Slindon Church of England Primary School



Behaviour Policy and Statement of Behaviour Principles

| Approved by: | Headteacher (Lucy Cooper) and Governing Body |
|---------------------|---|
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Introduction

Slindon Church of England Primary School is led by four overarching principles. These principles run through the ethos of our school and feed into our policy and pedagogy.

Within our behaviour policy, we recognise that all children are **unique** and whilst this behaviour policy governs how we manage behaviour, we recognise *that some children may at times need a more individualised approach*.

The **positive relationships** that we are able to develop in our small community enable children to be supported and encouraged in making the right choices with regard to their behaviour, and in respecting both their rights and the rights of others.

We respect that everybody **learns and develops** in different ways. Our behaviour policy respects the developmental needs of children in understanding behavioural expectations.

As a school, we develop **positive relationships** with other agencies to support children and families, such as the Learning and Behaviour Advisory Team (LBAT) and Integrated Prevention and Early Help (IPEH). This ensures that we maintain an **enabling environment**, ensuring that both pupils and staff feel happy, safe and supported.

As a Christian school, the Christian values that guide us every day are intrinsic to how we behave.

At Slindon Church of England Primary School, we strive to model and demonstrate behaviours inherent within each of the nine 'blessings' or fruits of the holy spirit; Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-Control;

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 50; 22-23

We use the fruits of the spirit, along with our Christian values and 'British' (although we prefer to call them 'Human') values, to guide our behaviour. The blessings guide us in our attitude to God, to other people and ourselves. They sit above and separately to behaviour management, though we are recognised and rewarded for being mindful of the fruits of the spirit and inherent values within each.



As a Rights Respecting School, our Behaviour Policy underpinned by the following articles of the UN Convention on the Rights of a Child.

- Articles 3/5: The adults in our school community, including our parents/ carers and families will act as role models.
- Articles 2/12/30: We respect the right to be listened to and listen to others, to give an opinion and have the right to protection against discrimination.
- Article 13: We respect the right to find things out and share what we think with others, through art, talking or writing, unless it breaks the rights of others,
- Article 17: We respect the right to collect information from radio, newspapers, television and the internet, but to also be protected from information that could be harmful.
- Articles 19/24: We respect the right to feel safe at school and help others feel safe, to not be hurt or badly treated.
- Article 28: We respect the right to learn and let others enjoy their learning.
- Articles 15/31: We respect the right to join in and be part of a team, to join or set up groups, as long as it isn't harmful to others.
- Article 29: We respect the right to develop our potential.
- Article 27: We respect the right to look after our own and others property.

Statement of Principles

- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers act as role models to pupils at all times.
- Our behaviour policy is used consistently amongst staff and is understood by children, staff and parents/ carers.
- All pupils are supported in taking responsibility for their actions.
- There is an open dialogue between school and home, parents/ carers are kept informed of behaviour incidents.

1. Aims

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

This policy aims to:

- Provide a consistent approach to behaviour management whilst promoting an awareness of everybody's individual needs, recognising the value of each of us within the school community.
- Ensure that every child is aware of their rights and responsibilities and how they have contributed to their class charter.
- Ensure that all adults understand their responsibility to act as role models in and around our school community.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education 2019

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the <u>Education Act 2002</u>, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the <u>Education and Inspections Act 2006</u>, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- <u>DfE guidance</u> explaining that maintained schools should publish their behaviour policy online

3. Behaviour management

3.1 Class Charters

Our journey to becoming a rights respecting school requires a move away from a traditional model of school rules which focus on how children need to behave in the classroom. School rules often use the language of 'do' and 'don't' and are used as a direct behaviour management tool.

Our class charters are based on an International agreement, the United Nations Convention on the Rights of the Child (UNCRC). Our charters are reviewed regularly and agreed by staff and pupils together. They are signed by staff and pupils and displayed in each classroom. We use our class charters to make the UNCRC a real and meaningful guide to action on a day to day level and to encourage the use of language which refers to rights and positive actions rather than rules.







