



St Bartholomew's Church of England Primary School

Behaviour Policy

Action	Date
Document reviewed	March 2023
Reviewed By	Sarah Irvine
Adopted by Governors	March 2023
Next Review Date	September 2024



St Bartholomew's C of E (VA) Primary School
Follow Jesus in all we do.

School Vision

We seek to ensure that by following Jesus, each individual is inspired to shine in all areas of their educational and spiritual development.

'For I know the plans I have for you,' declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Mission Statement

Follow Jesus in all we do.

'When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life.'" (John 8:12)

Core Values

Our school is underpinned by 6 core values

Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Friendship

'Love each other as I have loved you.' (John 15:12)

Service

'Serve one another in love' (Galatians 5.13)

Forgiveness

'Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven' (Luke 6:37)

Justice

'And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.' (Micah 6:9)

Love

'Give thanks to the Lord, for he is good; his love endures forever.' (Chronicles 16:34)

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Statement of Intent

The Behaviour and Rewards policy is designed to support all members of the school. It is a means of promoting positive relationships and creating an environment which encourages and reinforces good behaviour. It aims to promote self-esteem, self-discipline and aims to define standards of behaviour. This is to ensure consistency to both positive and negative behaviour and ensure that the school's expectations and strategies are widely known and understood. The policy supports the school community in encouraging the involvement of both home and school in the implementation of this policy.

The Behaviour Policy aims to promote an environment where everyone feels happy, safe and secure and can become positive, responsible and increasingly independent members of the school and wider community. The school recognises that modelling and teaching children social, moral, spiritual and cultural values is an on-going task and is a very important role for every adult in school. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

St Bartholomew's C of E Primary believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and disciplining misbehaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with pupils to enable early intervention
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures
- Promoting a culture of positivity and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be

resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Respect for All (Anti-bullying) Policy

Roles and Responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
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- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Reporting incidents of behaviour on CPOMS
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism

- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The DSLs will monitor all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems.

All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an initial incident of negative behaviour, the following sanctions are implemented:

Hierarchy of Sanctions

Level 1 – Traffic Light System – For Teaching Staff

All children start the day on **Green** (expected behaviours)

1. Reiterate instructions, reinforce expected behaviour
2. Verbal Warning issued informing the pupil of the unacceptable behaviour.
3. Move to **Amber** miss break / part of break with class teacher

(Reiterate instructions, reinforce expected behaviour)

Children have the opportunity to move back to **Green** if behaviour improves.

4. Verbal Warning issued informing the pupil of the unacceptable behaviour
5. Move to **Red**

Once investigated, add the incident to CPOMs at the next appropriate opportunity. Alert appropriate people.

Miss break with **KS Leader or Senior Leader**

Class Teacher to discuss behaviour with parents and letter sent home.

Emergency or Significant Incident

There are occasions then this procedure should not be followed in this order. This is when a significant event has occurred. A member of SLT should be informed of the incident immediately by notifying them through an appropriate method. Pupils should not be taken out of the classroom unplanned.

- Further recognition of effort and attitude
- Recognition of effort
- Display of Christian values above expectations
- Golden tickets awarded

- Recognition of effort
- Display of Christian values
- Additional support to others
- Kindness shown
- Recognition for consistent appropriate behaviour

- School Values
- Manners
- Respecting Equipment and Property
- Travelling safely around school
- Taking responsibility for own actions
- Being a good friend

If behaviour persists ...

- Behaviour that disrupts learning
- Speaking at inappropriate times
- Not following classroom rules or routines
- Not following instructions
- Not applying effort in work
- Lack of respect for property and school equipment
- Saying unkind things

If behaviour persists ...

