



South Hetton Primary School

Behaviour Policy



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| Date Reviewed | July 2024 |
| Next Review Date | July 2025 |

Introduction

We, at South Hetton Primary, believe that the most important part of behaviour management is developing positive relationships with pupils, parents and carers. We strive to work in partnership with parents and carers, and share success and praise. We believe in developing classroom environments to encourage positive behaviours and independence, establishing rules and routines, and setting clear limits. We believe in rewarding positive behaviours to motivate children and we use sanctions consistently when negative behaviour is displayed.

Aims:

It is a primary aim of our 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 behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to:

- 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 sanctions
- Promote pupil independence to help children develop skills for their long-term futures.
- Create an environment where all children feel valued, regardless of age, ability, gender, gender identity, sexual orientation, race or belief.
- Create an environment to encourage and reinforce good behaviour.
- Define acceptable standards of behaviour, to teach children to think about their behaviour and to learn self-control.
- Encourage consistency of response to both positive and negative behaviour.
- Encourage good behaviour rather than to simply punish negative behaviour by providing a range of rewards for our pupils, of all ages and abilities.
- Ensure that the school's expectations and strategies are widely known and understood.

Legislation and statutory requirements:

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

- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation at School](#)
- [Equality Act 2010](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Pupils with Medical Conditions in Schools](#)
- It is also based on the [Special Educational Needs and Disability Code of Practice](#).

In addition, this policy is based on:

- [Schedule 1 of the Education \(Independent School Standards\) Regulations 2014](#) paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE Guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes, including play fighting and running within the school building
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting/violent behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- 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)

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

Bullying can include:

| Type of bullying | Definition |
|---|---|
| <i>Emotional</i> | Being unfriendly, excluding, tormenting |
| <i>Physical</i> | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| <i>Prejudice-based and discriminatory</i> | Directed towards protected characteristics e.g. Race, Disability, Gender and can include taunts, graffiti, gestures |
| <i>Sexual</i> | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| <i>Direct or Indirect Verbal</i> | Name-calling, sarcasm, spreading rumours, teasing |
| <i>Cyber-Bullying</i> | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Educate and Celebrate

At South Hetton Primary, we believe in creating a whole school culture that is safe and inclusive. We are proud to be a part of 'Educate and Celebrate', and our school does not tolerate any types of discrimination, which include acts against anyone due to their:

- Disability
- Gender
- Race
- Religion and belief
- Sex
- Sexual orientation
- Pregnancy and Maternity

Challenging discriminatory behaviour:

All discriminatory behaviour will be challenged and incidents recorded. This includes, homophobic, transphobic, racist and misogynistic incidents.

Challenging sexual violence and sexual harassment:

We have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable and will not be tolerated. All cases of sexual violence and harassment will be taken seriously – it will never be viewed by staff as 'banter' or 'children being children.' The school's RSE curriculum addresses issues such as discrimination, consent, respectful behaviour and healthy relationships from an early age (see PSHE & RSE curriculum documentation).

Our response to reports of sexual violence or harassment will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

All incidents involving sexual violence or harassment will be communicated with parents unless it is felt that it will endanger a child. Incidents that are deemed to be of a serious nature will be referred to the police and or children's services.

We will always aim to balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Details of our Trust's approach to preventing and addressing bullying are set out in our schools antibullying strategy.

Roles and Responsibilities

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

The Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher keeps records of all reported serious incidents of misbehaviour on our MIS system (Arbor). Incidents may also be recorded on CPOMS as part of a child's safeguarding chronology.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken as a last resort, and after the school governors have been notified.

Staff

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.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Educating children on expected behaviours
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Challenging discriminatory behaviour
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

If the school has to use reasonable sanctions as a result of a child not adhering to school rules, parents should support the actions of the school. If parents have any concern about management of behaviour, they should raise this directly with school while continuing to work in partnership with them.

Rules and Procedures:

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

- Positively stated, telling the children what to do rather than what not to do;
- Shared clearly with staff, pupils and parents;
- Consistently applied and enforced.

Pupil Expectations - Pupils are asked to:

- Come to school everyday.
- Always try and do your best.
- Have your equipment ready and respect it.
- Pay attention in class and make a contribution.
- Follow instructions given by any adult in school.
- Participate in class activities including group/partner work.
- Respect other people's opinions and beliefs.
- Use manners – please, thank you, excuse me
- Always tell the truth and be honest.
- Speak and act respectfully towards adults and peers.
- Be kind and helpful.
- Use your voice to express your feelings.

