



Behaviour Policy

Governor Committee Responsible:	Full Governing Body	Governor Lead(s):	Headteacher
Status	Statutory	Review Cycle	Annual
Last Review	January 2023	Next Review Date	January 2024

This policy is written in line with the DfE guidance, 'Behaviour and discipline in schools', January 2016 and acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and pupils with SEND. An update has been included following the publication of KCSIE 2022 and the September 2022 DfE update on behaviour including exclusions, searching and confiscation.

Rationale

We believe that good behaviour is pivotal to a school's success and is promoted through the creation of a happy caring environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We will actively promote fundamental British values¹ through our teaching and wider curriculum.

Our behaviour curriculum encourages pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils are more able to achieve their full potential in a happy, stimulating and ordered school environment. We understand and consider both learning and general behaviour are linked directly to a child's success.

The views of the children in our school are key in establishing effective policies and procedures. As such, the School Council, and others, routinely discuss the impact and effectiveness of this policy and adjustments are made accordingly.

Aims

Our vision is to ensure our children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals. We will do this by providing a positive, safe and stimulating environment where all are included and achievements are celebrated.

To achieve our vision, our behaviour policy has the following aims:

- To create an ethos that enables everyone in the school community to feel valued and respected.
- To encourage empathy.
- To promote good behaviour by forging sound working relationships with everyone involved with the school and seek to address any situations in which this behaviour is not established.
- To promote self-discipline and appropriate regard for authority among pupils and respect for all.
- To prevent all forms of bullying among pupils by encouraging good behaviour and an open atmosphere based on respect.
- To ensure that pupils complete assigned work to the best of their ability.

¹ Promoting Fundamental British Values as part of SMSC in schools Departmental Advice 2014

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Principles

The behaviour curricula objectives of the school will only succeed if there is a strong and clearly understood behaviour policy that has a positive effect on children's behaviour. The guiding principles of our policy acknowledge that:

- Parents/carers are the child's first educators and continue to have a powerful influence on their child's learning whilst in school. It is therefore essential that staff and parents should work together closely.
- Positive relationships between staff and children are vital. By staff getting to know the children as individuals they will become aware of their interests and needs. They will then be better able to monitor progress and offer caring and formative guidance to the child.
- The development of a broad and engaging curriculum that appeals to all children is linked directly to pupil engagement in learning.
- We wish to promote full involvement of children in the life of the school. This encourages a sense of ownership and a feeling that this school belongs to us all.
- The school fosters attitudes based on respect. Pupils are encouraged to value themselves and others equally, to develop self-confidence and self-reliance and to realise their own self-worth – encompassed by the school motto, 'Believe in Yourself'.
- A positive ethos, promoted by good behaviour and demonstrated by all, needs to pervade the school at all times.
- The opinions of parents and the community about the effectiveness of the school are strongly influenced by the behaviour of the children.

School Expectations

Everyone will act with courtesy and consideration to others at all times

In addition, we encourage the following:

Always try to understand others people's point of view

- Respect other people's ideas and beliefs, listen and seek to understand other people.

Always show politeness to others

- Always be prepared to share and take turns.
- Always allow people their own space and time to reflect.
- Always use acceptable language.

In class, make it as easy as possible for everyone to learn and for the teachers to teach

- Help to make the classroom a pleasant and friendly place of work.
- Co-operate in class and help others when appropriate.
- Consider people who are working and do not disrupt or interrupt them.
- Take care of all things. Care for your own possessions and those of other people.
- Have respect for quiet areas and quiet times.

Move quietly about the school

- Walk inside the building and be ready to help by opening doors and by allowing others to pass.

Take pride in yourself and in the school

- Take pride in all you do.
- Welcome visitors to the school in a warm and friendly way.
- Try to be neat and tidy at all times and keep the school clean.

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Out of school we all should remember that the school's reputation depends on the way we behave; we act appropriately to maintain the outstanding reputation of the school at all times.

Out of school hours, behaviour, including that which takes place away from school premises, which could damage the reputation of the school, or could adversely affect the safety and well-being of children within it, may lead to disciplinary action, including exclusion.

See Appendix 1 for Daily Rules and Routines

How Adults Can Influence Behaviour

It is important that all adults in the school act as a positive role model for the children. In order to do so we must remember to:

Teachers and school staff:

- Set an example through dress, manner, courtesy and care. Always engage in positive interaction in front of adults and always have separate meetings away from children if the meeting may require discussion.
- Always speak positively about the school in front of and to children.
- Focus on what is going well.
- Give praise where appropriate. Try to praise the child immediately when they are behaving as required.
- Draw attention to **good** behaviour.
- Give clear and regular reminders of what we expect.
- Make it clear that it is the inappropriate **behaviour** that is not acceptable, not the child.
- Take time to listen to the children as well as give guidance.
- Teachers must uphold the Teachers' Standards and be in full compliance with the most recent version of the School Teachers' Pay and Conditions Document.

