School Behaviour Policy

Date of Policy Issue:	09/19
Review Date:	09/20
Name of Responsible Manager/Headteacher:	Jamie Dodson
Signature of Responsible Manager/Headteacher:	
Signature of Chair of Governors	
Date:	20.9.19

The Governing Body accepts this policy and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. The Behaviour Policy takes account of the DfE Guidance, "Behaviour and Discipline in Schools" (April 2013) and also acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. The Equality Act obliges us to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

In line with the Equality Act, the school will ensure that the Behaviour Policy and practice is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race, gender identity and sexuality or ability. This includes fair treatment for those with parents or carers who have protected characteristics. The school will also ensure that, where appropriate, reasonable adjustments are made to support disabled children.

The above duties must be taken into account whenever decisions are made under this policy which should be read in conjunction with the Anti-Bullying Policy, the Exclusion Policy, the Safeguarding Policy, Special Educational Needs Policy and the Single Equality Policy.

Aims

- To create an environment which encourages and reinforces good behaviour.

- To define acceptable standards of behaviour where children are able to keep to our promise of being the best we can be.

- To encourage consistency of response to both positive and negative behaviour.

- To promote self-esteem, self-discipline and positive relationships.

- To ensure that the school's expectations and strategies are widely known and understood.

- To encourage the involvement of both home and school in the implementation of this policy.

At Kings Worthy Primary School we want every one to be the **BEST** they can be because they

Belong, **E**njoy, **S**ucceed and **T**ry

Belong

We keep each other and our school safe.

We are polite and kind to our friends, other children and adults.
We behave sensibly in and around our school.
We walk in the school.
We keep our hands and feet to ourselves.
We use equipment sensibly and tidy up after ourselves.

I know I belong

Enjoy

We try to make sure that our school is a happy place for everyone.

We think before we do.
We include others in our groups and games.
We try to cheer people up if they are feeling sad.
We take turns.

I enjoy achieving

Succeed

We know what we need to improve and how to do it.

We make the best use of our learning time.
We listen when others are talking.
We make good choices.
We tell the truth.

I can succeed

Try

We always try to be the best we can be.

We concentrate on our learning.
We listen carefully to what we are asked to do.
We persevere with our learning.
We encourage each other to keep going.

I always try my best

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of **honesty, respect, consideration and responsibility**. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- ensure that no child is 'invisible'
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. All classrooms will use a tambourine to stop children within lessons and learning activities. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.
Rules and procedures should:

- be positively stated, telling the children what to do rather than what not to do;

- actively encourage everyone involved to take part in their development;

- have a clear rationale, made explicit to all;

- be consistently applied and enforced;

- promote the idea that every member of the school has responsibilities towards the whole.

The Behaviour Policy written with the children who will be consulted in line with Article 12 United Nations Convention on the Rights of the Child states:

- Be the person you want others to be

- Be polite to everybody; show care and consideration

All members of staff have a responsibility:
- To raise the children's awareness and understanding of the agreed rules
- To ensure that they are applied consistently and fairly
- To address behavioural issues (good or bad) as close to the event as is reasonable
- To be aware of the school's obligations under the Equality Act and to avoid making assumptions or taking action that may lead to claims of unlawful discrimination.

As a result of these rules, these are some of the outcomes we would expect to see:

- Children walking quietly and purposefully at all times in the learning environment (as appropriate) and on entry and exit to and from school.

- Children arriving in a quiet and composed manner for assembly and engage in the assembly as appropriate in a respectful way.

- Children learning and playing together successfully and cooperatively.

- Children interacting with adults and their peers in a polite, friendly and respectful manner.

- Children contributing towards maintaining a clean and tidy school.

Policy for Promoting Good Behaviour – Behavioural Rewards and Sanctions

Every class has a set of three behaviour posters, clearly displayed comprising of 'Superstars', 'Great' and 'Stop and Think'.

