

# Behaviour Policy

Slimbridge Primary School



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# Contents

## The Purpose of the Policy

- To establish a framework for achieving positive behaviour
- To outline the standards of behaviour expected of pupils
- To explain how these are to be promoted
- To explain how unacceptable behaviour is to be discouraged and managed

## School Ethos and Vision

Why do we exist? What is our purpose?

Our purpose is to give every child at Slimbridge school a GREAT education so that they are prepared for the changing world they will come to shape.

How will we do this?

Driven by our five core values we are restless in our pursuit of giving every member of our school a GREAT education, children and staff alike. We will know, value, and challenge every individual, stretching and supporting them in equal measure.

What is our strategy?

We will be unashamedly ambitious when it comes to delivering every child a GREAT education, but we know academic results alone are not everything. To truly succeed, we want our children to have more than just knowledge, we will support them to develop the confidence and resilience to embrace new challenges, we will help them cultivate an open mind that is global in its outlook, and we will nurture their emotional maturity and moral grounding so that they can be a force for good in the communities they will go on to serve.

Our Vision:

A GREAT education for all.

**G**enerosity  
**R**esilience  
**E**mpathy  
**A**chievement  
**T**eamwork

## Legal Framework:

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

- DFE Keeping Children Safe in Education 2022
- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Health Act 2006
- DFE 'Behaviour and discipline in schools' 2022

## Guidelines

We expect every member of our school community to display excellent behaviour both in and out of school.

Any complaints from members of the public about behaviour of our pupils in the community are taken seriously and will be dealt with in accordance with the Complaints Procedure.

## **The School rules:**

It is the aim of our school for every member of the school community to feel valued and respected, and that each person be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has only a small number of school rules;

- Be ready,
- Be respectful,
- Be safe.

These rules apply in all aspects of our school life:

- In the classroom,
- moving around the school,
- in assembly,
- on the playground,
- at breakfast club,
- at after school, club,
- during any extra curricular after school club,
- on school trips and visits.

## **Key behaviours for adults when supporting children with behaviour:**

- Attend to the positive – notice the positive behaviours around the child first
- Separate the behaviour from the child – adult talk to children about their behaviour “Your behaviour is...” rather than “You are...”
- Stay calm – adults set the tone. Behaviour cannot be managed effectively if their emotions are heightened

## **Emphasis on rewards and praise:**

The primary aim of the behaviour policy is not a system to enforce rules, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Where children display regular challenging behaviour because of medical or social/emotional needs, we will use positive techniques to defuse an escalating situation wherever possible.

We understand that behaviour is a form of communication and that children who are struggling to meet behaviour expectations may need targeted support. In cases of challenging behaviour a behaviour action plan (see appendix) may be put into place to support the child. In extreme cases a personal risk assessment would be completed and 'positive handling' could be considered.

There is an emphasis on the reward of both academic achievement and positive behaviour rewarded by all members of staff.

Rewards and praise linked to behaviour:

- Approving looks, smiles, verbal praise and positive acknowledgement – linked to the rules.
- Recognition – thanking those who are behaving as you expect can be powerful 'thank you xxx for sitting beautifully...'
- Governors' award certificate and book voucher for children who have gone over and above the expectation.
- Headteacher's Star Award – one child per week – linked to the school's core values of Generosity, Resilience, Empathy, Achievement, Teamwork (not all children will necessarily gain the Headteacher's Star Award during the academic year).
- Contact with parents

Rewards and praise that are curriculum linked:

- Stickers or low level rewards are awarded for those who are showing characteristics of effective learning.
- Teachers' Star Awards good work awards – one child per class per week given out in Friday's Star Assembly each week. Children will receive a certificate and a sticker and their picture goes on the star board.
- Reading/Maths certificates.
- The display of children's work
- Contact with parents

## **A consistent approach to behaviour and sanctions**

Children are encouraged and praised for following the school rules. Children who break school rules are always given the opportunity to make amends, to discuss and understand what was wrong and to put things right. Children need the opportunity to talk through incidents using a Restorative Practice approach in order to plan how they would act differently and thus learn for the future. It is essential that children understand what is unacceptable in their behaviour, see the effect it has on others and know how to avoid the same situation in the future.

