



# BEHAVIOUR POLICY

This policy is in two parts. Section 1 outlines the school's principles and section 2 outlines the rewards and sanctions procedure which are applied throughout the day by all members of staff. During lessons, break periods and transition around the school pupils be aware that the same sanctions will be applied by all staff.

## **SECTION 1: BEHAVIOUR PRINCIPLES**

We request that all parents read and then help us maintain the following behaviour principles.

Learning is maximised when expectations of behaviour are high and consistently supported by children, parents, staff and the whole school community.

### **We expect:**

- A caring, co-operative and respectful attitude to each other and all property and equipment at all times
- A calm and happy working environment to enable both children and adults to listen to each other and work well together

### **We request that parents and carers reinforce the values of the school by:**

- Praising good behaviour
- Encouraging a positive attitude to school and Learning
- Sharing and supporting the Aims, Values and Code of Conduct for our school, and demonstrating this to your child
- Helping your child to build trusting relationships with pupils and staff
- Discussing any concerns at an early stage with your child's class teacher
- By signing and returning the parental home/school agreement annually
- In order to promote pupils' SMSC development we would like to embed the five Rs by hosting an awards assembly in the last week of each term. One child from each class will be nominated to receive a 5Rs award and meet the Head teacher in their office for squash and cakes.

### **Unacceptable behaviour will not be tolerated, it will be firmly and consistently discouraged.**

Unacceptable behaviour includes:

- Rudeness to adults/children
- Swearing
- Any form of aggression towards others
- Disobedience
- Bullying
- Disruptive behaviour
- Destructive behaviour

## **CONCLUSION**

We feel sure that all parents will share our aims and principles to ensure that our school is a place where all children feel happy, safe and secure.

It is a condition of acceptance of a place at our school that parents agree with and support our 'Behaviour Principles'.

## **SECTION 2: REWARDS AND SANCTIONS PROCEDURE**

### **Rewards Progression**

- Well done, Thumbs Up, Verbal Praise
- Team Point (staff sign TP card, child colours team collection card)
- Silver award – 15 points
- Gold Award – 40 points
- Diamond Award – 70 points
- Head teacher Award - 100 points
- Ultimate Award – 150 points

All children should be encouraged and have the opportunity to achieve the Head teacher Award by the end of the school year. Outstanding achievement will be rewarded beyond this and a few children in each class might achieve the Ultimate Award.

### **Sanctions Progression**

Through pre-empting and listening to all children following an incident, staff should actively seek to discover the root of a problem, to assist them finding a fair resolution, ensuring fairness and equality for all children.

This is a guide only, levels can be jumped depending on the nature of the behaviour.

### **Progression:**

	Level 1	Level 2	Level 3
KS1 →	Sun	Cloud	Rain Cloud
KS2 →	Green	Amber	Red

**All names will be on Level 1 at the beginning of each day.**

### **Level 1 – good behaviour**

- Reminder
- 2<sup>nd</sup> Reminder

Children should be given an oral reminder of appropriate behaviour by staff each time. Within this level children are allowed a reminder and a second reminder. It is important with the second reminder that staff make the child aware that a third reminder will result in a move to level 2.

### **Level 2**

If unacceptable behaviour continues at level 1, and reminders haven't had an effect, the child's name is moved to this level. Staff should also confirm the appropriate behaviour to the child on this level.

#### Consequence

The child should miss 5 minutes of playtime to reflect on their behaviour with the appropriate member of staff (if the appropriate member of staff is on duty the child should stay with them to discuss/reflect).

The child should complete a think sheet (support must be given if needed), reflecting on their actions. This should be dated and stuck in the class behaviour diary.

KS2 – if a child needs to miss part of playtime during the afternoon this should happen as 'time out' between afternoon lessons.

Children should be moved to level 3 if a further reminder is given whilst on this level

### **Level 3**

A child will be kept in during playtime by the adult who has given punishment. Time should be given for reflection/pastoral support. Alternatively, the child can stand with the adult during playtime, and the same discussions can be had. A member of the senior management team should be informed. A record of the behaviour must be added to the Class Behaviour Diary. Parent/Carer will be informed via the child's homework dairy (with a request for parents to acknowledge) or verbally (at teacher's discretion). Mr McClymont or Mrs Newman will be notified of this.

### **ZERO TOLERANCE**

We would find the following behaviours unacceptable:

- Violence
- Racism
- Sexism
- Homophobia
- Spitting
- Misuse of Internet
- Bullying

This would automatically take a child to Level 3. A member of the senior management team will respond in an appropriate way. Parent/Carer will receive a phone call and may be invited in to meet with class teacher and a senior member of staff.

### **PERSISTENT UNACCEPTABLE BEHAVIOUR**

Persistent Level 3 issues will be managed by the class teacher and senior management (who may enlist the support of outside agencies) in the hope that ultimately exclusion from school is not reached.

### **SECTION 3: USE OF REASONABLE FORCE**

#### **What is reasonable force?**

A force that is no more than needed, which is used by a member of staff that involves a degree of physical contact with a pupil to control or restrain them.

**Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

**Restraint** means to hold back physically or to bring a pupil under control.

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force

(Section 93, Education and Inspections Act 2006)

### **Reasonable force will be used**

- To remove disruptive children from the classroom or outdoor play area where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder through physical outbursts

**Reasonable force will not be used as a punishment. This is unlawful.**

### **Telling parents when force has been used on their child**

The school will speak to parents about serious incidents involving the use of force.

School will consider the following when speaking to parents:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

Each incident will be recorded in the class behaviour book. All incidents will be reported to the school's Governing Body and Local Authority via their online incident reporting system.

### **If a complaint is made when reasonable force is used**

- (i) All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- (ii) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- (iii) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher.