

# Shamblehurst Primary School

## Behaviour Policy



At Shamblehurst Primary School we are committed to creating a calm, safe and thriving learning environment, where exemplary behaviour enables all to feel secure and respected, within an atmosphere of learning. Our Behaviour Policy reflects the importance that the school places on children being supported in making a positive contribution to their school, their community and wider society. We teach pupils that they have a duty to follow and uphold the school rules and follow the school behaviour policy.

Everyone in our school is expected to maintain the highest standards of personal conduct, to be accountable for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach, to supporting their behaviour, will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil and staff behaviour at Shamblehurst Primary School.. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

### ***The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.***

Consistent expectations are important and all members of staff must be proactive in the implementation of this policy. They should encourage all pupils to make good behaviour choices in class and elsewhere in the school. Good behaviour should be the expectation rewarded with praise and instilling intrinsic motivation.

This policy has been written using the pedagogical thinking from Paul Dix: 'When the adults change, everything changes'. The following quotes are taken from the book and have helped to shape the policy.

"The consistency that is required to create rapid seismic improvements in behaviour is one that is worth fighting for"

"The foundation of every school must be excellent behaviour"

"The simplest things work best"

### **This policy is to be read in conjunction with:**

- Low level concerns policy
- Safeguarding policy
- Child protection policy
- Physical restraint policy
- Code of conduct
- Anti-bullying policy

### **Our Vision:**

In order to discover the brilliance in everyone we are committed to achieve:

- A happy and healthy community
- An engaged and accountable community
- A compassionate and kind community
- An inclusive community of lifelong learners
- A community of empathetic and curious critical thinkers

- A community that celebrates diversity
- A community of Global Citizens

**At Shamblehurst our values are:**

- Respect
- Pride
- Curiosity
- Courage

**Through this policy we aim to:**

1. Ensure a consistent and calm approach and use consistent language for managing behaviour
2. Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents
3. ensure that all adults take responsibility for behaviour and follow-up any issues personally
4. promote the use of restorative approaches in place of punitive punishments
5. promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour
6. ensure our pupils understand and follow the schools 3 consistent rules of:
  - ❖ Be safe
  - ❖ Be ready
  - ❖ Be respectful
7. foster good citizenship and self-discipline
8. encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

**All staff must:**

- Take time to welcome children at the start of the day
- Have high expectations of behaviour of all children and reinforce this by recognising this behaviour
- Always pick up on children who are failing to meet expectations
- 'Praise in Public' and 'Reprimand in Private'
- Keep parents updated about their children's behaviour - encouraging parents to celebrate children's success and use the language of the 3 school rules.
- Use the language of the 3 school rules to discuss behaviour with children
- Follow the 'Behaviour Blueprint' and 'Stepped Sanctions' (see appendix 1 and 2)
- Be consistent role models by considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations
- Demonstrate unconditional care and compassion
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect

**The Head teacher and The Senior Leadership Team must:**

- Be a highly visible presence around the school
- Ensure staff receive clear guidance about school expectations of their own conduct at school (Code of Conduct).
- Routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise and send postcards home
- Ensure staff training needs are identified and met such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour
- Make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

- Use behaviour records to track trends and address issues
- Support teachers in managing children with more complex or challenging behaviours

### **Child on Child abuse:**

Our curriculum is designed to include measures which help to educate children to be aware of appropriate interactions with their peers (both in school and online). Children are taught how to report concerns if they have them. Adults receive safeguarding training including up to date detailed training on child on child abuse.

For incidents involving any behaviours which are constituted as **child on child** abuse (in line with our safeguarding and child protection policy), a 'Bullying and Prejudicial Language Form' must be completed and incidents logged on CPOMS. Parents will always be informed. .

### **Behaviour guidance for those who need additional support to be successful:**

Some children exhibit particular behaviours due to individual circumstances. As a school we recognise that behaviour is a way of communicating their emotions. For specific children, there will be an Individual Behaviour Plan which outlines proactive and reactive strategies to use when supporting an individual pupil.

We also understand that for many children they need to feel a level of safety before they stop exhibiting extreme behaviours.

