



Sedbergh Primary School

Behaviour Policy

(including anti-bullying and the positive handling of children).

This policy was written/updated in collaboration with school staff and should be read in conjunction with the following policy documents;

- Child Protection Policy
- Teaching and Learning Policy
- SEN (including most able) Policy
- Single Equalities Policy
- Health and Safety Policy
- Attendance Policy
- Home School Partnership Agreement

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Contents

Our School Aims & Vision	p2
Behaviour Policy Statement & Rationale	p2
Supporting Positive Behaviour	p3
Rewards	p4
Class Contracts	p4
Individual Class Traffic Lights	p5
Monitoring and Evaluating Behaviour	p5
Preventing Bullying (Anti-Bullying Policy)	p5
Exclusion	p6
Physical intervention	p7
Roles and Responsibilities	p7
School Support Systems	p8
Consultation, Monitoring and Evaluation	p9
Complaints Procedure	p9
Criminal Law	p10
Confiscation of inappropriate items	p10

1. Our School Aims & Vision

- ✓ To embrace individuality, teach independent learning, nurture resilience and help pupils develop transferable skills.
- ✓ To provide a balanced and varied curriculum, that makes learning exciting, challenging and enjoyable for all.
- ✓ To further develop our school family feeling and positive community links, with an awareness and respect for diversity.
- ✓ To develop a more holistic approach to continuity and progression in learning across the school.
- ✓ To challenge every child to achieve their full potential.

Our highly committed and valued staff, working in partnership with parents, governors and all stakeholders, will ensure Sedbergh Primary is a place where:

- ✓ Effective teamwork forms the basis of a professional and motivated staff who always put children first
- ✓ A caring ethos that nurtures positive relationships, with everybody equally valued, celebrated and proud of their achievements
- ✓ An engaging, relevant and fun curriculum ensures children are well prepared for education, work and life
- ✓ A culture of challenge and high expectation is promoted to maximise individual potential and create an outstanding workforce
- ✓ An awareness of self, community and global issues that fosters responsible behaviour with a respect for British values
- ✓ Children are taught in a stimulating learning environment with high quality resources.

2. Behaviour Policy Statement & Rationale

At Sedbergh Primary School we aim to create a calm, orderly and purposeful environment in which children learn and feel safe. We believe that the welfare needs of our children are best met when school staff, governors and parents work together to achieve all our aims. Through our behaviour policy we endeavour to make children take responsibility for their actions.

Our aims are:

- To ensure effective teamwork forms the basis of a professional and motivated staff who always put children first.
- To promote a caring ethos that nurtures positive relationships, with everybody equally valued, celebrated and proud of their achievements.
- To provide an engaging, relevant and fun curriculum that ensures children are well prepared for education, work and life.
- To ensure a culture of challenge and high expectation is promoted to maximise individual potential and create an outstanding workforce.
- To develop an awareness of self, community and global issues that fosters responsible behaviour with a respect for British values.
- Children are taught in a stimulating learning environment with high quality resources.

We believe that it is vital that children are taught how to behave in an appropriate manner. We set clear and high expectations of behaviour and explicitly share these with the children and all the staff working within school.

We endeavour to promote positive behaviour and reward appropriate choices that the children make.

We teach specific life skills through the SMSC and PHSE curriculum.

Four Key Areas of Behaviour:

Respect

- Everybody is treated fairly
- Children look after and respect their property and other peoples.
- Use resources appropriately
- Awareness of feelings and a sense of empathy is encouraged
- Children treat people the way they wish to be treated and show a sense of empathy
- Children are kind, caring and helpful

Communication

- Use respectful language towards each other and adults
- Children know the rules of discussion
- Honesty
- Polite and courteous manners

Quality Teaching and Learning

- All children should be prepared for lessons and ready to learn
- Have a “give your best” attitude”
- Encouraging others and respecting others mistakes, thus learning from these.
- Listening and sharing appropriately

Movement

- Walking throughout school quietly and sensibly
- Have an awareness of smaller children
- Sitting appropriately
- Holding open doors for each other and adults
- Lining up at the end of break times and coming into school quietly and promptly.