- Consistent low level behaviour
- Deliberate damaging of property and equipment
- Deliberate acts of swearing
- Threats (verbal and physical)
- Deliberate defiance of instructions

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

Level 2 for KS Lead

1. If a pupil continues to display poor behaviour choices, the pupil goes to KS Lead who introduces a 2 week log.
2. Parents are informed and invited in for a meeting to discuss the way forward.
3. If appropriate, support is put in place e.g. lunchtime friendship groups / groups to improve transitions.
4. Review meetings with the pupil, parent and KS Lead at the end of Week 1.
5. At the end of the two weeks, review log with KS Lead to see if the child can return to Level 1 and parents informed of the progress made.

Level 3 for SLT

1. If poor choices are continued to be made after the 2 weeks log is completed, a meeting is established with the SLT, Class Teacher and Pupil.
2. Behaviour targets are agreed and reviewed daily by Class Teacher and SLT.
3. A loss of privileges or participation in events may be used.
4. Weekly review meeting(s) with parents. DHT and Headteacher informed for the next 2 weeks.

Level 4 for Headteacher and Deputy Headteacher

1. Parent meeting with DHT or Headteacher.
2. Consultation with outside agencies if appropriate.
3. Internal exclusion or fixed term exclusion.
4. Review meeting with HT and parents.
5. As a last course of action, a decision to permanently exclude can be made by the HT.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- A Senior Leader investigates the incident and decides whether it constitutes unacceptable behaviour and records actions taken.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom.

- The Senior Leader will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Prevention Strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

We follow our Calm School Code in and around school which is;

Calm School Code

Speak Nicely

Listen Carefully

Act Kindly

Move Calmly

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Home – school communication book
- Behaviour plans
- Engagement with local partners and agencies, including other educational settings
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

PSHE curriculum

Positive behaviour will be taught to all pupils as part of the PSHE curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. This will be taught through the school's Calm School Code outlined above.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The PSHE curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in a suitable position in the classroom to meet their needs
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding ASD and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "walk please," will replace "don't run."

Physical intervention

All school staff are trained in safer handling techniques and will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher or member of the SLT, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, during school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.

The following indicate the times during which detention can be held during the school day. Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, this will not be during pupils designated eating and toilet break time.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy when managing behaviour in regard to smoking, vaping and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke or vape on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or -
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary;

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

Mobile Phones

Mobile Phones are not allowed in school with the exception of Year 6 pupils who may walk home at the end of the day.

As part of this exception, if a Mobile Phone is brought into school, they should be switched off and handed in to the Class Teacher or the School Office.

The school accepts **no** responsibility for lost, stolen or damaged phones.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Ensure the Calm School Code is understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Calm School Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

Our school is a place of well-being and fulfilment. The outdoor environment has open spaces, wonderful play equipment and lovely gardens and the indoor school is well resourced and maintained. Everything is designed to enable our pupils to thrive. We view behaviour as the ability to self-manage with dignity and integrity. We encourage pupils to set their own standards of behaviour and to meet these standards in every situation, thus developing self-pride and positive self-management as qualities

underpinning personal effectiveness. We support pupils to adopt an assertive approach in responding to other pupils so that relationships are constructive and equal.

Our pupils know that they have the right to learn in a safe environment and the responsibility to support the wellbeing and learning of others.

Pupils are in control of the choices they make. When they make the right choice they enjoy high self-esteem and the many rewards that are linked to making a positive contribution to our school. When they make a wrong choice, they know that they have let themselves and others down. They are supported to think how they can put things right and how they can make the right choice next time. We always value the child, speaking well of them and to them, regardless of their behaviour.

We do not tolerate bullying or harassment or any type. We have clear procedures and allocated staff to deal with incidents. Pupils are continually reminded what to do and who to speak to if incidents arise. We log all incidents and work in partnership with parents/carers wherever necessary so that issues are resolved at the earliest stages

and never take root. We promote the calm school code and review the impact termly. The Calm School Code is displayed in all areas of the school.

The school has an established set of clear, comprehensive and enforceable classroom rules which define what acceptable behaviour is and what the consequences are if rules are not adhered to.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines.

Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Playground

We want play and leisure time to be enjoyable and relaxing for the children. We talk to the School Leaders about their ideas for improved play and respond to their suggestions.