When dealing with an episode of extreme behaviour, a member of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline at the school or among pupils. A child may need to be restrained if they or another person is unsafe. This will only be used as a last resort. Elected members of staff are 'Team Teach Trained' and will be called upon whenever possible.

The headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm or injury.

**'The use of Reasonable Force' 2013 and the local authority  
'Policy on Positive Handling' guidance has been  
used to inform the school's use of restraint'**

Records of restraint will be maintained in a 'Bound Book' which is located in the Deputy Headteacher's Office. Restraint will be used to ensure the safety of a child or children. Staff will apply their training ensuring it is 'reasonable, proportionate and necessary'. (See Physical Restraint Policy)

'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and therefore these are not seen necessarily as failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that the service user remains safe'. George Matthews – Director.

Risk assessments will be completed for children who exhibit a pattern of extreme behaviours. This will include an IBP, which will be created to ensure the safety of pupils; this will be reviewed by the teacher and SENDCo each time the child presents new behaviours. The IBP and risk assessment will be retained by the class teacher and SENDCo.

### **Consequences for pupils not fulfilling their behaviour duty:**

#### **Stepped Sanctions and Detentions:**

Pupils are expected to uphold the school's rules. When children fail to do this there are clear stepped sanctions in place (see appendix 1). Teachers also have the authority to issue detentions to pupils,

including same-day detentions. Children will be given reasonable time to eat, drink and use the toilet. Parents will be informed by their child's teacher and KS lead if a detention will be held out of school hours.

### **Removal from class:**

There are times where it is in the best interests of the child who is unable to fulfil their behaviour duty, and the best interest for the other children, to be removed from the classroom. Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this (Step 3 sanction). The use of removal should allow for continuation of the pupils's education in a supervised setting. In the case of Shamblehurst, this is either the SEND office or the DHT office. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom is considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom, verbally. This will also be recorded on CPOMS.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonable high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment;and
- To allow the pupil to regain calm in a safe and supported space.

Removal is not the use of separation spaces - e.g. a move to the Rainbow Room for sensory or emotional issues.

Reintegration must always follow removal so that a facilitated reflection by the pupils on the behaviour, which led to their removal from the classroom, can take place. This enables them to reflect on what they can do to improve and avoid such behaviour in the future. In addition, class teachers and staff should reflect on what had taken place, analysing repeating patterns and assessing for any underlying factors of disruptive behaviour.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked after, their allocated social worker should be informed. If the child is looked after, the school will ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head. A child at Shamblehurst will be removed from the class no longer than two days. This ensures the child has time to reflect on their behaviours , and be emotionally ready to return to the classroom. SLT and a member of the inclusion team will meet with the class teacher to discuss actions for a successful reintegration. These strategies will be discussed with parents. If longer is needed or reintegration is unsuccessful, then the school will also be seeking support from external agencies and parents - who will always be informed.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. Internal exclusions are an internal process within the school. They will occur where behaviour consistently does not follow our three school rules. The aim of this is for them to be excluded within the school for disciplinary reasons and they will always be supported by an adult. Parents will be informed when this has happened verbally. If a child is internally excluded more than once, a formal letter will be sent to parents. A child may be excluded from part or all of a school day e.g. lunchtime exclusions. A fixed-term exclusion will be enforced if it falls under the DfE Exclusion Reasons, which are as follows :

1. Physical assault against pupil
2. Physical assault against adult
3. Verbal abuse / threatening behaviour against pupil
4. Verbal abuse / threatening behaviour against adult
5. Bullying
6. Racist abuse
7. Drug and alcohol related
8. Damage/Theft
9. Persistent disruptive behaviour / Disruptive general behaviour
10. Use or threat of use of an offensive weapon or prohibited item
11. Abuse against sexual orientation and gender identity
12. Abuse relating to disability
13. Inappropriate use of social media or online technology
14. Wilful and repeated transgression of protected measures in place to protect public health

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange reintegration meetings to discuss.

### **Permanent Exclusion or Out Of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort. In all instances, what is best for the child will be at the heart of all our decisions.