3.2 Good to be Green

Our class charters are supported in each class with the use of the 'Good to be Green' chart. These are an effective, visual resource to support our high expectations, promote positive behaviour, remind children of their behaviour choices and reward pupils who consistently follow the class charter. They also enable staff to track pupils who find the class charter difficult to follow.

Each morning, every child starts their day positively with a green card displayed in the pocket of the class chart. The high expectations we have in our school ensure that staying on green is the expectation. The green card says 'It's Good to be Green' and the children learn to associate being on green with a positive feeling of adhering to the class charter.

If, during the day, in lessons or at break times, a child has displayed a behaviour which goes against that of their class charter, they will be given a warning card. This warning card is a visual and verbal reminder to the child to consciously think about their choices. If the child continues to behave in contradiction to their class charter, they will then be given a yellow warning card. If the same behaviour is repeated after a warning card and a yellow card, the child may receive a red card. If a child receives a red card, this will be communicated home (see appendix 4).

Equally, if a child demonstrates a particular or exceptional regard to the rights and responsibilities within their class charter, they may be given a gold card or a platinum card. If a child receives a platinum card, this will be communicated home (see appendix 4).







3.3 Table of consequences

| Rights and responsibilities inherent within class charters | Behaviours that demonstrate disregard for the class charters | Consequences given by staff |
|---|--|--|
| The right to learn and let others enjoy their learning | Disrupting the learning of others Not engaging with their own learning | Warning card Yellow card Red card |
| The right to be listened to and the right to be heard. The right to have an opinion. | Not listening to their friends Not listening to their teacher or another member of staff Not respecting the opinions of others (as long as the opinions are not harmful to others) | Warning card Yellow card Red card |
| The right to be protected against discrimination. | Being unkind or using discriminatory language (eg homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words) | Yellow card Red card A red card will immediately be given where appropriate. |
| | Using discriminatory language such as "that's so gay", "stop being such a girl!" | *Discriminatory language will always be challenged and will not be tolerated. |
| The right to join in and be part of a team, to join or set up groups, as long as it isn't harmful to others | Not being inclusive and purposely not letting a child join in. | Warning card Yellow card Red card |
| The right to collect information from radio, newspapers, television and the internet, but to also be protected from information that could be harmful | Not following the school's acceptable use of ICT policy. Being subjected or subjecting others to information deemed harmful. | Warning card Yellow card Red card |
| The right to develop our potential | Discouraging or not allowing others to pursue their interests, or to try different things. | Warning card Yellow card Red card |
| The right to look after our own and others property | Disregarding school property Not looking after our own, or others property carefully. | Yellow card Red card *A red card will immediately |

| | Breaking/ vandalising property | be given where appropriate. |
|---|--|---|
| The right to find things out and share what we think with others, through art, talking or writing, unless it breaks the rights of others. | Not allowing someone to pursue their own interests Disrupting the learning of others Impeding someone from finding things out | Warning card Yellow card Red card |
| The right to feel safe at school and help others feel safe, to not be hurt or badly treated. | Using physical violence Using unkind words Not letting a member of staff know when they see children hurting someone or being unkind | Yellow card Red card *A red card will immediately be given where appropriate. |

Slindon Church of England Primary School has a zero tolerance policy on physical violence and discriminatory language which is supported by the Governing Body.

3.4 Confiscation

Any prohibited items (listed in Appendix 1) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's <u>latest guidance on searching</u>, screening and confiscation.

3.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of each child.

The school's SENCO (Special Educational Needs Co-ordinator) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

4 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

4.1 Types of bullying

Bullying can include:

| Emotional | Being unfriendly, excluding, tormenting | |
|---------------------------|---|--|
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence | |
| Racial | Racial taunts, graffiti, gestures | |
| Gender based | Gendered bullying is any unwanted behaviour that enforces traditional, heterosexual gender norms. It is related to homophobic, bi-phobic, or transphobic bullying; and bullying for gender-nonconformity | |
| Social | Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. | |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching | |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing | |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites | |

4.2 Our Curriculum

Our curriculum approach is central to our anti-bullying strategy. Whilst we are a small, village Primary School, we have a global outlook. We know, understand and have an opinion on what goes on in the world. We learn how to stay safe online through participating in assemblies run by Google on how to be 'Internet Legends'.