We use the principles of Restorative Practice throughout the school. When investigating and resolving problems we provide opportunities for all children/adults involved to listen to each other's perspective, have their own voice and be part of resolving the problem. These restorative conversations are facilitated by different people depending on the nature of the problem and may include the use of comic strip conversations to support children with SEN, specifically ASD.

De-escalation of behaviour is always the intention behind any action and where possible low-level interventions or the use of "When you....., I feel....., What I need is....." is our first approach.

### **Managing Behaviour and Issuing Consequences**

When poor behaviour choices are made, adults use the following steps to aid children in learning about appropriate behaviour whilst preserving the learning of others.

The staff team have created a list of low/medium level behaviours that break the school rules, these include but are not limited to:

- Calling out in class
- Playing roughly on the playground
- Being rude/cheeky to staff
- Defacing/damaging school property
- Not telling the truth
- Distracting other students
- Talking over adults
- Invading people's personal space
- Saying unkind things to peers
- Bad language
- Not moving around the school safely
- Being disrespectful of others' opinions, views and beliefs.

1. If a pupil makes an unacceptable choice of behaviour they will be given a verbal reminder to reflect. Notice the positive around the child, using strategies to reinforce – verbal praise referencing the rules, and recognition of those who are doing the right thing.
2. Remind / resettle – "1- NAME I can see... / I've noticed that... 2 -I need you to... because, 3- remind of the positive e.g. remember you did that excellent writing yesterday? Let's see that again today." 4- which of our three school rules are you not keeping?

3. A further unacceptable choice will lead to an appropriate 'time out' of the classroom. Time out in class / playground for up to 10 minutes – once steps 1 & 2 have been used.

*'NAME, despite me giving you the chance to correct your choices you are not being (ready/respectful/safe) which is one of our three school rules. Therefore, I am going to give you some timeout.'*

During a timeout, children must be in a place where they can be easily and safely monitored.

End of the timeout:

*'NAME when you XX, you were not being X which is one of our school rules - this made me feel X and had an impact on the class/X child. What do we need to do to make this right? How can we stop this from happening again?'*

4. 'Loss of time' sanction - missing part/all of breaktime or lunchtime in order to engage in a Restorative task – steps 1 – 3 should have been followed prior to issuing a sanction. If a serious unacceptable choice is made the pupil will automatically lose break time – this is at the discretion of the member of staff

A 'loss of time' sanction may include writing a letter of apology, engaging in a positive task with a peer such as tidying the book area, or working through a 'reflective' Ready, Respectful, Safe workbook. A child/ren who are missing part/all of their break or lunchtime must be supervised at all times – ideally, this will be completed by the member of staff who has issued the sanction as this reinforces the behaviour management. However, this is not always possible. In such cases the member of staff who issued the sanction must ensure that a colleague will supervise. They should then explain clearly to the child/ren why they have been kept in, explain the Restorative task, and follow up at the end of the time.

Start of 'loss of time' sanction:

*'NAME you are missing X minutes of your break/lunchtime because of X behaviour. As part of making this right, I want you to complete X task.'*

End of 'loss of time' sanction:

*'NAME when you were XX, this made me feel X and had an impact on the class/X child. What do we need to do to make this right? How can we stop this from happening again?'*

If more than one child is involved you may wish to engage a full Restorative Practice approach of the six questions.

These incidents need to be recorded on CPOMS under the category of 'behaviour' – please complete this on the day of the incident.

You may also wish to inform parents.

The issuing of any sanction which includes the 'loss of time' should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

5. Refer to Headteacher if the behaviour continues. The behaviour and its impact are discussed along with the rules of the school. At this point, the Headteacher will make a decision if a sanction in line with Step 4 is required. When doing so, they will take into account any previous incidents and actions taken by colleagues and the severity of the current behaviour. As such a 'loss of time' sanction may be issued over a longer period such as two, three or more lunchtimes. The headteacher is the only member of staff who can issue a sanction that requires more than one day where there is a 'loss of time.' A Restorative Practice approach will be engaged to help the child/ren understand the impact of their behaviour. The headteacher may wish to inform parents of the behaviour and subsequent steps taken. These incidents need to be recorded on CPOMS under the category of 'behaviour' – please complete this on the day of the incident.

