



WHOLE SCHOOL

POSITIVE BEHAVIOUR POLICY

<i>Review Programme:</i>	
Policy adopted:	Spring 2023
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Signed – Headteacher:	
Date:	



WHOLE SCHOOL POSITIVE BEHAVIOUR POLICY

Purpose

At Sketchley Hill Primary School, we maintain that everybody has the right to feel safe, valued and happy at school. To promote this, and to allow for effective teaching and learning to take place, we view high standards of behaviour and discipline as essential. We adopt a positive approach to the behaviour of children in school.

Here at Sketchley Hill, we aim to:

- *Encourage a high standard of behaviour*
- *Support pupil self-discipline, with proper regard for authority and acceptance of responsibility for their own actions*
- *Create a positive, safe and orderly school environment where effective learning can take place and where all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community*

Our statement of intent, we believe, is best achieved when:

- *Every pupil understands 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 set an excellent example to pupils at all times*
- *Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy*
- *The behaviour policy is understood by pupils and staff*
- *The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions*
- *Pupils are helped to take responsibility for their actions*
- *Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life*
- *A pleasant school atmosphere is created, which is relaxed, consistent and caring, and in which pupils are able to fulfil their full potential.*
- *Pupils are provided with consistent positive encouragement and praise which reinforces good behaviour.*

Leadership and management (including the role of designated staff and leaders)

The Headteacher

The headteacher is responsible for:

- *Reviewing this policy in conjunction with the Governing Board*
- *Giving due consideration to the school's statement of behaviour principles*
- *Approving this policy*
- *Ensuring that the school environment encourages positive behaviour*
- *Ensuring that staff deal effectively with poor behaviour*
- *Monitoring that the policy is implemented by staff consistently with all groups of pupils*
- *Ensuring that all staff understand the behavioural expectations and the importance of maintaining them*
- *Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully*
- *Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy*
- *Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary*
- *Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy*

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

The Role of The Governing Board

The governing board is responsible for:

- *reviewing and approving the written statement of behaviour principles*
- *review this behaviour policy in conjunction with the headteacher*
- *monitor the policy's effectiveness*
- *holding the headteacher to account for its implementation.*

Linked policies

This policy should be read in conjunction with the following policies:

- *Anti-bullying policy*
- *E-Safety and Acceptable Use policy*
- *Physical Intervention and Restraint policy*
- *Safeguarding policy*
- *Pupil Emotional Health and Well-Being policy*

- *Staff Emotional Health and Well-Being policy*

School rules, routines and consequences

General Classroom and School 'Code of Conduct' & Consequences:

The following Code of Conduct applies at all times within the school and beyond, regardless of what activity is taking place, and lets pupils know how they are expected to behave at school. Regular discussion of the Code of Conduct is important in ensuring that children understand it and how it operates.

Code of Conduct:

- *Always speak politely to others*
- *Keep hands, feet, objects and unkind comments to yourself*
- *Move around school quietly and sensibly*
- *Respect the belongings of others*
- *Listen carefully to what others have to say*
- *Let other people work without interruption*
- *Always try your best*

Praise:

As a school we recognise that praise is one of the most effective means of positive recognition.

Praise can be used:

- *to recognise appropriate behaviour.*
- *to provide positive reinforcement for good behaviour.*
- *to prompt pupils who are choosing to misbehave to change their behaviour.*

Effective use of praise gives attention to good behaviour and teaches pupils that they can gain attention through choosing positive behaviour.

Positive Reinforcement:

Positive encouragement may take the form of:

- *Praise, smiley board, certificates, Team Tokens, raffle tickets and stickers.*
- *Positive Rewards for class and playground.*
- *Special mention in school assembly/Golden Book assembly for FS & KS1/Celebration assembly for KS2.*
- *Informal discussions with parents.*
- *Acknowledgement of character muscles being used.*
- *Extra playtimes are awarded for good year group behaviour/class treats.*
- *Visiting the Headteacher or Deputy Headteacher for positive praise – perhaps with a special piece of work.*

Consequences:

When children do not follow the school rules, staff will address their behaviour using a calm and consistent approach. It is important that consequences of unacceptable behaviour be addressed using the following example.

What will happen if a child behaves badly?

The child will receive a verbal warning with an explanation as to why their behaviour is unacceptable.

