

Sundridge & Brasted CE Primary School

Behaviour Policy



**SUNDRIDGE
& BRASTED**
CE PRIMARY SCHOOL

Approved by: Executive Headteacher

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Behaviour Policy

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Behaviour Policy

1. Whole School Vision Statement

Distinctive Christian values:

Honesty, Kindness, Respect, Responsibility, Forgiveness and Love

At Sundridge & Brasted CE Primary School, we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community, and support them to shine! "You are the light of the world. A town built on a hill cannot be hidden." (Matthew 5 verse 14, New International Version)

We welcome everyone to our school community, whether of Christian faith, other faith or of no faith at all. We recognise that each person has unique gifts and seek to enable them to fulfil their God-given potential. "See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation).

2. Vision for Behaviour (Our intent for Behaviour and Attitude Development)

In order to ensure that everyone enjoys their time in school a consistent framework for behaviour must be adopted and understood by all adults and children. We know all behaviour is a form of communication and the main objectives for this behaviour framework are:

- To ensure a secure and relaxed environment for everyone, rooted in forgiveness and a detailed understanding of the school's vision and values.
- To encourage positive attitudes towards work, relationship building and understanding of ourselves as people who are growing, learning, facing challenges and achieving.

Aims:

- Through overt and continual teaching of the Growth Mindset and Nurture School philosophies, all children are given the opportunity to increase self-esteem and self-discipline.
- To provide a caring, supportive and stable environment where all children work cooperatively.
- To nurture respect for and understanding of race, religions and the different ways of life present within the United Kingdom and across the globe.
- To create and maintain a community rooted in our distinctly Christian values of kindness, respect, responsibility, honesty, forgiveness and love which enable all pupils to display exemplary moral values and principles.

As a community we strive to provide:

- A purposeful, nurturing and positive learning environment rooted in high expectations in all areas of school life.
- An understanding and acceptance of individual need and the whole child.
- A drive towards positive behaviour and attitudes through entirely positive practices that support pupils to ask for (and receive) forgiveness.
- An understanding that as members of the same community, we all have an important part to play in ensuring that our school remains a positive place to be.
- An understanding of the need to nurture independent thinking.
- A shared language around feelings to promote resilience and learning (through the use of Emoji Zones) are visible in all classrooms and are in the form of emoji boards, as chosen by the pupils.

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The role of all staff

- To maintain total responsibility for the whole class or teaching group within the school environment and on school visits.
- To share responsibility for the corporate behaviour of the whole school with the rest of the staff.
- To maintain a code of discipline rooted in mutual respect, staff to staff, staff to pupils, pupils to pupils and to apply rewards or sanctions appropriate to the situation using this policy as the basis for all sanctions.
- To maintain a consistent approach to expectations, keeping our distinctly Christian vision and values at the core of all rewards and sanctions.
- To always encourage positive behaviour for learning.
- To know all behaviour is communication and to respond accordingly.

3. Equal Opportunities

As a Rights Respecting School, we aim to ensure equality of opportunity for all children. An attitude of mutual respect is essential amongst adults and children whatever their gender, race, colour, religion, physical characteristics, or background.

Our policy is a commitment to treating children and all stakeholders equally and fairly. We aim to achieve these goals by working together to raise aspirations, self-esteem and personal achievement. Equal opportunities issues are addressed through the curriculum but apply specifically to the following rights:

Article 19: You have the right to be protected from being hurt or badly treated

Article 28: You have the right to education

Article 29: You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30: You have the right to enjoy your own culture, practise your own religion, and use your own language.

4. The Six Principles of Nurture

The concept of nurture highlights the importance of social environments – who you're with, and not who you're born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

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5. Emoji Emotions Zones (Zones of Regulation)

As part of our Nurture school curriculum, pupils were able to choose which form of emotional visuals they would like to use. Pupils decided on using emojis to explain how they feel. As part of this, we combined with our knowledge of the Zones of Regulation, which is the original framework aimed at developing regulation, prosocial skills, self-care and overall wellness. The Emoji visuals combined with the Zones of Regulation curriculum enables our pupils to recognise and learn how they are feeling, being able to talk about how we feel on the inside and sorting these feelings into the coloured zones. Once we understand our feelings, zones and emoji symbols, we can learn different tools and strategies to support our wellbeing. This will enable pupils to gain ways to manage big feelings, healthy relationships with others and complete their schoolwork. The simple, common language and visual structure of the emojis with the Zones of Regulation colours helps to make the complex skill of emotional regulation more concrete for learning and those who support them.

6. Discipline in the Curriculum

Classroom rules:

At the beginning of every academic year, each class is expected to set their own classroom rules (charter) rooted in an understanding of the whole school vision and values. These classroom rules must be displayed prominently in each classroom and should be reviewed regularly to ensure that all pupils know and understand how the school vision and values underpin every aspect of their time at school.

During the 2023- 2024 academic year, Children's Rights will be taught explicitly within termly topic, developing empathy, compassion, and inspiring children to become active citizens. Rights Ambassadors will meet regularly with a teacher. Pupils will create newsletters, posters, write and deliver assemblies promoting positive behaviours in school, at home and online.

Displays promoting the Emoji Zones and the six principles of nurture are displayed in each classroom. These are designed to be working wall in style, ensuring that pupils and adults interact with them. Pupils who are not 'green' have opportunities to talk about why with familiar adults.

Rewards and Sanctions:

All rewards and sanctions used within school must be transparent, easily understood and easily relatable to our whole school vision and values.

Rewards:

- Verbal praise
- The giving of responsibility
- Written comment in book
- Work on display or shared with other teachers/pupils
- Award of a special pencil, or a pen licence
- Dojo points and associated certificates
- Table points or a similar system that promotes team work
- School Values leaves
- School Values stickers
- Celebration Worship once a week during which pupils are praised for how well they have embodied the school vision and values and are awarded an achievement certificate
- The Headteacher's Award for a truly stunning piece of work or for when a pupil demonstrates exemplary understanding of the school's vision and values.

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Infant Sanctions:

1. Positive reinforcements will have been exhausted and pupil continuing to refuse to engage or cause disruption.
2. 1:1 conversation will be had with the pupil to establish how they are feeling and a reminder given about rules and consequences. Positive reinforcements then used to encourage the pupil to make the right choice.
3. If the pupil continues to disengage, adults will continue with lesson and pupil will be given time to process. Adults will regularly check-in with the pupil and remind them of positive reinforcements and choices they have
4. If the pupil is causing significant disruption to the activity or class, they may be asked to have 'time out' and sit on the chairs outside the office for a maximum period of 5 minutes. During this time, a member of SLT may speak with them about their behavior. We will speak to parents too if this occurs.

Junior Sanctions:

1. Gentle reminders of the school rules will be given.
2. A verbal warning will be given.
3. A 1:1 discussion with the pupil about how they are feeling, supporting them to identify where they are on the Zones of Regulation.
4. If the behaviour continues to decline, the pupil will be spoken to again about what we can do to help them settle into their learning better. This may involve changing seats, taking a brain break or spending time in another classroom and pupils will be given choices where appropriate.
5. If the behaviour choices do not improve the child will be given 'Time Out' either in another classroom or during break time. Also at this point it will be suggested that the child might like some talk time with a member of staff. It may be appropriate for parents to be spoken to at this point if the child in question has received 'Time Out' more than once in the space of a couple of weeks
6. A CPOMS log for low level/high level behaviour concern and meeting/conversation with parents.

Misbehaviour

We know all behaviour is communication and each child will be dealt with fairly. Any incident will be considered in the light of all related circumstances. What might be considered to be an appropriate sanction for one child might not be appropriate for another. Pupils will have lots of reminders and support to manage all behaviours.

All sanctions will involve some degree of restorative justice where children will be encouraged to consider the impact of their actions upon others, to meet with those affected by their actions and to consider which school rules have been broken and what could be done differently should a similar situation be faced in the future.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Minor incidents with other pupils
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform.

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Serious misbehaviour is defined as:

- Repeated breaches of the school rules with no attempt from pupils to try to improve
- Any form of bullying, sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting – of a level where harm could be caused
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items with intention/knowledge of item. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. All reports that are made will be recorded and stored on CPOMS.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Peer on Peer abuse (See Child Protection policy for more information).

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Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

7. Exclusion

In the unlikely event of behaviour which would be serious enough for a child to be excluded, we adhere to the DfE guidance on exclusion.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Government legislation changed in September 2007, increasing parental responsibility to supervise the child during the first five days of any exclusion. In exceptional circumstances, the LA will issue a penalty notice if the child is seen to be in a public place during this time, without reasonable justification. SM CEP and Kent are committed to a preventative agenda and advice will always be sort from the PRU at an early stage.