Our PSHE, RSHE curriculum ensures that we address topics related to mental health and bullying. Our P4C (Philosophy for Children) sessions ensure that we have time to reflect on specific issues, listening to and giving our opinions.

We recognise how safe our children feel at our school, but we will never be complacent. The Online 'Tootoot' platform allows our KS2 children and parents to report incidents of bullying and other worries, from home.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy and Policy.

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (page 4).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (page 4). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff implement this policy consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS (Child Protection Online Management System)

The Headteacher will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to their class charter
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support staff in the teaching and modelling of appropriate behaviour choices, with respect to the developmental needs of each child

6. Pupil code of conduct

The code of conduct in our school is incorporated into each class charter.

7. Physical Restraint

Keeping Children Safe in Education 2019 recognises that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Paragraph 113 of Keeping Children Safe in Education 2019 encourages Headteachers, Principals, Governing Bodies to adopt sensible policies, which allow and support their staff to make appropriate physical contact.

Our school promotes the use of de-escalation techniques to manage negative behaviour choices, ensuring that the use of 'reasonable force' is incredibly rare. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the trained member of staff and either a teacher or the Headteacher, and will always depend on individual circumstances. The school has trained staff, who have completed the certified 'Team Teach' course, if physical contact is needed. No member of staff without this training will ever use any form of physical restraint and the trained staff with the certified training will only do so in the presence of a teacher or the Headteacher.

Any incidents are recorded and reported to parents (see appendix 3).

9. Pupil transition

To ensure a smooth transition to the next class, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and parents/carers have the opportunity to meet their child's new teacher in the Summer Term.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including staff who are trained on proper use of restraint. All new staff and regular visitors to the school are familiarised with our Behaviour Policy.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body every two years. At each review, the policy will be approved by the Headteacher and governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Curriculum Policy
- Anti-Bullying Policy
- Anti-Bullying Strategy
- Acceptable Use Policy

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Appendix 1: List of prohibited items

Possession of any prohibited items. These are:

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

Appendix 2: Staff Training Log



| Training received | Date completed | Trainer/ training organisation | Trainer's signature (where appropriate) | Staff members signature | Suggested review date |
|-------------------|-------------------|--------------------------------------|---|-------------------------------|-----------------------|
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Appendix 3: Behaviour Logs



Team Teach Incident Reporting Form

| Team Teach | Incident form |
|---------------------------|--------------------|
| Pupils Name: | Staff Involved: |
| Class: | Date: Time: |
| Setting: | Reason for moving: |
| | |
| Intervention: | |
| Single elbow | |
| Double elbow – one person | |
| Double elbow – two person | |
| T-Wrap | |
| Small child escort | |
| Response to deadweight | |
| Take to chairs | |
| Other | |
| Comments: | |
| Signed: | |



Racial Incident Monitoring Form

| Incident reported by: | Position in school: | |
|----------------------------|----------------------|--|
| Incident reported to: | Position in school: | |
| Date and time of Incident: | Date report written: | |

Section 1- Details of those involved in the incident

(Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary).