- Each day every child starts with their name on the 'Great' poster.
- Staff seek opportunities to recognise and reward good behaviour by moving the names to the 'Superstar' poster.
- At the end of each day, every child whose name is on the 'Superstar' poster is rewarded with a small star sticker. 'Superstar' poster status is earned by demonstrating consistent and sustained BEST behaviour. Not all children will achieve this during the course of a day.
- Each day a child is selected by the class teacher in each class as the 'BEST Learner' for that day and is recognised as such by being given a sticker to wear at the end of the day as well as 3 house points; the next day opportunities are found to 'reward' the 'BEST Learner' with praise, positive reinforcement for their behaviour and responsibilities to undertake; 'BEST Learners' are also praised by their peers; the 'BEST Learner' for the day has their photograph displayed in class.
- A child's name is moved to the 'Stop and Think' poster after a verbal warning has been given.
- Children whose names remain on the 'Stop and Think' poster are recorded on the half termly record.
- The intention, once a name is on 'Stop and Think', is to enable the child to earn back the 'Great' status by demonstrating BEST behaviours.
- If a child continues to misbehave and his/her name is already on the 'Stop and Think' poster, a cross is put next to their name. Penalties can be cancelled one at a time if the child demonstrates improved, sustained BEST behaviours.
- A child cannot be moved back to the 'Great' poster that day until all crosses are removed. The following day, all children start afresh on the 'Great' poster.

- When a child "chooses" to break the rules or "forgets" to behave appropriately a set of carefully constructed sanctions prevent disruption to the learning of others:

Name taken (i.e. removed from the "Great" poster by class teacher) - Warning

X   Class teacher to take immediate, appropriate action e.g. child works alone for no more than 10 minutes, child moves to another table, etc.

XX   Child is sent to another classroom to be reminded of appropriate behaviour and to work for no more than 10 minutes

XXX   Sent to Deputy Headteacher

XXXX   Sent to Headteacher and parents may be contacted subject to severity of incident

N.B.   Negative consequences are accumulative; therefore, if a child reaches XXX he/she will be sent to another class and to see the Deputy Headteacher

In relation to sanctions, the school understands that their use must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability, any religious requirements affecting the pupil and any other appropriate factors.

As a general rule if a child reaches XXXX on a number of occasions, the Headteacher will communicate with the parents on a regular basis.

At break times and lunchtimes children who break the rules will have their names taken by the duty teacher or supervisory assistant and be told that this has happened. As soon as conveniently possible their names will be passed to class teachers to action accordingly.

For children who regularly get 1 to 2 crosses a day, but who do not go any further, or for children who regularly get 3 crosses and see the Deputy Headteacher, there is the possibility that we can "get tough" with them! This is subject to our duties under the Equality Act (see below) and following discussion between class teacher and Headteacher. A child could therefore gain immediate promotion up the ladder – e.g. actually receives the negative consequence which most other children would receive for 3 crosses when they get a warning! In such an eventuality it is important that the parents are informed of such a decision prior to it being implemented.

Occasionally children can be asked to remain inside at break time or lunchtime if unacceptable behaviour has resulted in work not being completed to the required standard. This is at the class teacher's discretion and should be no longer than 10 minutes.

Reasonable adjustments under the Equality Act and Special Educational Needs

Behavioural issues may be a manifestation of special educational needs or disabilities. It is understood that this means that some children will need greater support to achieve acceptable behaviour. Children with these additional needs will be given as much support and understanding as possible, so that they may achieve and so that their impact on the rest of the children is minimised. Thus, staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The school also understands and respects its duties under the Equality Act in relation to such children, in particular the obligation to make reasonable adjustments to policies and practices. Consequently, the SENCO will be involved in decision-making where appropriate and support from relevant agencies will be sought wherever necessary.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy and statutory guidance on safeguarding.