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8. Physical Control

It is recognised that there are circumstances in which physical control may have to be used to prevent a pupil causing personal injury to themselves or others. Restraint should be an act of care and control.

Physical control should only be necessary after all other strategies have been used. Every effort will be made to secure the presence of other staff before applying restraint. Any physical restraint used will be judged to be reasonable, proportionate and necessary.

Please refer to the Department for Education guidance on the Use of Force by Staff to Control or Restrain Pupils. The documents is titled 'Use of Reasonable Force' (July 2013)

Staff will be trained in 'Team Teach' where appropriate. All incidents are recorded in our bound and numbered book and read by a member of our SLT.

9. School Rules

To ensure that our vision and values are fully understood and embraced by all pupils and adults, school rules must be entirely relatable to these values. School rules must be displayed around the school and explained to pupils at a level they understand.

Our four school rules relate to our school values: respect, honesty, kindness, responsibility, forgiveness and love.

- Treat others and the school environment the way you would like to be treated. *(Respect and Kindness)*
- Take responsibility for your own leaning, behaviour and possessions. *(Responsibility)*
- Tell the truth. *(Honesty)*
- Show love and understanding to all. *(Love and Forgiveness)*

10. Searching, Screening and Confiscation

Confiscation, searches and screening is conducted in line with the DFE's latest guidance on searching, screening and confiscation. Searching a child will only be carried out if a member of staff believes there is a serious risk or harm to that child if the search is not carried out. The search will only involve outer clothing, pockets, bags, or desks. It will be completed by a member of staff who has been authorised to do so by the Executive Headteacher or the Executive Headteacher himself. The staff member will explain why the search is taking place, explain what it entails e.g I will ask you to turn out your pockets' The designated DSL will be informed immediately. The parents will be informed as soon as reasonably practicable.

Please refer to the Department for Education guidance on Searching, Screening and Confiscation at school. (July 2022.)

11. Positive Behaviour Outside the Classroom

We expect all pupils to be supported to display appropriate and safe behaviour during playtime, lunchtime and when moving around the school premises.

We recognise that children will require the opportunity to let off steam during these unstructured times. The adults supervising will need to ensure that they support children to do so in a positive fashion, using positive reinforcement strategies.

We recognise that children of every age need to be taught how to play effectively. Staff on duty must recognise this and ensure that they are using these unstructured times as learning opportunities and time to build on relationships between staff-pupil and pupil-pupil.

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When giving a child a warning, the member of staff must direct the pupil back to the school rules, vision and values and help them to see how they need to change.

1. **Praise the children who are displaying appropriate behaviour**

This sometimes distracts other children from misbehaving, as much of human behaviour is often attention seeking. Sometimes, ignoring the negative and focusing upon the constructive is highly effective.

2. **Have a calm conversation with pupil, explaining which rule they have broken.** They choose how they will continue to behave. Giving them a choice encourages them to take more responsibility for their behaviour.

3. **Ask the child to move from the main group**

Remove the child from the activity and give alternatives. Share success criteria for going make to the original activity (e.g. calm, slow breathing).

4. **Let the child know you will report their behaviour to their class teacher**

The behaviour will be reported and may be recorded on CPOMS as a low level/high level behaviour concern. The class teacher will reinforce expected behaviour if necessary.

5. **Set up a Behaviour Book (If poor behaviour persists)**

If there are no improvements, **a letter will be sent home** explaining what has happened and asking the parents/carers to come in and discuss the problem with a view to working it out. A reward system that can be reinforced at home might be agreed.

6. **Referral to SLT**

Pupils asked to leave the playground/classroom. SLT and Class Teacher will be informed. Pupils will have 1:1 conversation with a member of the SLT/Class Teacher, explaining what had happened. A discussion will be had about how to put things right. All conversations should be held at times of the school day that do not impact learning time. Parents will be informed where necessary.

12. Behaviour on School Visits

We are proud of the reputation our pupils have built when out on school visits. We expect high standards of behaviour from all children to ensure all can enjoy the activity and be safe.

This can be achieved by:

- Outlining expectations before leaving the school site.
- Ensuring any tasks are appropriate.
- Ensuring adequate supervision.
- Giving careful thought to group dynamics.
- Ensuring all adults know what is expected of the children in order that consistency is achieved
If numbers allow, it can be beneficial for the teacher to have NO group allocation so that he/she can solve any problems immediately.
- Positive reinforcements being given throughout the activity.