This will provide the child the opportunity to make the right choice.

If the child misbehaves again?

An adult will record the child's name.

If the child misbehaves again?

An adult will put a cross against the name and the child will be moved away from the rest of their class or to another classroom for a short period of time. The child may also miss a playtime or minutes from their Golden Time.

If the child misbehaves again?

This is very serious.

The child will be sent to a Key Stage Leader or Deputy Headteacher. They will decide what the sanction will be. The Key Stage Leader may also contact the parents/carers to discuss the behaviour.

If the child misbehaves again?

If the child is sent to their Key Stage Leader on several occasions, (which usually means more than two), they will be sent to the Deputy Headteacher or the Headteacher. The Headteacher may contact their parents/carers to discuss the behaviour.

If the child misbehaves severely (fighting, bullying etc) they will be sent straight to the Headteacher.

Remember – bad behaviour affects their learning and the learning of others around!

Consequences should not be seen so much as punishment, but rather as a natural outcome of inappropriate behaviour. After a child receives a consequence it is important to find the first opportunity to praise positive behaviour and so reduce the focus of attention away from bad behaviour.

Break time rules

Play areas

Safe play should be discussed with the children during class time. The member of staff on duty will be responsible for the decision as to appropriate weather conditions for outdoor play.

Staff on duty make the decision if the field can be used. Children should not go onto the field until the teacher has given approval.

Play equipment

- *Children will be provided with lightweight plastic balls to play football with.*
- *Children will be provided with play equipment*
- *Children are not allowed to play with balls on the school grounds before and after the school day.*
- *Children are not allowed to play on any equipment before or after school.*
- *When playing on the Trim Trail, children are expected to follow the rules given to them, treating other children and equipment with respect. An adult will always supervise the playing on the Trim Trail each day.*

Lunchtime

- *During dinner time the Midday Supervisors have the same authority as the teaching staff with regards to discipline.*
- *If a child is misbehaving, in the first instance, they will have time out until they calm down. If the bad behaviour persists mid-day supervisors refer the incident to the mid-day manager or class teacher.*
- *If children behave in an unacceptable manner during dinner time, there is a possibility that a dinner time exclusion will result due to DHT or HT intervention. This is a last resort and certainly by this stage parents would be aware of the situation.*

The journey to and from school

It is important to remind children of the following on their journeys to and from school:

- *Use the school crossing patrol.*
- *Don't speak to strangers.*
- *Scooters and bicycles are not permitted to be ridden on school grounds.*
- *Having arrived at school do not leave the premises without permission.*

We ask for parents/carers to reinforce these points by using the crossing, and by arranging for their children to arrive at school no earlier than 8.30 a.m.

School visits and out of school activities

Children must adhere the "Code of Conduct" for visits and out of school activities. These will be shared with children and reiterated prior to and during any visit.

Children must:

- *Respond quickly to instructions from adults.*
- *Respect each other and the environment.*
- *Participate fully in all activities.*
- *Be seated and wear a seat belt whilst on a coach.*

When there is continued and repeated unacceptable behaviour from any pupil, the school reserves the right to withdraw that pupil from off site visits on health and safety grounds.

The pupil will not be allowed to take part in off site visits out of school until there is a marked improvement in his/her behaviour.

Parents/carers will be informed of this decision by the Headteacher.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. 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.

Child-on-child abuse (including measures to prevent child-on-child abuse and the response to incidents of such abuse)

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- *bullying (including online bullying);*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- *sexual violence and sexual harassment;*
- *sexting (also known as youth produced sexual imagery); and*
- *initiation/hazing type violence and rituals.*

All staff should be clear as to the school's policy and procedures with regards to child on child abuse.

According to the NSPCC, the definition for child on child abuse is:

Child (on child) abuse is when a child is intentionally harmed by another child – it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online.

Staff should ensure that all child-on-child abuse incidents are fed back to the school's safeguarding team (DSLs). This team will ensure that any referrals which may be necessary are made to the relevant statutory services as appropriate. Reporting to DSLs also allows them to spot and address any concerning trends, identify pupils who may be in need of additional support, and address any locations in or around the school which may be hot-spots for poor behaviour.