### **Repeated Behaviours and Behaviour Support Plans:**

If a child regularly requires staff intervention through the behaviour pathway, then the class teacher will ask to meet with the SENCo or/and headteacher to discuss a behaviour support plan being put in place. Parents will then be contacted and asked to come in for a meeting at which the plan will be discussed. A behaviour support plan should be reviewed with staff and parents every two weeks. Plans should be written under the three school rules, Ready, Respectful, Safe – see appendix A.

### **A more severe offence will be dealt with by:**

Some behaviours and incidents will warrant an escalated response and the involvement of senior staff straight away.

Such behaviours include, but are not limited to:

- Physically Assaulting a member of staff or another pupil.
  - Verbally abusing a member of staff or another pupil.
  - The deliberate and wilful destruction of school property.
1. Immediate involvement of Headteacher.
  2. Informing and involving parents as soon as the full circumstances have been understood.
  3. Consideration of the child's My Plan/+, EHCP, or behaviour plan (if appropriate) and the SEN Code of Practice.
  4. The headteacher may choose to apply one of the following outcomes:

- ‘Loss of time’ sanctions to engage in a Restorative task
- An internal exclusion for a fixed period of time.
- Use of formal suspension and exclusion procedures – this will be used as a last resort. In such cases, the school will follow the GCC guidance on exclusions.

Acts of totally unacceptable behaviour, such as assault, may necessitate exclusion from school either for a fixed term suspension or permanent exclusion, as is appropriate.

Permanent Exclusion is always a last resort when all interventions have failed or when a single incident is so serious that to keep the child in the school would be unsafe for them, other children or staff. Exclusions must follow national guidelines and would always be undertaken in consultation with other professionals.

If necessary we may request support with extreme and repeated incidents of negative behaviour from external agencies such as:

The Educational Psychology Service  
 The LEA Behaviour Support Team  
 The Inclusion support team  
 The Education Welfare Service  
 LEA - advisers & officers

## **Special Educational Needs**

Clear links between the Behaviour policy and SEN policy to ensure that children with emotional and behavioural difficulties are on the special needs register and have pupil passports in place that highlight their specific needs and how it is best to manage their behaviour. Disabled children are legally entitled to expect reasonable adjustments to be made to facilitate their participation in all aspects of school life and we are committed to achieving this whenever practicable.

## **The use of reasonable force**

As stated in the DfE’s ‘Behaviour in Schools’ (2022), there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.



When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All significant incidents where physical restraint/force has been used must be recorded on CPOMS immediately and the Head Teacher informed.

## **Partnership with Parents**

A positive and co-operative relationship is necessary between home and school in order to maintain the standards set out in this policy. We ask that parents work in partnership with the school by:

1. Supporting the school in this and other school policies
2. Ensuring their child attends school regularly and punctually
3. Insisting on high standards of behaviour, care and courtesy towards others as set out in this policy
4. Taking an active interest in their children's achievement and progress

## **Equality of opportunity**

Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It applies to all members of the school community: pupils, staff, governors, parents/carers and community members, and to all aspects of school life, including admissions. Disabled members of the school community are also legally entitled to expect reasonable adjustments to be made to help facilitate their participation.

## **Bullying and Allegations against staff**

All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.

Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Policy.

## **Review and Evaluation**

The policy will be regularly discussed with parents, governors and staff of the school, Children will be involved in the discussion of school rules, rewards and sanctions. Training will be available as appropriate, ensuring that all staff are updated regularly on the most appropriate ways of encouraging positive behaviour consistently.

We aim to achieve the following success criteria:

1. All members of the school community behave excellently
2. Policy is understood by parents, children and staff

3. All staff implement the policy consistently

This policy will be formally reviewed annually.

Linked Policies include:

Safeguarding

Anti-bullying

# Slimbridge Primary School

## Positive Behaviour Support Plan

Name:	Staff:	Plan number:	Date:
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	What this will look like for me.	What adults will do to support me achieve this.	Support if I do not keep this school rule.
How I will be ready			
How I will be respectful			
How I will be safe			