We strive to achieve these;

- Through the promotion of respect, care and harmony; our children are taught self-discipline and the personal and social skills necessary to maintain a high standard of discipline within the school community.
- By ensuring that all children have access to a broad and balanced curriculum and are not prevented from doing so because of disruptive behaviour by others.
- By setting high standards of achievement and to have high expectations of all children
- By providing opportunities for Social, Spiritual, Moral and Cultural growth of the children
- By fostering a caring environment and an appreciation of the local environment

3. Supporting Positive Behaviour

We promote positive behaviour and endeavour to support and encourage all children to behave appropriately.

- ✓ Throughout school and in each class we set clear expectations and routines, which promote consistent respect for all members of staff.
- ✓ We endeavour to engage children by using a variety of different teaching and learning styles to provide a broad and balanced curriculum (see Teaching and Learning Policy).
- ✓ We set high expectations for all children and set work which is challenging and matches the ability of the child.

- ✓ Through careful classroom management
- ✓ We recognise children's achievements and celebrate their successes to develop and raise self-esteem.
- ✓ We work closely with parents to provide consistency and continuity.
- ✓ We provide additional activities and opportunities to motivate and engage children throughout the school.
- ✓ Through a caring environment we all value all children's strengths and individual characters, thus developing a culture of mutual respect and trust.
- ✓ After an incident or altercation, we endeavour to piece together what has happened and why. Furthermore, through discussion with children and thoughtful questioning, we seek to develop the children's understanding of the implications of their actions, and how they could address the issue again more successfully, should it arise. (Learning from mistakes)

4. Rewards

- ✓ Children receive regular recognition and praise to acknowledge their success and achievements.
- ✓ Sharing work with parents and guardians and displays
- ✓ Visits to the Head teacher's office to share work
- ✓ The children are organised into houses and awarded team points. The child then put the point into the Key Stage box. The house points are collected on a Friday and counted; this is shared during the assembly. The totals are shared at the end of the term and the winning team receives the house cup.
- ✓ If a child is on the gold at the end of the day they receive a house point
- ✓ Excellent examples of children's work are celebrated every week during assembly, on displays around school and through the school's website.

5. Class Contracts

At the beginning of the school year, each class will work together to produce a class contract to set clear expectations of behaviour. Children will be told about the Traffic Light System during the first week back in September. The key message will be "GO FOR GOLD".

We have established a structured and systematic set of procedures to promote positive behaviour and provide suitable consequences/sanctions when disruptive and inappropriate behaviour is displayed. They are always dealt with promptly and consistently.

RECEPTION AND KEY STAGE ONE

A cloud system is used which is based on the traffic light system below. All the children's names are placed on the Happy Cloud (equivalent to the green traffic light)

Thinking Cloud (equivalent to the amber traffic light)

Rain Cloud (equivalent to the red traffic light)

KEY STAGE TWO

The Traffic Light System and Expectations of Appropriate Behaviour

Please refer to additional sheet used by all staff.

Within each class, there will be a set of traffic lights displaying the individual children's names. The names will be moved according to the child's behaviour.

Gold - behaviour that is outstanding.

Green - expected level of behaviour from all children

Before an amber traffic light 2 warnings will be given for minor incidents.

Amber- a child will have their name placed on amber for inappropriate behaviour. This is to warn the pupil that the behaviour needs to be rectified and improved. They may work back to green if their behaviour improves. This will be clearly explained by the class teacher.

Red - if a child's name is placed on red, then their behaviour is deemed unacceptable.

A report form will be completed as soon as possible and the child will then be sent to the head teacher or the deputy head teacher. After the report has been signed it will be logged. The child, where possible, will undertake activities to help rectify their actions/behaviour.

After two reds, parents will be telephoned by the class teacher to discuss the behaviour and a sanction will be agreed. Each incident will be investigated to ensure the consequence is fair and just.

After two reports, a letter will be sent home to the parents/guardians and asked to meet with the class teacher and head teacher.

Blue - this type of behaviour is deemed completely unacceptable and usually dangerous. In these cases, an **internal exclusion** will be held and parents and Governors will be informed. The incidents will be recorded and a school Individual Behaviour Plan (IBP) will be produced to integrate the child back into class and to support their needs. This will be monitored closely and any additional responses agreed upon with both school staff and a parents/carers (See further sanctions below).

