Slaley First School

Behaviour Policy

2022-2023

Nurturing Ambitious Individuals

SLALEY FIRST SCHOOL
Behaviour Policy

Contents:

Statement of intent

At Slaley First School, we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting acceptable 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 misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with 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.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board at the Full Governing Body Committee on the implementation of this policy, including its effectiveness in addressing any SEMH- related issues that could be driving disruptive behaviour

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modeling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

Pupils are responsible for:

- Their own behaviour, both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member

of staff. Parents are responsible for:

- Supporting their child in adhering to the school rules.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes 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. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **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 personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member
- Consistently not adhering to school rules

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:
- Low-level disruption in class
- Rudeness

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

3. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. A record of all incidents will be kept on CPOMS and monitored by the Headteacher.

After an initial incident of negative behaviour, the following procedures must be followed sanctions are implemented:

3a Whole School Agreed Approaches

Our two whole school rules are as follows:
- **Do as you are asked**
- **Listen when someone is talking**

If children are NOT adhering to the rule(s) then they will be reminded that they MUST. If a disregard for the rules continues then the following consequence will be applied:

Pupils in EYFS will be given some 'calming time' (3-minute timer) Pupils in Class 1 and 2 will sit at another table for 5 minutes / Time out timer to be used (Tag Headteacher and ALL other relevant staff members on CPOMS). Ensure there is an 'action' recorded
NB If any serious issues have occurred (e.g. deliberately hitting, kicking, swearing etc) then NO reminders will be given and children will immediately be given calming time as above. Log on CPOMS as a **Behavioural Concern (Tag Headteacher and other relevant staff members)**

Where Incidents have been logged on CPOMS, the Headteacher **MUST** be tagged. Where Incidents are more immediate, the Headteacher should be informed immediately. All staff who need to be aware of the incident should also be tagged.

Where there are persistent behavioural concerns about a pupil then the Class Teacher to inform parents of reluctance of pupil to adhere to rules and to discuss the situation (or earlier if incidents are serious.)

Headteacher to ensure strategies are put into place (appropriate to individual children) to support pupil in class and to continue to monitor. If difficulties continue then Headteacher/SENDCo to seek support from outside agencies if difficulties continue. Each day will be new day and all children (both victim and instigator) – Be careful about using terms (KCSIE 22) will receive full support from staff.

In accordance with https://www.legislation.gov.uk/ukpga/2006/40/section/89 :

Slaley First School encourages all pupils to have regard for self-discipline and authority. We believe that our two specific rules encourage all children to have self-discipline and also to secure an acceptable standard of behaviour. Slaley First School does NOT tolerate any form of bullying (see also Bullying Policy 2022-2023).

Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place. The Headteacher will ensure that all steps taken are reasonable in all circumstances and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

4. Prevention strategies and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Positive Teacher-Pupil Relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:
- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focusing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils. This includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modeling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Establishing a politeness policy to help pupils understand basic mannersand respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.

- Providing adequate personal space and not blocking a pupil's escape route.

- Showing open, accepting body language, e.g. not standing with their arms crossed.

- Reassuring the pupil and creating an outcome goal.

- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's **Physical Restraint Policy**, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, it will be recorded on CPOMS and in line with any current behaviour support plan.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

5. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity

- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body

- Taking, displaying, or pressuring individuals into taking photos of a sexual nature

- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing

- Purposefully cornering or hindering an individual's normal movements

- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

- Accessing, downloading or uploading pornography

- Sharing pornography via the internet or email

- Creating or maintaining websites with sexual content

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

6. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Fire lighting equipment.
- Dangerous chemicals.
- Stolen items.
- Fireworks.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil
themselves; or to damage the property of any person, including the
pupil themselves.

    - Other prohibited items:

- Chewing gum
- Caffeinated energy drinks

- Aerosols
- Any materials that could cause offence (i.e. homophobic, racist etc)

All members of staff can use their power to search without consent for any of the items listed above.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's restraint policy.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any illegal equipment is discovered by a member of staff.

Parents 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.

The Headteacher school will always be notified when any item is confiscated.

7. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with a clear class charter that is understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible andrespectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.

- Show respect for the school environment

Classroom rules and routines

The school has an established two clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The headteacher of the school ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow rules and routines. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing the charter on the classroom wall.

walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom charters have been discussed, pupils are required to read and sign this agreement.

The classroom Environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

The Wider School Environment

Expectations are upheld by all staff to ensure children walk quietly around corridors/other indoor spaces to avoid disruption to other learners

In the lunch hall, children are activity encouraged to eat quietly and respectfully. They remain seated unless given permission to leave the table by a member of staff. Children clear their own plates, staff being mindful of the number of children at the waste bin at any one time. Children raise their hand to show they are ready to clean their plates. Children remain in the lunch hall until the majority of the diners have finished their lunches.

Lunchtime staff provision must ensure a balance of staff monitoring both indoors and outside.

Extent of field use will be dependent on amount of time available and the weather

conditions All outdoor activity will be closely monitored by staff.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- Use of class dojo points – totaled towards a class target
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

Teachers may implement different types of rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Certificates

- Class celebrations

- Hot chocolate in the staffroom

- 'A PROUD NOTE FROM SLALEY FIRST SCHOOL' messages home via schoolcomms

8. Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the

pupil is:

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

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

Document History

Reviewed Sept 2021

Next Review Nov 2022