There should be a zero-tolerance approach to abuse, and it should never be passed off as "banter," "just having a laugh," "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Discriminative, homophobic, bi-phobic and transphobic language

All members of the school community are asked to use language that is respectful and kind towards others and does not perpetuate stereotypes and offends others.

Discriminative, homophobic, bi-phobic and transphobic language that is derogatory is not acceptable and will be challenged.

- *derogatory language will be challenged and recorded by staff on CPOMS*
- *staff will challenge and record all derogatory language including 'casual comments' for example 'that's so gay' or 'you're so gay', 'you're a lesbian!' on CPOMS*
- *incidents are monitored closely by senior leaders and regularly reported to governors*
- *appropriate follow-up actions and sanctions will be taken in line with this behaviour policy All staff have had training on how to tackle homophobic, biphobic and transphobic language*

Banned or prohibited items

Any inappropriate items 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 latest guidance on searching, screening and confiscation.

Severe/persistent misbehaviours

In cases of severe misbehaviour, such as fighting, assault, vandalism, defiance towards a member of staff or in some way stopping the entire class from functioning, a pupil would be sent to the Headteacher or Deputy Headteacher. *The Headteacher reserves the right to deal with persistent bad behaviour.*

If a child behaves in an unacceptable manner during the school day, there is a possibility that a suspension will result. Suspensions are sometimes a necessary part of a functioning school, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes. The decision to suspend is not taken lightly by the Headteacher.

Any suspension and permanent exclusion will be guided by the following DfE document.

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - January 2022

https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Suspension%20and%20permanent%20exclusion%20guidance.pdf

Physical restraint

All members of staff are aware of the regulations regarding the use of force by adults in school. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- *Causing disorder*
- *Hurting themselves or others*
- *Damaging property*

Incidents of physical restraint must:

- *Always be used as a last resort and by a Team Teach trained member of staff in accordance with Team Teach guidelines*
- *Never be used as a form of punishment*
- *Be recorded and reported to parents*

Physical intervention for children with SEN or disabilities

The judgement on whether to use force on pupils with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned. Reasonable adjustments for disabled children and children with special educational needs are acknowledged.

Staff induction, development and support

Our staff are provided with training on managing behaviour, including de-escalation strategies and the proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Special Educational Needs and/or Disability (SEND) and Pupil Support

It is recognised that if a child has SEND it may well act as a barrier to his/her learning, and any policy sanctions may further increase the negativity of the situation. As with all pupils a positive approach is always sought. The SENDCO will work with the class teacher and child to ensure the best positive approach is found. (*Equality Act 2010*)

Action that supports this will include:

- *timely, effective and appropriate support to pupils with SEND to ensure social and academic progress*
- *ensuring the curriculum is accessible, relevant and motivating for all pupils, through the regular observation of classroom practice to target additional support*
- *auditing staff confidences levels in positively responding to pupils with SEND*
- *supporting, mentoring, training in classroom management skills to support inclusion*
- *monitoring differences in behavioural concerns across classes*
- *ensuring all supervisory staff are confident in delivering and promoting positive discipline*
- *ensuring effective pupil voice mechanisms are in place*
- *paying attention to specific challenges presented by transition*
- *developing effective partnerships with parents through the use of positive communications to provide feedback.*

Please refer to the Special Needs Policy for more specific details.

ICT acceptable use

The information detailed below is extracted from the ICT policy documents regarding Acceptable Use and E-Safety. Sketchley Hill Primary School understands that effective policies and procedures are the backbone to developing a whole-school approach to E-Safety. The policies that exist within Sketchley Hill are aimed at providing a balance between exploring the educational potential of new technologies and safeguarding pupils.

Sketchley Hill Primary School provides a number of layers of internet filtering, designed to remove controversial, offensive or illegal material that could cause upset to the children in our care.

- *Children are taught to be polite and never to send or encourage others to send abusive messages or information.*
- *All pupils are taught to use appropriate language.*
- *Children are not allowed access to 'chat rooms' at any time.*
- *If inappropriate material is sent to another pupil it must be reported immediately to a member of staff.*
- *Access to an unauthorised site is never allowed.*
- *Pupils will not disrupt the work of others nor violate their privacy.*
- *Cyber-bullying will not be tolerated.*

Breaches of acceptable internet use could ultimately result in the withdrawal of internet and email privileges. Serious breaches may lead to the incident being reported to the appropriate authorities.