Staff Non-Negotiables - staff are expected to:

- Listen to the children and to hear their point of view.
- Challenge any behaviour that contradicts the school code (protected characteristics).
- Be as fair and consistent as possible when they have misbehaved.
- Ensure their environment is safe.
- Talk with them about things that go wrong; we want children to understand why some things are wrong and why we have rules.
- Supervise the playground well, circulating around all areas and engaging with pupils.
- Supervise children around school, including in cloakrooms and escorting the children into assembly, out to playtime, in from playtime etc.
- See each day as a fresh start.
- Ensure parents are kept informed about the behaviour of their child.
- Promote British Values, those of the school, and all aspects of the SMSC agenda.

The Curriculum and Learning:

We believe that a well-structured curriculum and effective learning contribute to good behaviour. We believe that lessons should engage all pupils, giving them less inclination or opportunity to misbehave. Thorough planning for the needs of individual pupils, the involvement of pupils in their own learning, and structured feedback can all help this.

Lessons should have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities. Marking can be used as both 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 (see marking policy).

Staff also maximise opportunities within their lessons to promote all aspects of the pupils' Spiritual, Moral, Social and Cultural development, to promote and develop the children's understanding of British Values and to educate the children about valuing and respecting differences between people.

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, access to resources and classroom displays all have a bearing on the way children behave.

Our classrooms are organised to develop pupils' independence. Materials and resources are 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 encourage enthusiasm and active participation for all. Lessons 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. Routines are established in classrooms for the beginning and end of days, transitions between activities, break times and lunchtimes. These routines are regularly discussed and reinforced.

Good to be Green

- South Hetton follows a conduct procedure called 'Good to be Green.'
- Each day, a child will start fresh on a green card. We educate children about what successful behaviour looks like and use this to help children understand how to stay 'green'.
- If a child contravenes the code of conduct and a teacher must speak to the child, they will be given a friendly, gentle reminder in order to give the pupil the opportunity to correct their behaviour.
- If the negative behaviour continues, the child will be given a verbal warning. Children are given one verbal warning. If behaviour improves, they can earn the green card back and the verbal warning can be changed back to a green.
- If the undesired behaviour is to continue, the child will move onto a Yellow Card. This means that the child must move to a different place in the classroom, to avoid any further distractions. Yellow cards are recorded on CPOMS. If behaviour improves, they can again earn their green card back ready for a fresh start in their next lesson.
- If negative behaviour continues, a red card will be issued, whereupon the child will be sent to the Head or Deputy to discuss their behaviour. Children receiving a red card will miss a playtime with the teacher or teaching assistant assigned to their year group. This will be an opportunity for the pupil to reflect on their behaviour and what they can do to improve or avoid the behaviour in future. Red cards are recorded on CPOMS. Where a red card is given, the child's teacher will inform the parent either in person at the end of the day or via phone call.

In some instances, where there has been a serious breach in the school rules, pupils will move straight to a red card and may be removed from their classroom. Removal from class is considered a serious sanction. Children are only ever removed from their classroom as a last resort. Removal may be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

In instances where it is appropriate to remove a child from their class, they will be suitably supervised, and where possible, will continue to work on the tasks that have been set for them. Where the tasks are inaccessible without the class teacher, an alternative, meaningful task will be provided. Parents will always be kept informed in instances where a child has been removed from their classroom.

Pupils are incentivised to stay green in order to earn a half termly treat. If a pupil stays green, they earn the maximum amount of minutes available that week towards their treat. If a child receives a yellow card, they earn half of the time available. If a child is given a red card, they do not earn any minutes that week.

Suspension & Permanent Exclusion

At South Hetton Primary School there is a shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
2. The second is to realise the aim of reducing the need to use suspension as a sanction. The decision to suspend and/or to permanently exclude a pupil will be taken in the following circumstances:
 - (a) In response to a serious breach of the school's Behaviour Policy
 - (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Please see our *Suspension & Permanent Exclusion Policy* for further information.

Behaviour Chronologies (CPOMS)

Sometimes children at school find it challenging to reach the behaviour expectations set by the school. These children will have a Behaviour Chronology (CPOMS) where incidents of poor behaviour will be recorded, along with the consequences given and any other actions taken. We do this for the following reasons:

- We have a clear picture of behaviour problems across the school for our most challenging children.
- Sometimes the information makes facilitates early intervention.
- We can spot patterns in behaviour.
- Staff can take collective responsibility for promoting good behaviour at school.
- We have precise information for outside agencies.

Violent / Aggressive Behaviour

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling strategies may be used, (Team Teach). The child should be removed from the situation as soon as possible and a member of the Senior Leadership Team will be informed immediately. Immediate action to involve parents will be taken. We

will then work with parents to devise an action plan that meets the child's needs. In some cases, this may involve other agencies, such as social services, Educational Psychologist etc.

Use of reasonable force (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. 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. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. We have several staff trained in 'Team Teach' where positive handling may be required. We use a range of de-escalation strategies continually at school, but on occasions it is necessary to intervene physically. This will only be the case for the following reasons:

- A child is placing himself or herself at harm.
- A child is placing other children at harm.
- A child is placing an adult at harm.
- A child is wilfully damaging or destroying property.
- Other children's learning is being significantly disrupted.

Only trained staff will intervene physically.

- Records of the physical intervention (RPI) will be recorded and kept
- Team Teach guidelines will be followed.
- Parents will be informed if physical intervention has been necessary
- Parents of children who are at risk of physical intervention being necessary, will be asked to meet with school and complete a consent form. This provides an opportunity for school and parents to discuss strategies and for parents to ask any questions related to physical intervention.

Communication

Communication is key in supporting pupils in reflecting on their behaviour. Staff should be clear and consistent when addressing misbehaviour.

Commonly used phrases?

- I do/do not like this behaviour because
- This type of behaviour needs to change because
- I would like to see...

In all instances, when dealing with behaviour, it is important to communicate with all involved and to gain the full picture of what has happened. This supports staff when informing parents of any incidents that have required a sanction.

Praise and Rewards:

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of positive reinforcement. This is for all children. Meaningful praise is given to help increase our children's academic and social competence. This demonstrates to the other pupils that positive behaviour receives more attention than negative and also as a reminder of expected behaviour.

Daily Rewards

Daily rewards are encouraged as part of classroom practice. This may be verbal acknowledgement of a pupil's efforts, stickers, Dojo points, certificates or contacting parents to share positive messages.

Weekly Rewards

Each week school holds an achievement assembly. Pupils are chosen for 'Star of the Week' or 'Good to be Green' award. Pupils are chosen for demonstrating aspects of the school values: perseverance, ambition, independence, nurture and teamwork. News of these rewards is shared with parents in our weekly newsletter.

Termly Rewards

Every term, teachers will nominate a child for each of our school values to receive a reward in assembly. Parents/carers are invited to attend these presentations.

Pupils have the opportunity to work towards an end of term reward. Past rewards include giant inflatables, a visiting zoo and an Easter egg hunt. Pupils have their say on the rewards that they would like to work towards through the Pupil Parliament. Pupils who have received red cards as a result of breaching the school's behaviour policy will not have earned the full

amount of reward time. This should not come as a surprise to parents, as they should be well informed about their child's behaviour in school.

Children identified with Social, Emotional and Behavioural Difficulties

The school acknowledges that a small minority of children may struggle to make the correct choices and use strategies available to them in order to control their own behaviour. For these children, neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid suspension. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

This can be achieved through the use of:

- Behaviour Books
- Behaviour Reports

Behaviour Support Plans

On some occasions, staff may find it helpful to create a special behaviour plan and possibly a Risk Assessment, for individual children. This may be done in conjunction with the SENDCO. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. A wide range of rewards are used to reinforce positive behaviour.

These can include:

- Change in classroom organisation;
- Using different resources;
- Rewards of stars/smiley faces on work, on charts and in special books;
- Use of certificates, special stickers for such things as listening, being kind, helpful, etc;
- Sharing good behaviour with other children/other classes;
- Using a 'Behaviour Book/Report', which record positive and negative behaviour daily, and is sent home each day, to make parents and carers aware of their child's behaviour. This can also be filled in by parents or carers, to inform the class teacher of behaviour at home.

Parents are involved at an early stage to make an action plan together. By using a positive system of rewards, and reinforcing good behaviour, we help children to feel good about themselves.

Training

All new staff, including ECTs, receive training on behaviour systems at induction. New staff members are actively supported in managing behaviour. Existing staff have the opportunity to engage in refresher training, and any patterns in behaviour are discussed and reflected upon as a staff.

Where new or challenging behaviour presents, school are proactive in seeking training and support to ensure that staff are well equipped to support pupils; this may be through accessing support from the SENDCO, Trust colleagues and/or external agencies.