6. Individual Class Traffic Lights

When individual pupils are causing concern their behaviour will be monitored and they may have their own traffic light system. Each child will have a referral from the class teacher noting the areas of concern. This information will then be used to set targets and where necessary involve outside agencies. The individual traffic light programme is intended to be a temporary measure with the aim of integrating children back into the class system.

A child with individual traffic lights will have their own sheet to record their progress and a weekly target. If a child achieves the target they will receive a reward. The individual traffic light system is used to support children and to set meaningful targets which they can achieve.

Children who become an extreme cause for concern will be monitored closely by the head teacher and an individually tailored program will be used. A behaviour plan will be developed to support the child and where necessary involve outside agencies.

7. Monitoring and Evaluating Behaviour

Frequent meetings will be held to review, discuss and address any issues arising regarding behaviour and school routines. These will then be used and evaluated to improve and develop the above system. Any changes will be shared with the whole staff and if necessary the above policy will be amended in accordance to the decided changes.

8. Preventing Bullying (Anti-Bullying Policy)

Bullying is unacceptable at Sedbergh Primary School and is treated very seriously by all members of staff. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. Parents/carers are contacted in such situations and, with consent, a restorative approach is usually taken with consent and sanctions as appropriate put in place. A child is warned that if bullying continues, an exclusion 'to another school' will be a next sanction.

Full procedures followed for incidences of bullying are outlined in the school's Anti-Bullying policy.

Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Prevention

Procedures used in regards to incidences are outlined in the schools Anti-Bullying policy, however educating children around the issues is key to prevention, school uses the following:

- Assemblies – raising awareness of bullying and the schools zero tolerance policy and actions that will be taken to prevent bullying taking place.
- Annual involvement in Anti-Bullying Week, with various awareness raising activities, including: competitions, newsletter and published materials for families and a review and update of the Anti-Bullying Charter.
- During circle time, PHSE and Citizenship. Promoting respect for staff and other pupils.
- Restorative approach used within school

9. Exclusion

It may be necessary to exclude a child from our school, although we firmly believe that this should only be carried out in most extreme circumstances and/or if all other sanctions have failed. A child who may be in danger of being excluded would usually have been identified by the school and will have their own Individual Behaviour Plan (IBP).

Exclusions 'to another school'

Exclusions to another school ensure that the child is safe and that learning is not significantly disrupted. At Sedbergh we believe that this form of exclusion is more effective and productive than a short or fixed term exclusion. This type of exclusion would usually be for one or two days. The child travels to and from a designated, local primary school with a member of staff from Sedbergh. The child works throughout the day (on work set by the class teacher), independently and in a designated room in the school, isolated from other pupils.

Fixed term and permanent exclusions

The decision to exclude is taken by the Head teacher and this may be for a fixed term or permanent exclusion. The Head teacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and would most likely warrant exclusion:

- Extreme or violent physical abuse to another child or member of staff;
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Parents/carers will always be informed of the decision. Parents/carers have the right to make representation to the Governing Body (or Discipline Committee) about an exclusion and the Governing Body must review the exclusion decision, parents/carers have the right to appeal the decision at an independent review panel.

10. Physical intervention

There may be occasions in which a child could cause harm to themselves or others. In this incidence, staff present will carry out an immediate, dynamic risk assessment based on the context and circumstances they face. If staff feel physical intervention is necessary for the safety of the child or other children, they will carry out a physical intervention that is necessary and appropriate using reasonable force. All staff have received physical intervention training, personalised to the school and its environment. In the event of a physical intervention being used, this will be recorded on the Record of Physical Intervention sheets, as issued by Cumbria County Council.

Power to use reasonable force

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain – it is used by staff in their duty of care towards a pupil, to prevent a pupil causing harm. Force is never used as a punishment. Staff are provided with training to support their understanding of reasonable force (as noted previously).

Examples of circumstances:

- Pupil attacks a member of staff or another pupil
- Fighting
- Disruptive pupil refuses to leave a room when instructed to do so
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil absconds from a class or tries to leave school
- A pupil is behaving in a way that is seriously disrupting a lesson and there are concerns for other pupil's/staff safety and welfare

Measure of intervention

The use of any degree of force can only be deemed reasonable if:

- It is warranted by the particular circumstances of the incident;
- It is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- It is carried out as the minimum to achieve the desired result;
- The age, understanding and gender of the pupil are taken into account;
- It is likely to achieve the desired result

This form of physical intervention may involve staff:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Escorting a pupil
- Shepherding a pupil away

In extreme circumstances, trained nominated staff may need to use a more restrictive hold. In these circumstances parents/carers will be notified and the relevant documentation will be completed.

11. Roles and Responsibilities

The **Governing Body** is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Head teacher, school staff, parents and pupils when developing these principles. The governing body is also aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The **Head teacher** is responsible for developing the behaviour policy in the context of this framework. They decide the standard of behaviour expected of pupils at the school and how the standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. This behaviour policy includes measures to prevent all forms of bullying among pupils. The Head teacher will publicise the school behaviour policy, in writing, to staff, parents and pupils once a year. It will also be available on the school website.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents/Carers are asked to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at a school or by making other suitable arrangements.

For school registered pupils or those attending Pupil Referral Units (PRU's), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask you to sign a parenting contract or may issue a penalty sanction £60 (rising to £120). The local authority may also prosecute a parent who fails to ensure their child regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved in school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court imposed parenting order.

Parents must take responsibility for their child, if excluded and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration meeting following any fixed period exclusion from primary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

12. School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN Code of Practice. We recognise that a child with social, emotional and behavioural difficulties, or a child on the autistic spectrum, may require something additional or different in the same way that we would make curriculum adaptations for a child with additional learning needs.

Where this is the case, a child will be identified on our school's SEN List. An Individual Behaviour Plan will be established in consultation with the child and his/her parent/carer. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be appropriate to help other children in the school understand what they can do in order to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We fully recognise that staff must access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour.

As a school we have a duty to consider whether the behaviour under review also gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be consulted.

Our Governing body (with regard to relevant statutory guidance) have the power to direct a pupil off site for education to improve his/her behaviour. This decision would be made by the Head teacher.

13. Consultation, Monitoring and Evaluation

Our Behaviour Policy has been developed in consultation with the school community. SLT, relevant members of the staff team, governors and parents have been involved in approving this revised policy.

The Head teacher, together with SLT and governors will continue to monitor the effectiveness of this policy and it will be monitored in accordance with the school's annual cycle of policy monitoring and evaluation. The Head teacher reports termly to Governors on Behaviour and Safety within the Head teacher's report to Governors.

Following review, parents/carers will be advised on any adaptations or changes through the school newsletter. The Behaviour Policy is published on the school website, and the website is also used to ensure that the principles of the Behaviour Policy remain high profile for the whole school community.

14. Complaints Procedure

This section should be read in conjunction with the school's Complaint procedure.

In respect of this particular policy, we are required to note that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage or property disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. Where a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for a member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Where a complaint or allegation is made against a member of staff, the guidance 'Dealing with Allegations of Abuse against Teachers and Other staff' will be referred to.
5. Schools must carefully consider whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

15. Criminal Law

As a school, we are asked to be aware that some types of harassing or threatening behaviour – or communication – can be a criminal offence, for example under the protection from Harassment Act 1997, the Malicious Communications Act 1988, The Communications Act 2003, and the Public Order Act 1986. We are advised that if school staff feel that an offence may have been committed they may elect to seek assistance from the police, but any reference to the police should only be taken with the agreement of the Head teacher.

Sanctions – Conduct outside the school gates

The same principles and sanctions that are outlined above for the management of behaviour in school will be applied in accordance with the severity of the behaviour in the following out of school contexts:

Where behaviour is inappropriate when a pupil is:

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

Or where the above does not apply but the inappropriate behaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

16. Confiscation of inappropriate items

Please note: we are required to include the following within our school's Behaviour Policy

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item. At Sedbergh Primary School, the confiscated item will either be returned to the pupil at the end of the school day, or parents / carers will be asked to collect the item.
2. Power to search without consent for 'prohibited items':
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen Items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme child pornography must be handed to the Police. Otherwise it is for the Head teacher to decide if and when to return an item, or whether to dispose of it.