| Subject | | Per | petrator | | |
|---|----------|---|------------------------------|--------|----|
| Name | | | | | |
| Pupil in School? | Yes | No | Pupil in School? | Yes | No |
| Class | | | Class | | |
| Member of staff or Governor? | Yes | No | Member of staff or Governor? | Yes No | |
| Visitor? | | | Visitor? | | |
| Other relevant info | rmation: | | Other relevant information: | | |
| | | | | | |
| | | | | | |
| Ethnic group(s) of subject(s) (please tick) | | Ethnic group(s) of subject(s) (please tick) | | | |
| White British | | | White British | | |
| White Irish Any other White | | | White Irish Any other White | | |
| Indian | | | Indian | | |
| Pakistani | | | Pakistani | | |
| Bangladeshi | | | Bangladeshi | | |
| Any other Asian | | | Any other Asian | | |
| Black Caribbean | | | Black Caribbean | | |

| Black African | Black African |
|--|--|
| Any other Black | Any other Black |
| White and Asian | White and Asian |
| White and Black Caribbean | White and Black Caribbean |
| White and Black African | White and Black African |
| Any other mixed | Any other mixed |
| Chinese | Chinese |
| Traveller | Traveller |
| Any other ethnic group | Any other ethnic group |
| Please indicate if the subject(s) is/ are declared as refugee/ asylum seeker(s). | Please indicate if the subject(s) is/ are declared as refugee/ asylum seeker(s). |

Section 2- Type of incident

| 1 | \sim | ca | t۱ | \sim | n | • |
|---|--------|----|----|--------|---|---|
| L | _U | v | u | v | | |

What type of incident occurred? (Please tick)

| Name calling | Threatened assault |
|---|--|
| Verbal abuse | Attacks on property |
| Physical abuse | Abuse by electronic means (Internet, Social Media, Texts or Instant Messaging) |
| Refusal to cooperate due to cultural or religious reasons | Socially isolated |
| Graffiti | Other (please specify) |

Seriousness of Incident (Please tick)

| 1. | No offence was intended or taken. | |
|----|---|--|
| 2. | Hurt or distress was caused, but the offending behaviour is unlikely to be repeated. | |
| 3. | Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable. | |

| 4. | Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour is repeated. | | | | | | |
|--|---|--------------|---|---------------------|--------------|------------|------|
| Brief des | scription of the i | incident | | | | | |
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| | 3- Action to be | | deal with | the incident and de | etails of su | pport offe | ered |
| What ac | tions were take | n to deal wi | ith the inc | ident? | | | 7 |
| Oral reprimand/ discussion with Perpertrator | | | Formal apology by perpetrator | | | | |
| Discussion with Subject | | | Red Card (in line with school behaviour policy) | | | | |
| Discussion with perpetrator's parents/carers | | I | Internal exclusion | | | | |
| Discussion with subject's parents/carers | | (| Curriculum change or addition | | | | |
| Referral to Police | | 1 | Referral to other body | | | | |
| Referral to ELSA | | (| Other action (please specify) | | | | |
| | | | | | | · | |
| | | | | | | | |
| Signatu | res | | | | | | _ |
| Person of form: | completing | | | Date: | | | |
| Headtea | acher: | | | Date: | | | |

Appendix 4: Letters to parents/ carers about pupil behaviour – templates

Red Card Communication Slip



| Dear Parent/Carer, | Mary Schoo |
|--|------------|
| I am disappointed to share with you that today, your childgiven a red card. | has been |
| He/ She received a red card for the following reasons; | |
| | |
| | |
| | |
| Class teacher name:Class teacher signature: | |
| Date: | |
| Red Card Communication – Return slip | |
| Please return this slip to school to confirm you have received this letter. Thank you. | |
| Name of child:Parent name: | |
| Parent signature: Date: | |
| Comments: | |
| | |
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| | |

Platinum Card Communication Slip



| Dear Parent/Carer, | | *mary Sch |
|--|-------------------------------------|----------------|
| I am thrilled to share with you that toda | ay, your child | has been given |
| a platinum card! | | |
| He/ She received a platinum card for th | e following reasons; | |
| | | |
| | | |
| | | |
| | | |
| Class teacher name: | Class teacher signature: | |
| Date: | | |
| Platinum Card Communication – Retur | | |
| Please return this slip to school to confi | rm you have received this letter. T | hank you. |
| Name of child: | Parent name: | |
| Parent signature: | Date: | |
| Comments: | | |
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