demonstrating any of our Christian values/ excellent behaviour. The Golden Book entries will be read out in assembly each week.

**CLASS REWARD SYSTEMS:** Each class will have their own individual reward systems in place appropriate to age and individual pupil needs (if required).

## ○ Half Termly

### TEAM POINTS

Adults at school will give out team points -

1= good

2 = amazing

3 = outstanding!

The total of team points will be shared in the weekly assembly and there will be a non-uniform day for the winning team each half term.

The winning team each half term will get to put their team colour ribbons on the team point trophy.

The team with the most points for the year will get their team name engraved on the Team Point Shield!

### POSTCARDS:

Teachers will be sending postcards home in the post to celebrate children's very special efforts, achievements and behaviour.

## 6. SANCTIONS

Sadly, there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below.

The use of sanctions should be characterized by certain features

- It must be clear why the sanction is being applied – the child needs to know which part of the code of conduct they have not kept to
- It must be the behaviour rather than the child that is punished
- It must be made clear what changes are required to avoid future sanctions
- There should be a clear distinction between minor and major offences

All classes follow the same procedures for sanctions:

(1) If someone is not behaving as they should then they will be given a

### **verbal reminder.**

(2) If the behaviour continues, they will be given a verbal warning and their name will be recorded in a teacher's book. These books will be monitored by the head teacher. From year 1 upwards, at the end of the week, during Friday lunchtime, these children will take part in a reflection session with the HT during lunchtime to look at strategies to avoid the undesirable behaviours occurring again. For reception children, the second time their name is written in the book in a week, they will be sent to the head teacher to discuss the behaviour. If a reception child has their name in the blue book for any misbehaviour, the class teacher will see the parents for an informal chat after school the same day to inform them of what has happened rather than wait until a second time occurs.

(3) If the behaviour continues, the child will be moved to a different area or table for period of time. The teacher will have a discussion with the child about their behaviour.

(4) If the poor behaviour continues, then the child will be asked to go and work in another classroom. This is very serious and parents will be informed of the child's behaviour.

(5) If the behaviour continues at this point, the child will be sent to the headteacher. They will have to complete a think sheet and the issues will have to be resolved before the child goes back to class.

(6) The third time a child's name appears in the book, parents will be phoned to discuss the child's behaviour.

Summary of warning system:

(1) Verbal **reminder**

(2) Verbal **warning** and log in book **and they will participate in reflection time on a Friday for ten minutes with the head teacher**

(3) Moved away **in class**

(4) Moved to **another class (three times in the book and parents are phoned to discuss the behaviour)**

(5) Sent to the Headteacher

### **Serious Disciplinary Issue**

If there is a serious disciplinary issue, a child will be taken to the headteacher immediately.

Examples could include:

- Putting other children down by comments, laughter or looks.
- Rude or offensive language and behaviour - arguing with staff, muttering under breath, laughing when being talked to by an adult, answering back
- Threatening behaviour or any behaviour that makes the victim feel frightened or demoralised. Including hitting someone in a temper
- Unprovoked physical violence of any kind including spitting at another person
- Leaving the premises without permission
- Theft (if proven)
- Vandalism of school property and buildings
- Discriminatory behaviour because of race, disability, sexual orientation, gender or religious beliefs

Behaviour such as listed above are extremely rare and would involve communication with parents.

## **Procedures for dealing with continuing major breaches of discipline:**

- (1) Meetings with class teacher to formulate a behaviour Improvement Plan in consultation with parents and the child.
- (2) For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of fixed term or permanent exclusion from the school. Further guidance on fixed and permanent exclusion can be found in appendix 1

## **Breakfast Club and Lunchtime Supervision**

The same sanctions apply.

- (1) Verbal reminder
- (2) Verbal warning (welfare staff to inform the head teacher/class teacher of any relevant issues at the end of lunchtime which will be noted in the whole school log which the head teacher keeps)
- (3) Time out on steps
- (4) Child asked to go to their class teacher/head teacher depending on the nature of the incident.
- (5) Child asked to go to the headteacher

## **Parents**

We give high priority to clear communication within the school and to a positive partnership with parents as we see this as crucial in promoting and maintaining high standards of behaviour. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern, parents will be informed at an early stage and given the opportunity to discuss the situation.

Parents can help with discipline by signing the home/school agreement which sets out clearly how parents can support their child and share with them our views on behaviour.

## **Criminal Law**

It is important to bear in mind that some types of harassing or threatening behaviour- or communication- could be a criminal offence. For example under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school feels an offence may have been committed they may elect to seek assistance from the police, but any reference to the police should only be undertaken with the agreement of the headteacher.

