

SANDGATE PRIMARY SCHOOL

Behaviour Policy

Introduction

1. The governing body recognises the duty placed on it to make arrangements for their functions relating to the conduct of the School are exercised with a view to safeguarding and promoting the welfare of children who are pupils ⁽¹⁾. This policy and its application are intended to fulfil the requirements of this duty.

2. In developing this policy the head teacher and governing body have reflected on the following ten key aspects of school practice that, when effective, have been recognised as contributing to improving the quality of pupil behaviour ⁽²⁾

- (1) a consistent approach to behaviour management;
- (2) strong school leadership;
- (3) classroom management;
- (4) rewards and sanctions;
- (5) behaviour strategies and the teaching of good behaviour;
- (6) staff development and support;
- (7) pupil support systems;
- (8) liaison with parents and other agencies;
- (9) managing pupil transition; and
- (10) organisation and facilities.

3. In determining appropriate measures to regulate behaviour and discipline, including the making of rules and provision for enforcing the, the head teacher has also had regard for the need to: ⁽³⁾

- (1) promote, among pupils, self-discipline and proper regard for authority;
- (2) encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils;
- (3) secure that the standard of behaviour of pupils is acceptable;
- (4) secure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- (5) otherwise regulate the conduct of pupils.

1 Section 175 Education Act 2002

2 Learning Behaviour – the Report of the Practitioner’s Group on School Behaviour and Discipline (2005)

3 Section 89(1)(a)-(e) Education and Inspections Act 2006

4. It intended that this policy will be publicised at all times on the School's website and that it will also be made available once-a-year to staff, parents and pupils.

Standard of Behaviour and School Rules

5. The standard of behaviour expected at the School of pupils (and staff) is a high one. Pupils are held to a high standard because they are capable of great things, and also because it is felt that a high standard is commensurate with the School's position at the heart of its community and its role in nurturing and developing those who represent our country's future.

6. The following School Rules seek (broadly) to encapsulate in simple terms the standard of behaviour expected in key areas of school life:

(1) I will listen to and follow instructions at the first time of being asked;

(2) I will not do anything which might disrupt or prevent learning; and

(3) I will not do or say anything that might hurt or upset someone.

Statement of Behaviour Principles

7. There is a strong link between behaviour and learning. Pupils should be motivated to behave rather than being given consequences for not doing so.

8. A well-managed, stimulating and organised learning environment which engages and challenges pupils has a profound impact and should be the basis for encouraging positive and responsible behaviour.

9. It is the responsibility of all adults to reinforce the School's behaviour policy to all children in all area of school life and not just in the classroom.

10. Children should be encouraged to become responsible for their own actions and for them to become aware of the possible consequences of what they say and do. They are encouraged to behave in a way which will make other happy too.

11. Pupils need to be aware of the School Rules and their purpose. They need to understand what constitutes acceptable behaviour and the social skills needed to live and work within a community.

12. All adults within the school community have the responsibility to act as role models building a respectful and friendly atmosphere where effective teaching and learning can take place.

13. Pupils should be treated with kindness and respect by adults at all times, even when a child may be especially challenging. Adults are expected to act reasonably and in a manner appropriate to their role, age and experience.

14. All incidents of unacceptable behaviour will be recorded on a behaviour slip which will be sent to a senior member of staff. The flow chart will always be referred to.

15. Any case of unacceptable behaviour should always be followed up when it occurs. An appropriate consequence should be delivered at a time and in a way which avoids accelerating an episode, but a consequence does not have to be immediate.

16. Parents and carers will be informed of a pupil's positive behaviour.

Our School Values

To support the promotion of standards of behaviour the school values are: compassion, determination, equality, respect, courtesy and friendship. These values will, at times, be addressed directly through lessons and assemblies, but they will permeate the whole curriculum. They are the basis for the social, intellectual, emotional, spiritual and moral development of the child. The school encourages pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civilised adults.

Recognising and Measuring Standards of Behaviour

17. To support an understanding of standards of behaviour within the School all classrooms will display an agreed behaviour management system.

The highest standard of behaviour is expected at all times and is not negotiable

Rewards

18. Rewards are to be used with a discretion that ensures they maintain their value when given. Gold standard behaviour is expected and only when a child exceeds this should a reward be considered since the greatest reward a child can receive is learning.

19. Rewards can include:

- praise
- stickers
- raffle tickets
- showing work to the senior leadership team and head teacher
- entry into the Gold Book (which is publicised weekly)
- house points
- moving up on a class behaviour chart

-stickers for a child's 'Value's sticker album' for demonstrating a specific school value.

Consequences and Sanctions

20. In cases where a child's behaviour deviates from the standard of behaviour expected a consistent approach is necessary. Consistency is important because it ensures that a pupil receives rewards every time they have earned them, but also that a pupil receives a sanction every time they behave badly.

21. The response to an example of poor behaviour is not set as each will be fact specific. The response will be measured and be guided by the following:

- (1) Ensuring that the adult's response does not aggravate the situation;
- (2) Not giving an immediate accelerated response;
- (3) Staying calm, showing no emotion, and making the School's expectations clear so that the situation can be resolved in a confident manner;
- (4) Ensuring a separation of emotion from the behaviour and giving the pupil an opportunity to respond; and
- (5) Being reasonable but not reasoning where standard is non-negotiable.

22. The School works in partnership with parents or carers who will be contacted if their child's behaviour is causing concern to enable both the School and home to work together to reinforce behaviour standards and norms. Initial contact will usually be by the class teacher by way of informal discussion; but if this is unsuccessful the teacher will liaise with a member of the Senior Leadership Team with a view to a more formal meeting.

23. Pupils who demonstrate consistently poor or extreme behaviour will be subject to an Individual Behaviour Plan written by the SENCO, the Senior Leadership Team and the child's parent or carer. All staff will be made aware of those pupils on an Individual Behaviour Plan and its content.

24. Append 1 to this policy sets out the Triage Model of Behaviour which provides an overview of various elements related to behaviour issues and management. The triage model also has a Child Friendly version which is displayed and referred to in classrooms.

Reflection

25. Pupils may be asked to attend a reflection session in their own time. Using principles of reflection, this time will be used to discuss with the pupil the reasons behind the choice they made and its consequences, and then to equip the pupil with the skills they need to make a better behaviour choice should the situation arise again. Such an approach is recognised as having a more effective long-term impact than the imposition of a sanction alone.

Conduct Outside the School Gates

27. The measures adopted for regulating behaviour and discipline within the school extend to regulating the conduct of pupils, to such an extent as is reasonable, at a

time when they are off the School's premises and are not under the lawful control or charge of a member of the School's staff.⁽⁴⁾

Discipline Generally

28. Subject to this policy a teacher may discipline a pupil for:

(1) Any misbehaviour where the child is:

- taking part in any school-organised or school related activity; or
- travelling to or from the School; or
- wearing the school uniform; or
- in some other way identifiable as a pupil at the School.

(2) Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the School; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the School.

Power to Use Reasonable Force

29. Where a member of school staff and a pupil are on the School's premises, or are elsewhere and the members of staff has lawful control or charge of the pupil concerned, the member of staff may use such force as is reasonable for the purposes of preventing a pupil from doing (or continuing to do) any of the following:

(a) committing an offence;

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) prejudicing the maintenance of good order and discipline at the School or among any pupils receiving education at the School, whether during a teaching session or otherwise.⁽⁵⁾

Confiscation of inappropriate items

30. School staff will follow legal guidelines that enable them to confiscate items from pupils. A member of staff may confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff will also have the power to search without consent for "prohibited items" and will do so under the direction of Sandgate Primary School Senior Leadership.

Schools will follow guidance from 'screening, searching and confiscation – advice for head teachers, staff and governing bodies'.

Power to search without consent for 'prohibited items' include:

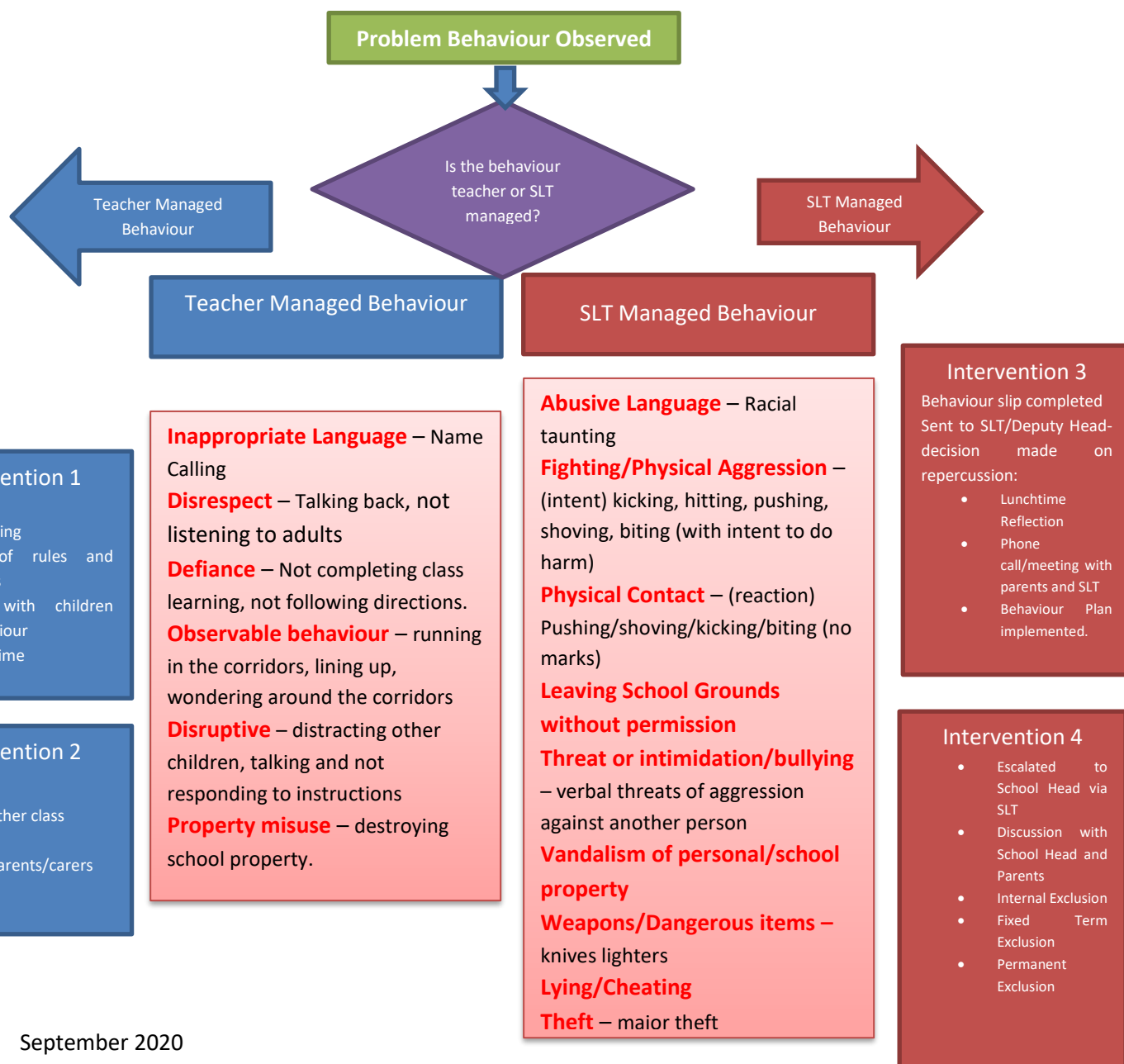
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules

PLEASE SEE ADDITIONAL ADDENDUM FOR CHANGES DURING COVID

4 Section 89(5) Education and Inspections Act 2006

5 Section 93 Education and Inspections Act 2006

Sandgate Primary School Behaviour Flow Chart



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The level of intervention is determined by the adult managing/observing the behaviour. Determining between Intervention 1 and 2 is the responsibility of the adult managing/observing the behaviour Referring to Intervention 3 is the responsibility of the adult managing/observing the behaviour. Determining between Intervention 3 and 4 is the responsibility of the SLT/Deputy