If a child's behaviour gives cause for concern before or during a visit, this should be discussed with other staff as it may not be appropriate to take them on future visits. Senior Leaders (or the class teacher if SLT are absent) will have final say over whether a pupil is allowed to take part in a school trip/activity or not.

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13. Moving around the building

In order to avoid disruption to learning, worship and meetings, Teachers and Teaching Assistants will supervise children walking around the school. Children should walk around the school very quietly in school hours. We recognise that as children come into school and leave at the end of the day, conversation will naturally occur.

Members of the Senior Leadership Team will monitor transition times and praise those who are moving around the school quietly. Dojo points can be given to promote quiet transitions/travel around the school site.

All pupils are expected to stand aside and allow adults to walk past. Pupils in the Key Stage 2 are expected to hold doors open for adults.

14. Information to Parents

We recognise that everyone makes mistakes and that no one, adult nor child, can behave impeccably at all times. When staff start to have growing concerns over a negative pattern of behaviour beginning to appear, they will reach out to parents in order to discuss these concerns. We recognise that parents can provide a valuable insight into their child's life and it is crucial that staff and parents work in partnership to support the child in embodying the school's vision and values effectively. When meetings with parents are scheduled, class teachers can always ask for support from a colleague. These meetings should last no longer than 30 minutes and notes should be kept. We will routinely ensure that we have a signed copy of the Home School agreement from all parents. This important document can support conversation regarding pupil behaviour where necessary. Day to day conversations will occur to share any immediate concerns.

15. The Role of Pupils

Children at our school should be empowered to affect change and promote positive behaviour through embodying the school vision and values effectively. This message needs to be conveyed to the children, at a level right for them, both within the ethos of the school and also the practical tasks with which they are involved. As well as the responsibilities that all children need to be encouraged to be involved in, other specific jobs will be given to some children:

School Council - All children at Sundridge & Brasted are members of school council. The school council gives the pupils a 'voice' in how best to meet their needs. Year 6 lead the school council, is to facilitate the school council discussions that take place in mixed ability groups. School council meets six times a year.

Buddy System – Children may be selected and given guidance to be part of the Buddy system for vulnerable children and children displaying poor behaviour

Circle Time – in class to discuss behaviour issues, feelings and concerns.

Lunchtime – Selected children in KS2 are given responsibilities to lead games and to care for equipment on the playground. Lunchtime activities are led by staff.

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16. Records of Serious Incidents

The Headteacher will keep a record of all serious incidents within the school, together with a record of action taken and any additional follow-up that is deemed necessary.

Low-level and high-level behaviour concerns are recorded on CPOMS.

Serious incidents are defined by situations where the SLT decides it is necessary to involve parents as the incident may/may have significant, serious consequences.

All incidents of bullying and racism will be recorded separately and parents will be informed if their children have been involved in bullying or racist incidents or affected by it in any way. Racist incidents will be reported to the Local Education Authority and Governors. All serious incidents will be recorded on CPOMS.

17. Conclusion

An open, shared, whole school approach to behaviour is essential and is only achievable when pupils are taught to fully embody the school's vision and values. We recognise that it is our role, as educators, to educate the whole child. This includes teaching children how to play, how to make friends, how to forgive and how to ask for forgiveness.

All behaviour is communication and this is at the forefront of all we do.

This policy will be reviewed on an annual basis.

18. Behaviour Policy Summary

- School Rules will be displayed prominently around the school.
- Each class is expected to set, display and teach their own rules that are tightly focused on the school vision and values.
- All behaviour is communication.
- When negative behaviour occurs, it is crucial that the adult responding to the situation makes every effort to understand the reasons behind it. What is happening at home? Is the learning stimulating/well suited to their needs?
- When negative behaviour occurs, pupils must be supported to ask for and receive forgiveness.
- Staff take time to listen to children and work hard to build the self-esteem and well-being.
- All staff know and understand the "Behaviour Ladder" and are supported to follow it consistently by the Wider Leadership Team.
- Children move around the school site quietly.
- Adults support the children in ensuring that their uniform is neat, tidy and complete.
- School rules, vision and values are displayed on the playground.
- Positive reinforcements are key to supporting behaviour
- Pupils access a nurturing environment which supports behaviour management
- Low level behaviour concerns are raised and pupils are supported to reduce frequency of any incidents in order to see a change in behaviour.