## **Conduct outside the school gates**

Where behaviour is inappropriate when a pupil is outside school:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

Or where the above does not apply but the inappropriate behaviour :

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

## **7. Preventing Bullying**

Bullying is completely unacceptable at Samlesbury Church of England Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies

- PSHE curriculum throughout the year
- Circle Time
- Worship and assemblies
- Taking part in the annual Anti- bullying day each year and the relevant PSHE units
- Monitoring areas within the school building i.e. toilets, cloakrooms etc
- Monitoring of playground by staff on duty

## **8. CONFISCATION OF INAPPROPRIATE ITEMS**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
- Power to search without consent for 'prohibited items' including:
  - Knives and weapons
  - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise, it is for the teacher to decide if and when to return an item, or whether to dispose of it.

## **9. POWER TO USE REASONABLE FORCE**

In our school we do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action needed to prevent a pupil causing harm to themselves or others. At all times staff should encourage good behaviour through praise and rewards. School staff have a legal power to use reasonable force. Force is used to either control or restrain but never as a punishment.

## **10. ROLES AND RESPONSIBILITIES**

The Governing Body sets out the rationale for this policy which the Headteacher operates on a day to day basis.

We expect all staff and pupils to adhere to this policy.

We expect all parents to support this policy; communication about any aspect of this policy and its application should be directed to the Headteacher.

## **11. SCHOOL SUPPORT SYSTEMS**

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEND code of practice. We recognise that a child with social, emotional and behaviour difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEND list. An individual behaviour plan may be established in consultation with the child and his/her parents. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes allegations as a result of reasonable force.

## 12. CONSULTATIONS, MONITORING AND EVALUATION

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incident file that we keep in the headteachers office.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

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. The governing body will pay particular attention to matters of racial equality: it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## 13. COMPLAINTS PROCEDURE

This section should be read in conjunction with the school's complaint procedure. A full copy is available from the school office.

In respect of this particular policy it should be noted that:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using



excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

## **APPENDIX 1 EXCLUSION**

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Prior to the child returning to school after a fixed term exclusion, a reintegration programme will be agreed between school, parents and the child that supports the child in achieving expected standards of behaviour.

## **APPENDIX 2**

### **COVID-19 ADDITIONAL GUIDANCE**

We recognise that the current circumstances are exceptional. When our children return to school, our usual routines will be different to the norm and our classrooms may well look different. We understand that some children have found the time at home without their usual routines and relationships difficult. To help support our children we will adapt our pupil support systems. We continue to make reasonable adjustments as necessary for our SEND children.

For all children:

- We will increase the time we spend in school talking about our feelings and worries- using circle time, mindfulness sessions etc.
- We will continue to make the classroom experience as nurturing as possible for our children
- We will provide opportunities for structured games to build self-esteem and confidence (whilst maintaining social distance)
- We will celebrate the successes of our children during the time they have been learning at home. This might be school home learning activities or learning a new skill at home
- All our staff will be alert to any changes in behaviour from our children and will speak to them individually to explore any possible concerns or worries. We will make contact with home if we observe any changes in behaviour
- When dealing with our children we use restorative practices at all times and will seek to calm and diffuse incidents of poor behaviour
- In their interactions with children, our staff will be mindful of the anxieties they may be facing and how this might affect their behaviour in school. We will provide additional support if this is needed
- We have placed links and resources to support positive mental health on our website. This may be helpful for parents. Let the Health and Well Being Lead (Mrs G) know if you feel that one of your pupils is finding things difficult

For those children already in receipt of support prior to Covid -19. As well as all the above support strategies, we will also:

- Review existing support plans to make sure they reflect current needs. We will adapt
- strategies as much as possible to enable our health and safety requirements to be met at all
- times
- Explicitly teach the new routines in class and use visual prompts when needed
- Provide as much consistency of experience as is possible
- We will continue to use strategies such as calm boxes and target cards when children will benefit from this
- We will direct TA support as needed to best assist our children. For some this may be that there is some 1:1 time with the TA from our home group/ bubble
- We will continue to work with other agencies to support children and families

For those children who have worries, concerns or changed behaviour on their return to school:

- We have a dedicated area on our school website to signpost families to support ideas for use at home.
- A member of staff will be available on the phone or via email if parents wish to discuss any concerns. They will be able to suggest some strategies that may be helpful at home and will be able to discuss concerns with the Health and Well Being Lead (Mrs G)

Once we are clear around a fuller reopening of school, we will review our support offer again.