



Steam Mills Primary School

Policy and Procedure: Behaviour

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Steam Mills Primary School

BEHAVIOUR POLICY

2018

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Steam Mills Primary is a caring and understanding school. We believe that considerate behaviour is an essential feature of school life and we share a common understanding of expectations between all members of our school community.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy has been written using the DFE Behaviour and Discipline in Schools (2014) material

It should be read in conjunction to the following:

- ☐ Child Protection and Safeguarding (Policy)
- ☐ Special Educational needs (Policy)
- ☐ Attendance (Policy)
- ☐ Anti-Bullying (Policy)
- ☐ Educational visits (Policy)
- ☐ E-Safety (Policy)

Signed by:

_____ Head Teacher Date: _____

Chair of
Governors

Date: _____

Key roles and responsibilities

The governing body has overall responsibility for the implementation of this policy and the procedures of Steam Mills Primary

The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The Head Teacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.

Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Possession of legal or illegal drugs, alcohol or tobacco

Possession of banned items

Tuancy
Refusing to comply with disciplinary sanctions
Theft
Swearing, racist remarks or threatening language
Fighting or aggression
Spitting and biting

For the purpose of this policy, the school defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

Lateness
Shouting in class
Talking when others are speaking
Swinging on chairs
Fidgeting
Running around the classroom or school
Inappropriate body language with others, such as not keeping hands to oneself
Throwing items either in the classroom or on the playground
Failure to complete classwork and not concentrating on tasks
Rudeness and not using manners
Telling lies
Lack of correct equipment
Refusing to complete homework, incomplete homework, or arriving at school without homework
Not following classroom rules
Disruption on public transport
Use of mobile phones
Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending on the behaviour breach.

Training of staff

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

Teachers and support staff will receive regular and ongoing training as part of their development.

Pupil expectations

Pupils and parents/carers will be expected to follow our school's Code of Conduct:

My teacher can teach and children can learn if:

I show respect
I try my hardest and don't give up
I help others and share
I listen carefully,
I am in charge of me!

The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

Going for Gold

'Going for Gold' is a system of traffic lights within the classroom. All children start the day on GREEN and depending on their behaviour, attitude, etc., they can move up to SILVER and GOLD, which represents exemplary behaviour. Children are given a 'silver' or 'gold' certificate to take home. Negative behaviour results in a child being moved down to AMBER or RED. A red traffic light will result in the need for a child/children to see/be referred to the Head Teacher to discuss their behaviour. Staff will find every opportunity to move the children off red. However, if a child is still on red by the end of the day, or if the behaviour is such that parents should be informed, they will be given a 'Red Letter' to take home outlining the misdemeanour. The letter must be signed by the parent and returned to school. These are then kept in the child's record file as a point of reference.

The 'Going for Gold' system encourages children to look at routes of behaviour. For good behaviour, children need to follow the positive route. Unacceptable behaviour leads down the negative route. Children are consistently encouraged to follow the positive route and therefore produce good behaviour

Smoking and drug policy

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils.

Rewarding good behaviour

The school recognises that pupils should be rewarded for their display of good behaviour. The school will use the following rewards for displaying good behaviour:

- Certificates, achieved through achieving silver or gold using our 'Going for Gold' system
- Head Teacher awards
- Verbal praise
- Prizes
- Stickers

Unacceptable behaviour

Consequences are sometimes necessary to discourage inappropriate behaviour. Pupils need to learn to expect consistently applied sanctions for negative behaviour.

'It is the behaviour that is to be punished not the individual'.

All members of the school community should understand the progression of sanctions in force throughout the school.

Inappropriate behaviour should be dealt with in the following manner:

1. Verbal Warning:

Give a private verbal warning which clearly states what is happening and what the expectations are.

Example – Your behaviour is disruptive.

When you make a noise it is difficult to learn

I need you to stop making noises.

When you have stopped you will be able to learn.

Two verbal warnings should be given. (The child will need to move to Amber)

2. Time out

Set aside a safe place in the class that lacks stimulus. Ignore the child (as long as it is safe to do so).