Not allowed on the playground:

- Chasing games such as 'tig' or 'it';
- Boyfriend/girlfriend games or references;
- Play fighting of any kind;
- Moving around in groups;
- Linking arms

Children are only sent in from play or referred to a senior member of staff if they refuse to follow adult direction, are unsafe, or have been involved in a dangerous incident. Playground staff deal with incidents on the playground following the Calm Play Code and ensure that pupils enter school ready for learning. Playground incidents are never dealt with during learning time.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment.

Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again.

For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour
- **Consistent** – consistently rewarded to maintain the behaviour
- **Achievable** – keeping rewards achievable to maintain attention and motivation
- **Fair** – making sure all pupils are fairly rewarded

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Use of traffic light system
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

- Trips and activities for a whole-class or year group

Good to be green – traffic light monitoring system

Each class has a traffic light system for monitoring and managing behaviour. All children begin the day or week on green on the traffic light. Pupils who make poor learning or behavioural choices will be given a private verbal warning to rectify the behaviour choice in the first instance, with expectations explained and reminded. This is repeated a second time to allow the child to make the changes. However, if a child continues to make poor choices, the child's name will be moved to amber. This results in the child missing a short period of playtime or lunch time, where the behaviours are discussed and expectations are explained by the class teacher to the individual(s). If the behaviour occurs in the afternoon, the child will be spoken to at the end of the day as children are leaving. Should a child be moved to red for behaviours described in the flow chart above, the child will miss break with the phase or key stage lead.

A CPOMs record is made by the class teacher and the incident(s) will be conveyed to the child's parents or carers at the end of the day. During the time of discussion with the class teacher or phase or key stage lead, the pupils will reflect on their behaviour choices and discuss how they will improve their behaviour in the future and strategies discussed that will help to improve their future behavioural choices.

If a child's behaviour improves whilst on amber, they can move back to the green section and the positive behaviour discussed with the pupil.

Star of the Week

Each week in the Friday Celebration Assembly two certificates are awarded by the class teacher. The first is for the value of the week and the second is for demonstrating excellent work. The certificate is taken home by the pupils to be celebrated by their family and are also celebrated in the school newsletter.

Staff can further celebrate individual achievement through text messages to parents/carers via Teachers2Parents.

SLT Awards

Teachers are encouraged to send children with examples of good work to other staff in school to be celebrated. This may be further celebrated by a prize for the individual, Golden Tickets or a postcard being sent home for families to celebrate further.

Playtime and Lunchtime Rewards

Golden Tickets are awarded for school values demonstrated at break times.

Attendance Rewards

Good attendance is celebrated weekly. The best class attendance in school will be celebrated with an extra play time, trophy for the winning class and an attendance sash around the door to promote the importance of good attendance.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

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

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Respect for All and Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with accordingly.

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.



Behaviour Incident Form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	

Before the incident: what led to the behaviour?

During the incident: what did the pupil do?

After the incident: what were the consequences of this behaviour?

Additional comments



Behaviour Management Observations Review Form

Name of pupil		Year group	
Name of key worker		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			

Letters to Parents/Carers About Pupil Behaviour – Templates

All must be reproduced onto letter headed paper

First Behaviour Letter

Dear Parent/Carer

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our Pupil Code of Conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

Class teacher name:

Class teacher signature:

Date:

Behaviour Letter – Return Slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/Carer name:

Parent/Carer signature:

Date:

Second Behaviour Letter

Dear Parent/Carer

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our Pupil Code of Conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely

Class teacher name:

Class teacher signature:

Date:

Third Behaviour Letter

Dear Parent/Carer

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the Special Educational Needs Co-Ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely

Class teacher name:

Class teacher signature:

Date:

Detention Letter

Dear Parent/Carer

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

Reason for detention _____

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class teacher name:

Class teacher signature:

Date:

Detention Letter – Return Slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/Carer name:

Parent/Carer signature:

Date: