



St. Paul's Dorking

Church of England (Aided) Primary School

Behaviour Policy

Policy date: November 2017

Review date: October 2019

(version 20.11.17)

Aims

We believe that children and adults should feel that they belong to a community where they feel secure and valued. The promotion of positive attitudes to behaviour is part of belonging to our community. *We believe that praise is one of the most effective ways of promoting good behaviour.* Correct application of our Behaviour Policy is an important part of promoting Emotional Health & Well Being in our school community.

We aim to:

Strike the right balance between:

1. rewards and sanctions
2. rewarding consistently good behaviour and rewarding improving behaviour.

The Headteacher will bring the school's behaviour policy to the attention of pupils, parents and staff at least once a year.

Objectives

Our aim is for all children and all adults within our school community to:

- Treat each other with respect
- To be tolerant and kind
- To respect our differences
- To co-operate with peers and adults
- To be courteous and respectful of others
- To celebrate our successes
- To promote each individual's sense of worth
- To treat school property and resources with respect.
- To listen when an adult or child is explaining something.

Strategies

Within the school we will use the following strategies:

- Adults will lead by example.
- Set, and have, high expectations of pupil behaviour. This includes not tolerating low level poor behaviour; for example chatting or distracting others when a teacher or pupil is explaining something. Staff should stop and wait for all children to focus. Praise for children next to the child who is distracting is often successful in re-focusing children
- Find ways to praise children whenever possible, aiming as guidance for 5 positive comments to one developmental/negative for children who have behaviour issues.
- We will always try to "Catch Children Being Good" as a positive way of promoting good behaviour.

- Celebrate children’s work and behaviour both publicly and quietly with children.
- Discuss with children any school and class rules.
- Expect children to walk around school quietly and hold doors for adults.
- Time in class, through circle time and at other times, to discuss issues.

Specific Ways of Celebrating Children’s Work and Behaviour

- Stars of The Week. Teachers must keep records of who has had this award- every child should have had at least one piece of work displayed during the year. Two children should be nominated each week per class. The work can be photocopied from a book, could be a photograph or a model. Please attach a brief explanation of why the child was Star of the Week. The headteacher sees these children between 12.50 and at 1.15 each Friday. Work should be mounted, if possible, on light green.
- A ‘Bucket Filling’ School: all children have read and discussed the book ‘*Have you filled a bucket today?*’ Displays around school reinforce this positive approach, and children may be awarded stickers if a member of staff notices they have done something to ‘fill someone’s bucket,’ linked to our general policy of *catching children being good*.
- Quiet one to one recognition.
- Whole class celebrations.
- Written comments and certificates.
- Telling parents.
- Individual Reward Systems such as stars, names on leaves, rainbows/clouds, individual merit points and similar. (see teams below)
- Class reward systems such as marbles in the jar, golden time, best behaved table awards and similar.
- Lunch time awards for use by lunch time supervisors; team tokens for children who play well together, are helpful, polite, help put away resources or are particularly well behaved whilst eating. Tokens put into a team tube. Each half term the team with most tokens has extra play time.
- The headteacher celebrating with individual children their achievements or with whole classes and in assemblies celebrating children’s sporting or other individual special achievements. Children can be sent to the Headteacher either with their work or an informal citation detailing their achievements. The children will be rewarded with a sticker or a stamp.

Membership of a school team

Teams will not only be used for sports’ days and other events but as a positive way of enhancing and rewarding behaviour. Children will be awarded points for good work and behaviour during the week and for being Star of the Week. Teachers from Y1 upwards should keep record cards – one for each team with individual children in that team on each sheet. Each Friday two Y6 children will collect total team positions in each class for each team and give the score to the headteacher who will read out winning team in each Monday assembly. A cup with ribbons will be presented to the winning team each week. Great care being taken to ensure that children treated fairly when team points are distributed and they cannot be deducted. (Quiet children can be the children who get overlooked.)

Points guidance

Star of the week	5 team points
Behaviour around school (holding open doors, lunch etc)	1-2 team point
Helpfulness/kindness in class	1-2 team points
Good work/effort	1-3 team points

Poor Behaviour

Sanctions may include:

- Warning a child that their behaviour is unacceptable: this should normally be done quietly to a child or a warning card or similar shown to children as a visual reminder Children should have the opportunity to earn back a warning.

- Short time out of the group in class: for younger children a few minutes only. Children must not be sent to stand outside the classroom for poor behaviour unless it is part of an agreed strategy on their IEP when they have time out cards; they cannot be adequately supervised if outside the room and time away from the class impacts on their learning. They should move to a chair or to a desk away from the other children for part/all of that lesson before returning to their normal seating arrangements.
- Withdrawal of *some* of lunch/playtime: this should be used sparingly for children as it is important that they have the opportunity to run off excess energy. If necessary a designated playtime for children who continually misbehave, with the headteacher.
- Send children to another class if the child persistently offends. They must have a note with them to explain why they have been sent and have work. Where possible they should be sent with an accompanying adult or children.
- If this fails then to the deputy or assistant head.
- Persistent or serious misbehaviour children should be sent to the headteacher.
- Parents must be informed if behaviour is an issue so that we can work in partnership with home. If a child is sent to another class to work then the teacher must inform the parents so that they are aware of their child's behaviour.
- Each class will keep a Blue Behaviour Book to record incidents of significant or ongoing poor behaviour. These will be monitored by the Head once a term.

Children could also be asked to:

- Write about or discuss the incident and what they should have done.
- Write a letter of apology.
- Apologising to others personally.
- During break-time, staff can give 'time out' to children for short periods of time; children can be asked to stand by the adult or in a designated place.
- Poor behaviour at lunchtime will be recorded on a sticky label and posted in the Staff Room for teachers to collect. These will then be stored in the class Blue Book to keep a track of poor behaviour at lunchtime.
- Lunch time supervisors can also give 'time out' to children for short periods of time; children can be asked to stand by the adult or in a designated place.
- Sticker charts and other ongoing rewards can be used to help tackle poor behaviour which is showing greater frequency.
- When dealing with regular poor behaviour, meetings with parents are a good way to update on progress and focus on the positive behaviours whilst dealing with the poor behaviour.
- Poor behaviour may be due to a number of factors. These could include peer pressure, frustration, home situation, friendship issues, lack of challenge, too much challenge. As education professionals we look beyond the behaviour and ask why it is happening.

Failure to bring in PE Kit

First offence: Remind them that they will have a letter to take home if they forget again. A proforma- the '*Non-Participant in PE Observation Sheet*' - is available for children to observe and make notes on the lesson; this can include peer-review of another group or helping the teacher with scoring and assessment. If a child has a note because they are medically unable to do PE they could also read or be set work in another class.

Second consecutive offence: Note home about lack of PE kit. These can be obtained from the office. Keep a record if you have sent one home.

Third offence: To headteacher. The head will speak with parents about the situation. On rare occasions a sanction such as loss of playtime will be appropriate for older children.

Remember that it may not be the child's fault that they do not have the appropriate kit.

Behaviour of Staff and Governors

This is covered in full as part of the Staff & Behaviour (Code of Conduct) Policy and Governor Code of Conduct.

Behaviour of Parents and Visitors to School

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school. Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Headteacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

We welcome visitors to our school. We will act to ensure it remains a safe place for pupils, staff and all other members of our community. If a parent/carer has concerns we will always listen to them and seek to address them.

However, in relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- Bad language
- Bullying
- Threatening behaviour
- Verbal abuse
- Physical abuse
- Malicious gossip
- Using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a warning from the school. In the case of social networking sites, this would result in a request for comments to be withdrawn.

More serious incidents, or a series of incidents over time, could result in the school following procedures outlined in Surrey County Council's *Keeping Schools safe from abuse, threats and violence* guidance document^{1 2}, and, should they persist, would result in the offender having their licence to enter the school premises withdrawn.

Use of Force – Positive Touch

Although it is recognised that the vast majority of pupils in our school respond positively to our behaviour and conduct expectations, the well-being, welfare and safety of all pupils and staff at St. Paul's is of paramount importance.

Positive force/touch will only be used as a last resort; it would be used when a child is either endangering themselves or others by their actions; when a child repeatedly refuses to follow reasonable instructions and as a consequence disrupts the education of others, when all other behaviour management strategies have been exhausted. The Violent Crime Reduction Act 2006 authorises headteachers and staff authorised by them to search a pupil for a weapon without the pupils' consent, if they have reasonable suspicion that there is a weapon with the pupil. (See Surrey CC Policy: Touch and the Use of Restrictive Intervention for all staff with children and Young People Policy³)

No definition of "reasonable force" exists; however, for the school's purpose the clarification in the DfE guidance document "*use of reasonable force*", 2013 is used as guidance for implementation by all staff. Link to DfE guidance.....

¹ https://www.surreycc.gov.uk/__data/assets/pdf_file/0018/11457/Keeping-schools-safe-FINAL-VERSION-2012.pdf

² See *Behaviour Policy Appendices document* for models of letters to be sent in such circumstances.

³ <http://surreycountycouncil.newsweaver.co.uk/SchoolsBulletin/1t58nceif22?a=6&p=51098328&t=20022805>

All staff at St. Paul's understand that school cannot use force as a punishment; however, positive handling, following the DfE guidelines, uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause. Every effort will be made to ensure that all staff in this school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary.

Supporting children with behaviour problems

- Positive praise should be used as much as possible to raise self-esteem.
- Small realistic behaviour targets may need to be set. For example "To sit without disturbing others for 5 minutes".
- Records of incidents must be kept- a daily log against which targets set can be evaluated. This is very important for finding trigger points, for other staff who take the children and for occasional extra support being required.
- Children will be offered extra support and social skills groups to help them manage their behaviour.
- Warning cards- such as 2 yellow and then red can be used by teacher. A rainbow arc of faces from happy to sad with a card arrow/split pin for the child to indicate how feeling and for warning if anger building.
- If a child becomes violent, do not try move them but move the class. Send the alert card (a red square- found in all classrooms and other areas, usually by the door) to the HT or office with a child and they will find someone to come to you.

Serious behaviour Issues

If the above approaches fail, the school will approach the Behaviour Support Team to help draw up a pastoral support programme for a child. Parents will always be involved at this stage and any other involved agencies.

Exclusion, temporary or permanent, is seen as a last resort if all other strategies have failed and the behaviour is putting at risk the child or other children, educationally, emotionally or physically. We will follow the agreed exclusion guidance and policy of the LA.

Taking Account of individual pupil needs

- We will monitor the distribution of rewards and sanctions by age, ethnicity, gender, special educational needs (SEN) and disability. We will monitor and assess the impact of this behaviour policy on pupils, staff and parents/carers of different racial groups. We will avoid discriminating against particular racial groups in the application of this policies. We will ensure staff members are well informed about cultural differences in behaviour and their implications. We will take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.
- We will support newly-arrived pupils in understanding and following the behaviour policy.
- We will make reasonable adjustments in the application of the behaviour policy to disabled pupils. We will make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made. We will be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils. We will identify at-risk pupils in advance. We will plan proactively how the school's disciplinary framework should be applied for each of these pupils. We will ensure that all those in contact with the pupil know what has been agreed. We will make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework. We will ensure that all staff are aware of appropriate referral procedures.

Role of Staff

- Teaching staff are responsible for the day to day management of behaviour during class time.
- The senior lunch time supervisor is responsible for behaviour management during the lunch hour; any serious incident should be dealt with by the Headteacher or Deputy.
- The Leadership Team and Headteacher are responsible for more serious breaches of the behaviour policy.
- The staff review this policy each year, at the beginning of the school year.

Role of the Governors

- The governors are responsible for drawing up the Statement of Principles in consultation with staff, parents and pupils.
- They are responsible for reviewing this statement annually and reviewing the behaviour policy.

Role of Parents and Carers

- In order to be fully effective, a behaviour policy needs the support of the whole community.
- Parents and carers have a critical part to play by supporting the policy through reinforcement at home.
- A copy of the policy is available for all parents on the school website and parents will be reminded each year of where they can find this; paper copies will be available for parents who request this.
- The governing body has consulted parents concerning its statement of principles and will do so regarding any subsequent revision. The statement was drawn up by the governing body, the majority of whom are also parents at the school, and was issued to all parents for comments before finalisation.
- Children are encouraged to share with their parents when they celebrate good behaviour. Teachers will also tell parents whenever this is possible, through informal beginning and end of day meetings, in reading records, at parent's evening and through the annual report.
- Concerns about behaviour will also be shared in this way. Sensitivity when approaching parents in front of other parents at the end of the school day should be used; staff should quietly ask if they could have a chat but not give an indication of the issues so that others can hear but share this in the classroom.
- Any serious concerns will be reported to parents by the headteacher and a time to discuss this will be made. The school and parents will aim to look at ways in which they can work together to help the child.
- Parents who have concerns about a child's behaviour should talk to the teacher or to the headteacher.

Role of the Children

- The children will discuss aspects of the school behaviour policy in class, particularly at the beginning of a new school year.
- Ideas and suggestions from the children have been included in this policy, for example school teams, and their ideas will continue to be sought and used.

Reviewing

This policy will be reviewed annually.

Links to other policies

Anti-bullying, Single Equality, Special Needs, Teaching and Learning, Safeguarding, Touch and the use of Restrictive Physical Intervention for all staff working with Children and Young People

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Appendix 1 - Legal Context : Power to Discipline

Appendix 2 - GOVERNORS' STATEMENT OF PRINCIPLES

Appendix 1

Legal Context

Power to Discipline

Section 91 of the Education and Inspections Act 2006 introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of pupils have the power to discipline. The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers. Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff. (Regulation must be reasonable.. The policy states expectations for positive behaviour off school site. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place. The latter would be related to bullying of another child, insulting a member of staff or member of the public, behaving in a way that would harm the reputation of the school.)

Sanctions

We believe that these are only used when positive approaches have failed. Any sanctions taken should be clearly explained to children. The aim is for children to take responsibility for their actions and the consequences of them.

School staff have a statutory power to impose sanctions. Sanctions must be reasonable and proportionate to the circumstances of the case. The school will monitor the use of sanctions by age, ethnicity, gender, special educational needs (SEN) and disability. Sanctions have three main purposes, namely to: Impress on the perpetrator that what he or she has done is unacceptable, deter the pupil from repeating that behaviour, signal to other pupils that the behaviour is unacceptable and deter them from repeating it. Sanctions are more likely to promote positive behaviour if pupils see them as fair. The guidelines to staff for implementing the school's behaviour policy is: make clear they are dealing with the behaviour, rather than stigmatising the person; avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour; avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding); avoid whole group sanctions that punish the innocent as well as the guilty; wherever possible; use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off); use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome); when appropriate, use sanctions to put right the harm caused; never issue a sanction that is humiliating or degrading; use sanctions in a calm and controlled manner; ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used); attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Appendix 2

St Paul's Church of England Primary School- GOVERNORS' STATEMENT OF PRINCIPLES

1. This Governors' statement of principles has been produced in response to the Education and Inspections Act 2006. All schools are required to have a set of agreed Governors' principles, which guide the Headteacher when determining measures to promote good behaviour. They also underpin the school's behaviour policy, which is finally decided on by the Governors.
2. These principles have been developed by the Governors of St Paul's Church of England Primary School following consultation with parents, staff and students.
3. The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation and wish to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying, and promotes the welfare of students and staff
4. The purpose of the school's behaviour policy is to fulfil the Governors' duty of care to pupils and employees; to promote teaching and learning and high standards of attainment; to preserve the reputation of the school and to support the outcomes of 'Every Child Matters' i.e.
 - To be healthy
 - To stay safe
 - To enjoy & achieve
 - To make a positive contribution and
 - To achieve economic well-beingThe policy should take particular account of the needs of vulnerable children, and should comply with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination.
5. The behaviour policy and related procedures and actions will do this by:
 - promoting self discipline and proper regard for authority among pupils
 - encouraging good behaviour and respect for others and seeking to prevent bullying
 - securing that the standard of behaviour of pupils is acceptable
 - ensuring that pupils complete any educational tasks reasonably assigned to them and
 - generally regulating the conduct of pupils.
6. The Governors consider that rewards exist to encourage good behaviour, enable students to understand the balance between rights and responsibilities and increase personal responsibility for their behaviour. Sanctions demonstrate that misbehaviour is not acceptable, express the disapproval of the school community and are intended to have a deterrent effect. They should be applied lawfully, reasonably and proportionately.
7. The Governors recognise that the application of rewards and sanctions must have regard to the individual situation and the individual pupil, and the Head is expected to use his discretion in their use. In any situation where facts are in dispute the Governors have determined that the standard of proof used by both the Head and themselves will be that of the balance of probabilities.
8. The Governors will keep this statement of principles under review by considering it annually at a meeting of the full Governing Body.