

Shorne Church of England Primary School

(A member of the Aletheia Anglican Academies Trust)



Behaviour Policy

Lead member of Staff: Tara Hewett (Head of School)

Lead Governor: Lucy South

Date approved: May 2020

Next scheduled review: February 2022

This policy is based on the Department for Education's guidance 'Behaviour and Discipline in Schools' (January 2016)

Contents

1. Aims and expectations	3
2. Vision and values	3-4
3. School rules	4
4. Praise and rewards	4-5
5. Dealing with unacceptable behaviour	5-6
5.1 Teachers' powers	
5.2 Punishing poor behaviour	
5.3 Childrens' conduct outside the school gates	
5.4 Confiscation of inappropriate items	
6. Disciplinary Sanctions	6-8
6.1 Classroom sanctions	
6.2 Break or lunchtime sessions	
6.3 Serious incidents	
6.4 Internal exclusions	
6.5 Temporary / Fixed-Term exclusion	
6.6 External exclusions	
7. Referrals	8
8. SEND	8
9. Roles	8-9
9.1 The Head of School	
9.2 Parents/carers	
9.3 Governors	
10. Bullying (see the anti-bullying policy)	9
11. Use of reasonable force	9-10
12. Fixed-term and permanent exclusions	10
13. Monitoring	10-11
14. Review	11
Appendix 1: Behaviour – serious incident form	12
Appendix 2: KS1 5 minute Reflection Sheet	13-14
Appendix 2: KS2 10 minute Reflection Sheet	14-15
Appendix 3: Exclusion Letter	18-19

1. Aims and Expectations

At Shorne Church of England Primary School we aim to create a safe and happy environment where every member of the school community feels valued and respected. Our aim is to foster a school community with high expectations where children can learn and develop as caring and responsible citizens.

Our behaviour policy recognises that children need a framework to guide them, and supports and encourages positive behaviour. It acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding; children with special educational needs and disabilities (SEND) and the Education Regulations (2010 - Independent Schools Standards) to ensure that arrangements are made to safeguard and promote the welfare of children.

Shorne Church of England Primary School aims to provide a safe, secure and stimulating environment which responds to individual needs. We aim to provide children with opportunities in which we can:

- build self esteem
- promote good behaviour, self-discipline and respect
- increase confidence
- be motivated and gain a sense of purpose in learning
- experience progress, achievement and success
- develop emotional maturity and stability
- develop positive inter personal and social skills
- acquire life skills which enable them to make good, informed choices
- learn to function independently
- be understanding and tolerant of others
- prevent bullying
- ensure that children complete assigned work

To facilitate these aims the staff should:

- be firm but fair
- be consistent in their approach to behaviour management
- be supportive
- establish a good relationship with children
- create a positive learning environment in which a broad and balanced curriculum is taught to address the needs of each child

The law states that schools must set out measures in their Behaviour Policy which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that children complete assigned work
- regulate the conduct of children

2. Vision and Values

At Shorne Church of England Primary School we strive to be outstanding in every area. We aim to create a safe and happy environment where every member of the school community feels valued and respected. The children that attend our school are at the heart of everything we do and we strongly believe in offering each child every opportunity to develop into thoughtful, confident and compassionate members of society. As a church school we have a responsibility to teach Christian values to the children.

Our Behaviour Policy aims to promote our 3 Christian values of:

Respect – through love
Achievement – through learning
Perseverance - through faith

The emphasis of our Behaviour Policy is on a positive approach which rewards children through encouragement and praise, alongside a reward system, both at a classroom level and across the school.

3. School rules

Our school rules are a means of promoting good relationships based on a Christian ethos, so that people can work together with the common purpose of helping everyone to learn. Our behaviour policy supports the school community in its aims to allow everyone to work together in an effective and considerate way.

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

The school rules are presented to the children as **'The Golden Rules'** and are as follows:

- **we are kind and helpful**
- **we are gentle**
- **we listen**
- **we work hard**
- **we are honest**
- **we look after property**

The Golden Rules are displayed around the school so that everyone can see them. In this way, every child knows the standard of behaviour that is expected. This is clearly set out as part of our home-school agreement which parents and children must sign in term 1 of each school year.

Each class may create their own class charter which is personal to the children and the teacher. All class charters must be in line with the schools 'Golden Rules' and support the positive ethos and high expectations of our the school.

4. Praise and rewards

As a school we encourage children to behave because it is the right thing to do and because it is good for their development as responsible citizen - rather than creating a culture of only doing so to be rewarded. The frequent use of praise is the quickest and most effective way to create a positive atmosphere in the school. All staff should:

- praise frequently
- praise achievements and effort
- be sincere
- use praise as part of the teacher/child relationship

Praise should be used for:

- following instructions
- good looking/listening
- making good choices

- being polite and helpful
- giving 100% effort
- persevering

Rewards for following the school's 'Golden Rules' will include:

- House points
- Stickers
- Green certificates of Achievement during Shining Stars Collective Worship
- RAP Awards - RAP awards (Respect, Achievement and Perseverance) are presented at the end of every term and children's names entered in a special book, displayed in our Entrance Hall on the tree and published in our newsletter.
- Shining Stars certificates - Children who demonstrate our Christian Values of Respect, Achievement and Perseverance are awarded a special certificate and appear on our Shining Stars Board. These certificates are given out in the Shining Stars Collective Worship on Fridays
- Star of the Week postcards
- Golden Table - Each week any child showing good behaviour and manners at lunchtime can get awarded with a good behaviour card. These are put into the Golden Behaviour boxes which are kept in the school hall (one for each key stage). At the end of the week the children with the most cards (4 from KS1 and 4 from KS2) are invited to eat their lunch the following week at the Golden Table. This is seen as a real privilege especially for KS2 as they have the opportunity of starting lunch 15 minutes early
- Class Dojo – Class Dojo is a classroom communication app used to share reports between parents and teachers. Teachers track student behaviour and upload photos or videos.