For instances of extreme unacceptable behaviour *(use orange and red cards to alert adults in these instances)*

e.g. -
1. continued and deliberate defiance
2. fighting or deliberately hurting other children e.g. biting
3. running out of the classroom and/or off the premises
4. deliberate damage to equipment
5. abusive language
6. actions which are deemed to be dangerous to self or others

The course of action will be at the Headteacher's discretion and as a general guide it is likely that the parents will be notified immediately and asked to come into school to discuss the problem. Should such behaviour continue exclusion may be considered but this must be in accordance with statutory guidance on exclusion and school's own behaviour policy. Accurate and up-to-date records are kept detailing negative consequences given to children on the daily class record sheet (see below) which is to be displayed alongside the 'You're Great' poster in class. These records will be collected every half term by the Headteacher.

Annotation: S - Superstars
W – warning (on 'Stop & Think' at the end of the day)
1 - 1 cross
2 - 2 crosses
3 - 3 crosses
4 - 4 crosses

- For instances of extreme unacceptable behaviour (see above) the incident form is completed and sent to the headteacher (class teachers should retain a copy for their own records). These forms need to be completed as soon after the incident occurred as possible, preferably before the end of the school day. The pro-forma (Appendix Two) is available on the school server.

Policy for Promoting Good Behaviour – Response to Extreme Behaviour

In the event of a serious breach of the school's Code of Conduct, a member of the School Leadership Team will be informed as soon as possible. The incident must be fully reported, in writing (***Incident form***), by the member of staff who witnessed the incident and the report must be copied to the headteacher. This must be completed as soon after the incident as possible.

If a member of staff requires immediate assistance, two responsible children should be sent to a member of the leadership team, to ask for assistance. This will signal the need for a senior member of staff to be despatched to the appropriate classroom. Only in extreme emergencies, when the safety of a child(ren) is potentially at risk, should the teacher in charge of the class leave the class to summon help. Adults in the nearby environment should be made aware of the need to supervise the class during the teacher's absence, or can summon help on the teacher's behalf. Children should not be left unsupervised after a significant disruption.

Any such incident must be fully explored with the child and any other children who were directly or indirectly involved, either as active participants or as witnesses. Children must be given every opportunity to present their accounts and be encouraged to explain any contributory factors. These should be recorded by the senior member of staff investigating the matter.

Having taken into account all circumstances, it will usually be appropriate to inform parents/carers of the incident and any consequences/sanctions. It is important that parents are made aware of issues affecting their children's learning and behaviour. Parents can often offer an important perspective that may need to be considered when imposing a sanction.

Incidents reported and recorded will be retained by the headteacher and referred to in the event of subsequent serious breaches of the school's Code of Conduct.

Possible sanctions/consequences which can be applied include:
o   Formal meeting with parents, child and headteacher.
o   Time out of class, supervised.
o   Written/spoken apologies to the injured party.
o   Lunch/break time detention, for which 24 hour's notice will be given to parents prior to the detention being carried out. Children can be detained immediately should an incident pose an immediate risk to the Health & Safety of other children.

In extreme cases, the decision to exclude a child either temporarily for a fixed period or permanently may be taken, if appropriate and in accordance with statutory guidance and statutory rights to appeal. See school's policy on exclusion and 'Exclusion from maintained schools, Academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion January 2015.

National standard list of reasons for exclusions

This list provides descriptors of reasons for exclusions and the main reason for exclusion should be used on the electronic reporting form. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions. In reaching a decision on whether to exclude, head teachers need to refer to the Department's guidance published in January 2015 entitled : 'Exclusion from maintained schools, Academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion January 2015.