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**Next review: November 2024**

### **Appendix 1.**

## **Stepped Sanctions**

	<b>Steps</b>	<b>Actions</b>	<b>Script</b>
<b>1</b>	<b>Reminder</b>	Non-verbal reminder  Quiet verbal reminder	This is a reminder that we need to be ( link to ** 3 school rules)  Repeat reminders if reasonable adjustments are necessary.
<b>2</b>	<b>Caution</b>	Private verbal caution	I noticed you chose to...  This is a reminder that we need to be (** 3 school rules)  You now have the chance to make a better choice.

			<p>Thank you for listening.</p> <p><i>Example – ‘I notice that you chose to run. You are breaking our school rule of being safe. We walk in the corridors. Thank you for listening.’</i></p>
3	<b>Last chance</b>	<p>Final verbal caution</p> <p>Two minutes after class</p> <p>Informal contact with parents</p>	<p>I noticed you chose to....</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.*</p> <p>*Not to be negotiated/removed/reduced/substituted</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to (work at another table/ work in another classroom/ go to the quiet area)... (learner’s name)</p> <p>Do you remember when .... (model of previous good behaviours)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.</p> <p><i>Example – ‘I have noticed you are not ready to do your work. You are breaking the school rule of ... You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</i></p>
4	<b>Time out</b>	<p>Time out within class</p> <p>Time out in another class - all year groups will send to another class within that year group</p>	<p>I noticed you chose to...</p> <p>You need to.... go to quiet area/ go to another table/go to sit with another class etc.)</p> <p>Playground: You need to ... (stand by other staff member/me/sit on the bench)</p> <p>*I will speak to you in two minutes.*</p> <p><i>Example – ‘I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet</i></p>

			<i>area. I will come and speak to you in two minutes. Thank you for listening.'</i>
5	<b>Follow up – Repair and restore</b>	The adult involved sits with the child and helps them complete the debrief form.	<p>What happened?          What did you do? Link to behaviours          How did you feel?          How did this make other people feel?          Why did this happen?          What should we do to put things right?          How can we do things differently next time?</p>

## Stepped Sanctions Lunchtime

	<b>Steps</b>	<b>Actions</b>	<b>Script</b>
1	<b>Reminder</b>	<p>Non-verbal reminder</p> <p>Quiet verbal reminder</p>	<p>This is a reminder that we need to be ( link to ** 3 school rules)</p> <p>Repeat reminders if reasonable adjustments are necessary.</p>
2	<b>Caution</b>	Private verbal caution	<p>I noticed you chose to...</p> <p>This is a reminder that we need to be (** 3 school rules)</p> <p>You now have the chance to make a better choice.</p> <p>Thank you for listening.</p> <p><i>Example – 'I notice that you chose to run. You are breaking our school rule of being safe. We walk in the corridors. Thank you for listening.'</i></p>
3	<b>Last chance</b>	<p>Final verbal caution</p> <p>Two minutes next to adult</p> <p>Pass on to class teacher</p>	<p>I noticed you chose to....</p> <p>This is the second time I have spoken to you.</p> <p>You need to stand with me for two minutes.*</p> <p>*Not to be negotiated/removed/reduced/substituted</p>

			<p>If you choose to break the rules again you will leave me no choice but to ask you to go to the Reflection Room... (learner's name)</p> <p>Do you remember when .... (model of previous good behaviours)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening.</p> <p><i>Example – 'I have noticed you are not playing sensibly with that equipment. You are breaking the school rule of being respectful and being safe. You have now chosen to stand with me for 2 minutes. Do you remember that yesterday you played with X sensibly? That is what I need to see today. Thank you for listening.'</i></p>
4	<b>Time out</b>	<p>Time out in Reflection Room</p> <p>*If you have reached this step you need to record this on CPOMs and tick the Reflection Room box.</p>	<p>I noticed you chose to...</p> <p>You need to.... go to the Reflection Room.</p> <p><i>Example – 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the Reflection Room. I will speak to you before the end of lunch. Thank you for listening.'</i></p> <p>Name calling - 15 minutes in Reflection Room Physical behaviour toward a peer during play- 30 minutes in Reflection Room</p> <p>*</p>
5	<b>Follow up – Repair and restore</b>	<p>The adult involved sits with the child and helps them complete the debrief form.</p>	<p>What happened? What did you do? Link to behaviours How did you feel? How did this make other people feel? Why did this happen? What should we do to put things right? How can we do things differently next time?</p>