Make sure that the child is informed clearly what is happening and what your expectations are.

Example – I can see that you are still finding it hard to learn.

You will have xxx time on your own.

You will need to complete xxx work

I will come and get you at the end of your time.

The child will move to amber traffic light.

3. If there is no improvement, the school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Missing minutes from golden time

- Losing playtime/lunchtime (This should be age appropriate e.g Key Stage 1 pupils should lose not more than 10 minutes of their play.)
- Using time-outs
- Removing the pupil to another classroom
- Withdrawal from playtimes

4. Seek assistance from a member of staff e.g. Class Teacher, SENCo or Head teacher. The child will move to a red traffic light.

At this stage there should be informal contact, normally verbal, between the class teacher and parents.

If a child repeatedly struggles with their behaviour, then he/she will be referred to the Head teacher.

The school places value on children making amends if their behaviour has a negative effect on others. This might include writing a letter of apology (age appropriate) or carrying out some tasks that have a positive impact on the school.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

Children who experience regular behavioural difficulties will be dealt with using a variety of the following strategies. Close liaison with the parents will be established, working in partnership for the child's benefit.

Anger Management programme.

Individual Behavioural Plan.

Graduated Pathway of Early Help & Support

Agreed 'Timeout' arrangements.

If a child is at risk of exclusion, a pastoral support programme will be implemented.

Advice and assistance will be sought from the LA and a risk assessment may be conducted.

Serious unacceptable behaviour

Following an allegation of serious unacceptable behaviour, an investigation by the Head Teacher takes place.

If, following an investigation, the allegation is found to be true, the Head Teacher will issue the appropriate disciplinary action. This may include exclusion.

Searching

Staff members may use common law to search pupils for any prohibited item, including their pockets, backpacks, lockers and classroom trays.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Following a search, the Head Teacher will contact the parents/carers to advise them of the procedures which were undertaken.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner. In line with DFE Guidance, (Behaviour and Discipline in schools) sanctions may be imposed at school following:

- misbehaviour when the pupil is:
 - o taking part in any school-organised or school-related activity or
 - o travelling to or from school or
 - o wearing school uniform or
 - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school or
 - o poses a threat to another pupil or member of the public

Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

Reasonable Force

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Monitoring and review

This policy will be reviewed by the Head Teacher and Governing Body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review, upon request.

Appendix A

Children who demonstrate consistent negative behaviour will be placed on the behavioural assessment flow chart. This is for children who have received a number of 'red letters' or commit a serious offence.

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graph TD; A[The first step is to inform the child's parents about their behaviour and that this could lead to an exclusion. Any exclusion will be decided upon after discussions with relevant staff/governors.] --> B[These children, who are experiencing problems within the framework and are in danger of being permanently excluded, will have a behavioural support plan. This will be discussed with the SEND coordinator, class teacher and parents.]; B --> C[Reasons for 3 day exclusions will include the following: <br/>➤ Assault on a pupil, teacher or staff member. <br/>➤ Use of a weapon. <br/>➤ Serious assault on another pupil. <br/>➤ Illegal drugs (either using or selling) <br/>A series of exclusions should not exceed 45 days in a year. This can lead to a permanent exclusion.]; C --> D[Children who are excluded should be provided with suitable work for the period of exclusion. Parents have a right to present their case to the Grievance and Disciplinary Panel of the Governing Body.];
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These children, who are experiencing problems within the framework and are in danger of being permanently excluded, will have a behavioural support plan. This will be discussed with the SEND coordinator, class teacher and parents.

Reasons for 3 day exclusions will include the following:

- Assault on a pupil, teacher or staff member.
- Use of a weapon.
- Serious assault on another pupil.
- Illegal drugs (either using or selling)

A series of exclusions should not exceed 45 days in a year. This can lead to a permanent exclusion.

Children who are excluded should be provided with suitable work for the period of exclusion. Parents have a right to present their case to the Grievance and Disciplinary Panel of the Governing Body.