Physical assault against pupil	Physical assault against adult	Verbal abuse / threatening behaviour against pupil or adult	Bullying	Racist abuse
Includes: ➢ Fighting ➢ Violent behaviour ➢ Wounding ➢ Obstruction and jostling	Includes: ➢ Violent behaviour ➢ Wounding ➢ Obstruction and jostling	Includes: ➢ Threatened violence ➢ Aggressive behaviour ➢ Swearing ➢ Homophobic abuse and harassment ➢ Verbal intimidation ➢ Carrying an offensive weapon	Includes: ➢ Verbal bullying ➢ Physical bullying ➢ Homophobic bullying ➢ Racist bullying	Includes: ➢ Racist taunting and harassment ➢ Derogatory racist statements ➢ Swearing that can be attributed to racist characteristics ➢ Racist bullying ➢ Racist graffiti
Sexual misconduct	**Drug and alcohol related**	**Damage**	**Theft**	**Persistent disruptive behaviour**
Includes: ➢ Sexual abuse ➢ Sexual assault ➢ Sexual harassment ➢ Lewd behaviour ➢ Sexual bullying ➢ Sexual graffiti	Includes: ➢ Possession of illegal drugs ➢ Inappropriate use of prescribed drugs ➢ Drug dealing ➢ Smoking ➢ Alcohol abuse ➢ Substance abuse	Includes damage to school or personal property belonging to any member of the school community: ➢ Vandalism ➢ Arson ➢ Graffiti	Includes: ➢ Stealing school property ➢ Stealing personal property (pupil or adult) ➢ Stealing from local shops on a school outing ➢ Selling and dealing in stolen property	Includes: ➢ Challenging behaviour ➢ Disobedience ➢ Persistent violation of school rules

Other includes incidents which are not covered by the categories above, but this category should be used sparingly

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. All teachers will keep a log of behaviour that concerns them through the use of the Behaviour Diary.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. The school also works with other agencies as appropriate in order to support children. Other agencies include the Local Authority Primary Behaviour Support Team and the Educational Psychology Service.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Monitoring and Evaluation

This policy is monitored on a regular basis through the Headteacher's Report to Governors and it will be monitored under the Public Sector Equality Duty. The impact of interventions will be considered as part of this monitoring.

APPENDIX 1: UNACCEPTABLE BEHAVIOUR THAT INVITES SANCTIONS
NB this list may not be comprehensive

Behaviour	Sanction
Play fighting Talking when a teacher or another child is talking Interrupting/calling out Not following instructions Not listening Inappropriate language Disrespecting property Not being in the correct place Not lining up correctly Wasting time during transitions Breaking one class rule Fiddling with equipment Name calling Off-task behaviour Tantrums	School sanctions May inform parent if persistent or serious
Swearing Discriminatory comments Fighting Spitting Bullying Vandalism Leaving class without permission Shouting at an adult	Parent will be contacted May result in an exclusion
Deliberate physical/verbal violence towards a child Deliberate verbal violence towards adults Discriminatory harassment Bullying (on-going) Theft Possession of drugs/materials Persistent refusal to obey rules Leaving the school without permission Serious actual or threatened violence against another student or a member or staff	These behaviours are likely to result in an exclusion
Sexual abuse or assault Supplying an illegal drug Carrying a weapon Arson	Permanent exclusion

What happens if we behave and follow the BEST rules?

If you behave appropriately and in a caring way you will be PRAISED and REWARDED.

Praise and rewards are given in many different ways and you can expect the following:

- non-verbal praise - a nod, smile, thumbs up, etc.; verbal praise, reinforcement or congratulation;
- a written comment on your work picking out specific points
- a visit to a more senior member of staff;
- a public word of praise in front of a group, a class, a year group or the whole school;
- public acknowledgement by presentation during an assembly;
- each day every child starts with their name on the 'Great' board.
- staff seek opportunities to recognise and reward good behaviour by moving the names to the 'Superstar' board.
- at the end of each day, every child whose name is on the 'Superstar' poster is rewarded with a small star sticker. 'Superstar' status is earned by demonstrating consistent and sustained BEST behaviour and consideration of others.
- each day a child is selected by the class teacher, in each class, as the 'BEST Learner' for that day and is recognised as such by being given a sticker to wear at the end of the day as well as 3 house points; the next day opportunities are found to 'reward' the 'BEST Learner' and have their photograph displayed in class;
- class rewards or treats are awarded at the discretion of the class teacher, but are based on a "class gem" system
- special stickers/letters/notes/certificates/postcards awarded in each class to positively reinforce outstanding behaviour; (NB a record is kept of 'BEST Learner' stickers); when appropriate, parents contacted by telephone to confirm good behaviour;
- the House system in place allows House Points to be awarded for a range of behavioural efforts such as: attitude to work, concentration, showing initiative, responsibility, courtesy, good manners etc.
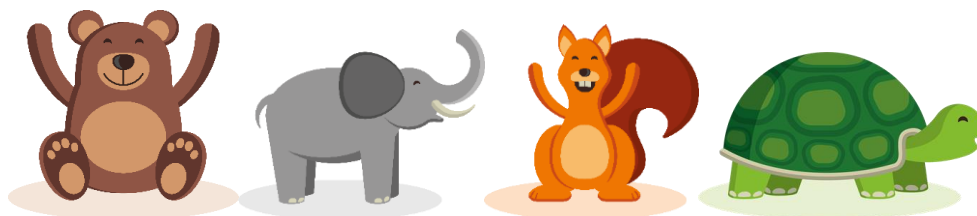
If you "choose" to break one of our BEST rules or "forget" to behave appropriately you will be liable to the following consequences:

Name taken (i.e. removed from "Great" chart by class teacher) – Warning

X — Class teacher to take immediate, appropriate action e.g. child works alone for no more than 10 minutes, child moves to another table, etc.

XX — Child is sent to another classroom to be reminded of appropriate behaviour or to work for a set period of time during playtime.

R to 1	3 to 2
1 to R	4 to 2
2 to R	5 to 4
6 to 4	

XXX — Sent to Deputy Headteacher.

XXXX — Sent to Headteacher and parents may be contacted subject to severity of incident

NB — Negative consequences are accumulative; therefore, if you reach XXX you will be sent to another class and to see the Headteacher.

As a general rule if a child reaches XXXX on a number of occasions, the Headteacher will communicate with the parents on a regular basis.

At break times and lunchtimes children who break the rules will have their names taken by the duty teacher or supervisory assistant and be told that this has happened. As soon as conveniently possible their names will be passed to class teachers to action accordingly.

For children who regularly get 1 to 2 crosses a day but who do not go any further, or for children who regularly get 3 crosses and see the Deputy Headteacher, there is the possibility that we can "get tough" with them! This will be through discussion between class teacher and Headteacher. A child could therefore gain immediate promotion up the ladder – e.g. actually receives the negative consequence which most other children would receive for 3 crosses when they get a warning! In such an eventuality it is important that the parents are informed of such a decision prior to it being implemented.

Severe Clause: *(use orange and red cards to alert adults in these instances)*

For –

1. **continued and deliberate defiance**
2. **fighting or deliberately hurting other children e.g. biting**
3. **running out of the classroom and/or off the premises**
4. **deliberate damage to equipment**
5. **abusive language**
6. **actions which are deemed to be dangerous to self or others**

Action – This will be at the Headteacher's discretion and as a general guide it is likely that the parents will be notified immediately and asked to come into school to discuss the problem. Should such behaviour continue exclusion may be considered.

Kings Worthy
Primary School

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We listen when others are talking.
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Try

We always try to be the best _____

We concentrate on our learning.
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We persevere with our learning.
We encourage each other to keep going.

Date:	
Name of child:	
Other children involved:	
Location of incident:	☐Classroom ☐Playground ☐Corridor ☐Field
Brief details:	
Consequences:	
Adults informed:	☐Class teacher ☐ Phase leader ☐ DHT ☐ HT ☐Parents

Kings Worthy Primary School - BEHAVIOUR CHART
(INSERT CLASS NAME) Record – *(INSERT TERM)*

Name / Date	M 2	T 3	W 4	T 5	F 6	M 9	T 10	W 11	T 12	F 13	M 16	T 17	W 18	T 19	F 20	M 23	T 24	W 25	T 26	F 27	M 30	T 1	W 2	T 3	F 4	M 7	T 8	W 9	T 10	F 11	M 14	T 15	W 16	T 17	F 18	M 21	T 22	W 23	T 24	F 25