Parents and Carers:

- Parents are expected to support the school by adhering to these standards and rules when on the school site.
- Parents are expected to support the school by making arrangements that ensure their children do not arrive at school before 8.25 unless they are attending the Breakfast Club.
- Parents are asked to arrange collection of their child as soon as possible, if they show any symptoms of illness at school.

In September 2019, the staff agreed a Behaviour Blueprint to summarise the expectations of behaviour in the school and this is attached as an appendix to this policy. See [appendix 3](#) Behaviour Blueprint.

Rewards

The school expects and achieves high standards. Rewards are used therefore to reinforce and promote good behaviour. They will take many forms and may include:

- Immediate teacher approval (praise, smiles, House Points, stickers etc.)
- Children giving verbal praise to their peers
- Written comments on work
- Golden Envelopes
- Sharing work in Celebration Assemblies
- Showing work to the class; have work on display
- Receiving recognition from the Head/Assistant Heads/SLT
- Sending the child to share work with another class or adult
- Giving a special job or responsibility to the child
- Positive feedback to parents (making this intention clear to the child)

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- The school's progressive reward system (after 4 the child moves to the next award) – weekly merits, metal merit badge, silver badge, then gold, platinum and finally diamond badges

Teachers will monitor the giving of high-level rewards, such as Golden Envelopes and Merits, to promote consistency within and across classes.

Screening and Searching Pupils

- School staff are permitted to confiscate items from pupils when dealing with misbehaviour. Such items can be retained and returned at later date (or to a parent) or disposed of as long as it is reasonable in the circumstances.
- If a member of staff feels a pupil should be searched, they should speak to the Headteacher (or another member of the SLT in the Headteacher's absence). Any search will be carried out by a member of the SLT accompanied by another member of school staff.
- If prohibited items, such as illegal substances or weapons, are found on pupils, they will be confiscated and handed to the police as appropriate. Designated staff members have the power to search without consent for prohibited items and to use reasonable force to conduct a search.

The use of reasonable force

- As well as, and as part of, their duty of care to children, 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 in the classroom².
- Any cases where a child is positively handled for their own, or others, safety are recorded in a bound book and parents are informed.

Sanctions and Punishments

There will of course be occasions when sanctions and punishments need to be applied but these should be used *appropriately* in a way that is *fair and consistent*, **taking account of individual pupil needs**. The school employs a restorative approach and this will be used to support children to develop the positive behaviour expected.

It is important to remember:

- Teachers and all staff at the school have the power and responsibility to discipline pupils for misbehaviour, but it must be in line with this behaviour policy.
- Punishments and sanctions take account of the child's circumstances, age and any specific identified needs.
- The school relies on the professional expertise of its staff in judging individual cases.
- Support is provided through a restorative approach (see behaviour blueprint).
- Volunteers will uphold effective behaviour through modelling and verbal feedback to the child. All other sanctions will be referred to a member of school staff.

It is essential that everyone has a clear knowledge of the possible consequences of inappropriate behaviour. Every child should be aware of what may happen if inappropriate behaviour continues and every parent has the right to know how the school may act in such cases.

The school does reserve the right to consider an appropriate response to certain, more complex situations regarding the behaviour of individual children.

² See school's Positive Handling Policy; Departmental guidance: Use of Reasonable Force July 2013

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The behaviour stages detailed in **appendix 3** are designed to provide a guide to a possible progression of sanctions. However, it is important to point out that these stages **do not represent a necessary order in all cases**. Some behaviour may require a serious sanction, even exclusion in the first instance; others may require an alternate route to the best solution for the child and school. In all instances, specific information that is available about the child will be used when making a decision.

Whilst this behaviour policy is created to cater for the vast majority of children in the vast majority of situations, there may be occasion when a **child's needs** dictate an alternative plan which will be devised by the school in collaboration with parents and other appropriate agencies. Behaviour will be considered with any child's SEND and support will be provided using the graduated method and the modification of this policy.

Sanctions against children for Child on Child abuse will be considered under this policy in conjunction with the Anti-bullying and anti-hate policy.

Exclusions

In relation to any exclusions, both suspensions (fixed term) and permanent, the school will follow the latest [guidance from the DfE](#): *Exclusion from maintained schools, academies and pupil referral units in England; Statutory guidance for those with legal responsibilities in relation to exclusion when deciding how to support children most effectively who may be at risk of exclusion.*

If the child is at risk of permanent exclusion, a meeting with Gloucestershire's Education, Entitlement and Inclusion Team will be arranged to consider alternative arrangements, such as a Managed Move or alternative provision.

Involvement of Parents

In the pursuit of the highest standard of behaviour, we work with parents to support their child's development. However, one-off incidents at a lower level may not lead to parents being informed unless the child's behaviour continues to cause concern.

