Sheepscombe Primary School

Behaviour Policy

Designated Safeguarding Lead: Vicky Barron

This policy was adopted at a meeting of:	To be approved at FGB on 23/02/2021
Held on:	
Date to be reviewed	September 2021
Signed on behalf of the Governors:	*Lynsey Willis*
Name of signatory:	Mrs Lynsey Willis
Signed by Head teacher	*Vicky Barron*
Name of Head Teacher	Mrs Vicky Barron

Sheepscombe Primary School

Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protections issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) – Vicky Barron (Headteacher)

Deputy DSL – Tracey Lane

Safeguarding Governor – Lynsey Willis

Gloucestershire Children's Safeguarding Board (GSCB) https://www.gscb.org.uk/

Gloucestershire Working Together procedures

https://www.gscb.org.uk/media/2090561/gcc_2544-working-together-2018-publication-document_final-30052019-v14.pdf

This policy should be read in conjunction with:
Anti-Bullying Policy
Code of Conduct/Staff Behaviour Policy
ICT Acceptable Usage Policy
Home School Agreement

Introduction:

The primary aim of the Behaviour Policy is to promote good behaviour, so that people can work together with the common purpose of helping everyone to learn and be successful. This policy supports the school community, enabling everyone to work together in an effective and considerate way.

Objectives:

To build and maintain a happy, caring and friendly atmosphere, where all children can learn, by promoting and expecting agreed standards of behaviour and self-control where individuals respect themselves, others, their surroundings and the environment.

We believe each person has:

The right to learn without disruption or distraction by others.

The right to be treated with respect and spoken to using polite language.

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The right to be safe with no fear of physical or emotional abuse.

The right to expect their property to be safe.

The right to enjoy a clean and tidy school environment.

In order to achieve these rights, we expect everyone to reflect our **school values**; which are shown below. Each class will have the opportunity to discuss these, both in September and through the year. Also they will be discussed when the School Rules and Classroom Codes are developed and in Values discussions and assemblies.

Our School Values and the terms when they are in particular focus:

Core Values (and additional linked value)

Term 1 Respect (which comes with Trust)

Term 2 Courage (which develops Resilience)

Term 3 Kindness (which comes with Compassion)

Term 4 Honesty (which comes with Responsibility)

Term 5 Thoughtfulness (which comes with Co Operation)

Term 6 Tolerance (which comes with Understanding)

Our school values are displayed in each class and promoted through regular Assemblies and class discussions. Children are able to earn Values points which are counted to give a class total each week. Each class has a 'total' to aim for each Term

Sheepscombe children are expected to maintain a high standard of behaviour inside and outside school. A classroom code is drawn up at the start of each school year with teachers and the whole school also support with drawing up a set of core school rules for all

Regular PSCHE and discussion activities e.g via circle time encourage discussions and foster a caring ethos. Children are praised for showing high standards of behaviour

Adults set good examples and are excellent role models.

All staff will have consistent expectations of behaviour.

Our Core School Rules:

The school join together at the start of each academic year to discuss and agree four key rules that are written in the children's words.

For academic year 2018 - 19 the children have agreed that:

1. We are always kind
2. We always take part
3. We always keep safe
4. We always take care

Rewards within School

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. We believe that everyone should have equal access to rewards.

The following rewards are used within our school:

- Teacher praise
- Family points, Values points, Stickers, Visiting the Headteacher or speaking with parents at the end of the day

Celebration Assembly is held weekly and all parents are welcome to attend. At these assemblies the following awards are given:

- Head Teacher certificate – these are awarded to pupils who are witnessed modelling our school values and are presented in our celebration assembly. Children who receive a HT certificate have their picture displayed on the celebration notice board in the playground and are named in the newsletter.
- Each class has a Celebration Book which teachers complete and bring to assembly. Children mentioned in the Celebration Book receive a special sticker and appear on the celebration notice board and in the newsletter.
- A Behaviour Award is given each week in Celebration Assembly
- A Reading Certificate is awarded for regular reading. Each time children achieve '40 reads' in their diaries they receive a certificate and will appear on the celebration notice board. '40 Spells' are celebrated in the same manner and a Mathematician of the Week is also awarded.

Summary of actions for managing behaviour– in the classroom, at break and lunch times.

Staff should avoid punishments or sanctions of whole groups of children or punishments that humiliate pupils there is a folder containing advice and ideas available in the staffroom to support adults in managing behaviour.

It is far more effective to reward good behaviour and this will always be our first step.

We spot and comment on good behaviour by:

- Thanking individuals by name
- Giving family or values points and explaining to children why they are receiving them
- Involving other staff eg sending a child to another member of staff or to the Headteacher to receive further recognition
- Speaking to a parent at the end of the day to give good news
- Recognising exceptional effort in celebration assembly

Agreed school routine for managing minor incidents:

- Children are taught 'Ask, Tell, Send' – staff make it clear to children they are Asking them to adapt their behaviour, if there is no change then the request for change is repeated but made clear that they are being 'Told'. If there is still no change then children are 'Sent' to another area in the classroom for some 'time to think 'or to another classroom if necessary. If sent out of the classroom the receiving teacher will ask the child to explain why they have been 'sent'. Ask Tell Send will be displayed in each classroom as a first reminder.

- It is always the intention to resolve any unwanted behaviour at the 'Ask' stage. If children have 'fallen out' with each other then staff will always try to resolve the issue with discussion with both children either at the time or at the next opportunity

- Time to think when 'Sent' involves 5 minutes in the location they have been 'sent ' to, followed by a discussion with teacher and a fresh start.

- For a Second offence in the same session - missing a part of a breaktime or lunchtime will be enforced (time to go to the toilet and have a drink is essential).

- Parents are spoken to at the end of the day.

This includes non-adherence of the COVID-19 protocols within the school, such as social distancing, teasing, name calling and other anti-social behaviour connected with COVID-19.

If poor behaviour persists during the day and is unresolved through 'Ask, Tell, Send':

- Removal to opposite class or to the Head teacher's office with work to do. Any class work missed will be sent home.

- Send to Head teacher who will discuss the issue with the child and agree how the situation can be rectified. This plan will depend on the circumstances and may involve parents.

- Class teacher to record reasons for removal on behaviour incident form and give to the Headteacher (behaviour record forms in the staffroom file or in the Headteacher's office).

- Letter to parents or meeting arranged if appropriate. A Behaviour support plan or behaviour sticker chart may be implemented in the short term.

Staff should recognise the importance of ascertaining pupils' views and finding out the antecedent to the behaviour.

The Head teacher should be advised of any recurring/persistent problems. Early communication with parents should always take place, Parents' evenings are not the place to find out about any problems.

If the behaviour happens whilst working with an adult other than the teacher then the same principles should be applied. Class teachers should discuss the issue with the adult and agree next steps.

If the unwanted behaviour occurs at a breaktime or lunchtime then it is the adult on duty's responsibility to share the information with the class teacher.

Pupil Exclusions in Exceptional Circumstances

The aim of the school is always to improve a child's general behaviour and it will only use exclusion when the school has completely exhausted all resources and avenues. However, there may be circumstances when an offence is considered so serious that exclusion is unavoidable.

The school uses the Local Authority Exclusions Policy and will follow strict guidelines as detailed by the LA regarding any exclusion matter and procedures.

The steps referred to in the above tables may be 'skipped' at the discretion of the Head teacher because the nature or severity of the behaviour meets the following criteria:

- Violent behaviour (child intends to or has physically harmed themself, other children or adults)
- Use of proven racist remarks or 'Hate Crime' (this needs to be recorded separately by the Head teacher)
- Verbally abusive such as by swearing/use of inappropriate/offensive language to other children or adults
- Graffiti or serious defacing of school or other's property
- Bullying – peer on peer abuse (physical, verbal, emotional, racist or sexual)
- Possession of, or participation in the intake of, tobacco, alcohol or drugs
- Possession of an item which may or has caused injury to themself, other children or adults (e.g. knives, B.B. guns etc.)

Reasonable force and positive handling

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the following document:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf Teachers in our school do not hit, push or slap children. The actions that we take are in line with government guidelines on the restraint of children set out in the document linked above or where this is superseded by new guidance by the government.
There are members of staff trained in the Team Teach Approach where de-escalation strategies are needed as a last resort, should a child need to be removed from a situation that poses a serious risk to their safety or the safety of others.

Special Needs

There are some children for whom these strategies may not work.

The needs of children with recognised emotional and behavioural problems should be assessed and met through the school SEND Policy and My Profile/My Plan/My Plan +.

All staff are to be made aware of these children and the structures in place to help them and help other children manage unexpected or inappropriate behaviour.

Peer on peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter' or 'part of growing up'.

Most cases of pupils hurting other pupils will be dealt with under this policy, but the school's Safeguarding and Child Protection policy will apply to any allegation that raises safeguarding concerns.

We will minimise the risk of peer-on-peer abuse by:

- challenging any form of derogatory or sexualised language or behaviour.
- emotional abuse between peers will be managed under this policy
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards male or female pupils, or the initiation of hazing type violence (either subtle, harassment or violent) whereby children become involved in activities or attitudes that breach standards of mutual respect such as placing new members on the receiving end of ridicule, embarrassment or humiliation in order for them to 'join a particular group.'
- physical abuse between peers will be managed under the school's Anti bullying policy
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- ensuring pupils know they can talk to staff confidentially
- ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that could become a potential safeguarding concern

Supporting Pupils with persistent behavioural difficulties

If a child is persistently experiencing difficulties in managing their behaviour, then a behaviour focused MyPlan will be set up to address emotional needs using the Gloucestershire Graduated Pathway. This can be temporary or longer term.

A MyPlan is automatically set up for any pupil who:

- has had a fixed-term exclusion(s) that may lead to a permanent exclusion
- has been involved in a criminal activity and has been temporarily excluded
- has become vulnerable for exclusion
- is not achieving targets already in place according to the provision map for behaviour and emotional difficulties

- is at risk of failure at school through disaffection

This will be drawn up and agreed by:

- parents
- pupil
- staff of the school
- any other agencies relevant to a particular case

The school may request permission from parents to discuss their child with the Educational Psychologist or any other external Agencies (e.g. advisory teaching service). This may lead to the child being placed on the SEND Register. There may be a request made via the Early Help pathway for further support.

The MyPlan will:

- Provide specific targets, which will be broken down into manageable tasks.
- Identify rewards that can be achieved for meeting the targets.
- Identify sanctions that will apply if certain behaviours occur.
- Identify roles and responsibilities for the school, child and parents.

Additionally, the Head teacher may decide to implement a fixed term exclusion if the pupil or other pupils' safety or welfare are at risk. If the MyPlan is ineffective over time, then a Team Around the Child will be arranged to move to MyPlan+ or ECHP and in the longer term a managed move for the child to another school may be considered.

Shared Responsibilities

The responsibility for creating and maintaining a caring, respectful and positive learning environment is shared between pupils, parents and governors as well as the school staff.

Pupil Responsibilities

All children should be given opportunities to take on responsibilities and make a full contribution to ensuring good behaviour is maintained in school in line with school ethos. There is a school council, where each year group is represented, which has regular meetings with the head teacher to discuss ideas, successes and issues in a variety of areas, including behaviour.

Pupil responsibilities include (but are not limited to):

- Personal items
- Areas within the classroom
- Areas within school
- Messages and letters from school and home
- School Council membership
- Behaviour towards others

Parental Involvement

The **Home/School Agreement** reinforces the partnership expected between teachers, parents and pupils. Parents have a crucial role in encouraging their child to behave well and be responsible to others. The children are expected to demonstrate certain standards of behaviour and these are detailed in this agreement.

Teachers will work closely with parents to address behaviour management issues at an early stage. Any long term decisions regarding behaviour management will be made after careful consideration and consultation with parents, Head and SENDCo.

Parents should be informed of:

1. Policy
2. Actions
3. Home/School Agreement

Governors

The Head teacher and teachers in consultation with the Governors will continue to evolve the School Behaviour Policy through: -

- reviews
- monitoring - through observation and the Headteacher's report
- evaluating

Governors, through the Headteacher, should ensure that teaching and support staff are given adequate training in the management of children's behaviour.

Governors should have a clear understanding of procedure involving disciplinary action, e.g. racial harassment, physical attack etc. and be aware of their role regarding exclusion as stated in the Education Act (No. 2) 1986.

Governors, teaching and non-teaching staff should support each other in maintaining high standards and a consistent approach throughout the school.

School Staff

It is the responsibility of class teachers and other school staff to ensure that the school and class rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and whilst transitioning around the school.

Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Staff will treat each child fairly, and enforce the classroom codes consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher may keep a record of all such incidents and this information will be placed in the behaviour record file. In the first instance, staff will always deal with incidents him/herself in the normal manner following the Ask, Tell, Send procedure. However, if misbehaviour continues, staff will seek help and advice from the Headteacher or other Senior Teachers.

Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 http://www.legislation.gov.uk/ukpga/1998/31/contents 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 Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents (such as, but not limited to – bullying, peer on peer abuse, any form of discriminatory or hate behaviour e.g. racism) of misbehaviour where pertinent to do so.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and the due process followed.

The school follows the procedures set out by Gloucestershire Local Authority for Exclusion. The Headteacher (who is also the DSL), the Deputy DSL and a Co-Chair of Governors have all undertaken Exclusion Training.