Should staff determine that a child's behaviour is adversely affecting the well-being and learning of others, an action plan or individual behaviour plan may be developed to support improvements.

Involvement of Governors

We value the commitment and support shown to us by our governors. The Headteacher will report routinely to the Governing Body on behaviour incidents in support of strategic decision making and monitoring.

A panel of governors will be convened to hear specific incidences according to the fixed term and exclusion guidance from the DfE in accordance with the guidance above.

Involvement of Support Services

When a child's behaviour causes a concern to the school and the use of standard school-based strategies is not effective, the school will seek external advice and support from other services such as Educational Psychology; Advisory Teaching Service; Early Help.

Except in the cases of determined un-necessary by law (Child Protection) parental support will be sought and actively encouraged. The school will gain consent from either parent with parental responsibility.

Bullying Incidents

Bullying and harassment of any kind (including cyber-bullying, prejudice-based and discriminatory bullying) will not be tolerated at school. See Anti-Bullying and Anti-hate Policy.

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Appendix 1

Daily Routines and Expectations for Children

Before School Starts

- ❖ Arrive at your allocated time. Go straight to the outside door of your classroom.
- ❖ Come into class quietly, sit at your allocated desk and start the work that your teacher wants you to do.
- ❖ If you are late, go to the outside door of your classroom – knock if the door is shut. If you arrive after the gates are shut, go straight to Reception.
- ❖ Sanitise your hands as soon as you get in.

During Classtime

- ❖ Do your best and apply yourself fully to your work.
- ❖ You are trusted to look after all equipment and furniture so always be sensible and take care not to waste materials (paper glue, etc.). If you intentionally break something, you may be charged to replace it.
- ❖ Only go into your own drawer or bag and never touch other people's possessions.
- ❖ Only leave the classroom when you have permission.
- ❖ Be polite to all children and adults and never talk when someone else is talking to the class.
- ❖ Put things back in the correct places and in the right way always clearing up after yourself.

At Breaktime

- ❖ Wash/sanitise your hands before and after breaktime.
- ❖ Play sensibly, safely and treat everyone carefully and with respect.
- ❖ Put any litter in the bins.
- ❖ Remember the code of conduct and no rough play.
- ❖ Remember the trees, bushes and plants are to make our school a pleasant place: treat them with care.
- ❖ Use the picnic tables sensibly.
- ❖ Remember not to go out of the school grounds unless a member of staff has given you permission.
- ❖ Stay away from strangers – if you see an adult you don't recognise, report it to a member of staff.
- ❖ When the whistle / bell goes stand still and listen.

At Lunchtime

- ❖ Wash your hands before and after eating.
- ❖ At wet lunchtimes stay in your classroom, enjoy your wet play activities, act sensibly and be ready to start the afternoon sessions at the end of the lunch period, when the lunchtime supervisors tell you to.
- ❖ Wait until you have permission before going back into your classroom.

Going Home

- ❖ At the end of the day tidy your desk, take your belongings and leave quickly and quietly.
- ❖ Year 5 and 6 children should go straight home or to the place where you have agreed to meet your parents.
- ❖ Year 3 and 4 children wait until your teacher sends you out to your parents who should be waiting at the front of the school (Year 4) or on the playground (Year 3).
- ❖ Walk bikes and scooters in the school grounds to ensure the safety of others.
- ❖ If you are expecting to meet someone and they do not arrive as expected, go back into school to your classroom. If your teacher is not there, go to Reception.
- ❖ If you walk home, go home directly, do not talk to strangers and do not play around the school.
- ❖ Be aware of traffic especially when crossing the road.

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Appendix 2

Stages in Sanctions for Inappropriate Behaviour

Incidents of stage 4 and above should be recorded on Scholarpack as per recording system.

Stage	Action
1	<i>Correction of behaviour</i> Staff member draws attention to the behaviour, shows disapproval (verbal rebuke, frown etc). Pupil is told why their behaviour is unacceptable and shown what good behaviour looks like.
2	<i>Warning of Consequences</i> Staff member give warning of consequences. Pupil is reminded why their behaviour is unacceptable and what will happen if it continues.
3	<i>Consequential Action</i> Staff member carries out the consequential action. Minor punishment eg. move from seat or to a different area of playground; move down behaviour chart etc.
4	<i>Loss of Privilege</i> Pupil misses activity, playtime, choice of where to work etc. Pupil makes up lost work in own time. Restorative conversation with SLT member.
5	<i>Fixed Period Exclusion</i> Parents are informed that the pupil cannot attend school for a fixed period (following latest DfE guidance). Parents are informed of rights to appeal. Governors are informed.
6	<i>Permanent Exclusion – DfE guidance followed</i> Parents are informed that it is no longer possible for the pupil to attend the school. Parents are informed of rights to appeal and all legal formalities set in progress.