The school acknowledges the efforts and achievements of children, both in and out of school. Certificates for music, sports etc. are presented in our weekly Shining Stars Collective Worship of Fridays. Each class operates a traffic light behaviour scheme.

5. Dealing with unacceptable behaviour

We accept that it is normal for children to test boundaries but they need to know that there are consequences for deliberately refusing to respond to early warnings and prompts. Disciplinary sanctions will be used if children break the 'Golden Rules'.

5.1 Teachers' powers – the law allows teachers:

- statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- the power to discipline also applies to all paid staff with responsibility for children, such as teaching assistants
- to discipline children at any time the child is in school or elsewhere under the charge of a teacher, including on school visits or school related activities
- to discipline children in certain circumstances when a child's misbehaviour occurs outside of school i.e. when travelling to and from the school, whilst wearing their school uniform
- the power to impose detention outside school hours
- to confiscate children's property

5.2 Punishing poor behaviour – what the law allows:

- If a child misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that child.

- Disciplinary action can be taken against children who are found to have made malicious accusations against school staff
- In extreme cases schools may use temporary or permanent exclusion.
- Disciplinary sanctions must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- Corporal punishment is illegal in all circumstances.

5.3 Childrens’ conduct outside the school gates – the law allows teachers to discipline children for misbehaviour:

- outside of the school premises if it has been witnessed by a staff member or reported to the school
- when the child is taking part in any school related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a child at the school
- outside the school gates that could have repercussions for the orderly running of the school, pose a threat to another child or member of the public or adversely affect the reputation of the school
- please see our E-Safety Policy

5.4 Confiscation of inappropriate items

By law:

- staff have the power to search a child without consent for ‘prohibited items’ including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco , fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- weapons, knives, child pornography and illegal drugs must be handed over to the police

Shorne Church of England Primary School , in consultation with staff and the governing body, have adopted the teachers’ powers set out in the bullet points above and will use them if and when necessary.

6. Disciplinary Sanctions

Staff can discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks a school rule or fails to follow a reasonable instruction the staff member can impose a punishment on that child.

The school will not tolerate physical violence, threatening behaviour, verbal abuse, bullying, racist, homophobic and sexist behaviour or any behaviour that is considered to be in breach of our school rules or values. This includes failing to follow instructions or complete assigned work. Sanctions should be progressive in the degree of punishment. The purpose of sanctions in school is to change behaviour. It is not a form of vengeance.

6.1 Classroom sanctions

KS1

Progressive Traffic Light System
1. Verbal warning 2. Yellow card 3. Red card, KS1 5 minute record sheet to complete with the appropriate member of staff (parents informed) 4. Cards reset at the end of each day

KS2

Progressive Traffic Light System
5. Verbal warning 6. Yellow card 7. Red card, KS2 10 minute record sheet to complete with the appropriate member of staff (parents informed) 8. Cards reset at the end of each day

For the purpose of monitoring behaviour, each teacher will record breaches of the Golden Rules in their classroom behaviour log. Concerns about the behaviour of individual children will need to be referred to a member of the Senior Leadership Team so that appropriate actions can be implemented.

If a child receives three Red Cards in one week, this will result in them losing an entire lunchtime break. Frequent breaches of the school rules may incur further loss of lunchtime breaks and possible internal exclusions. Parents will be invited into school to discuss the possibility of further sanctions which may include after school detentions. The school reserves the right to withdraw certain responsibilities or privileges i.e. buddy role, house captain, young leader or representing the school at extra-curricular activities.

Please note that the school reserves the right to adapt this policy in relation to children with special educational needs depending on circumstance.

6.2 Break or Lunchtime Sanctions

KS1

Progressive Traffic Light System
9. Verbal warning 10. Yellow card 11. Red card, KS1 5 minute record sheet to complete with the appropriate member of staff (parents informed) 12. Cards reset at the end of each day

KS2

Progressive Traffic Light System
13. Verbal warning
14. Yellow card
15. Red card, KS2 10 minute record sheet to complete with the appropriate member of staff (parents informed)
16. Cards reset at the end of each day

6.3 Serious incidents

A serious breach of the school rules is an immediate Red Card. Breaches include:

- physical violence
- verbal abuse directed at another person
- bullying
- deliberate damage to property

A Serious Incident Form will be completed by the child.

- If a child has had three red cards in one week, or been involved in a serious incident, he/she will lose their next possible lunchtime break.
- If a child receives six reflection sheets in one term this will result in an internal exclusion.
- In the event of a serious incident requiring an additional member of staff to attend the incident, a 'Blue Star' will be sent to the office and if necessary, the child will be directed to leave the classroom or the playground/field to complete a Serious Incident Form.

The Head of School will monitor the number of record sheets and Serious Incident Forms and will liaise with the SEND to decide on future strategies.

6.4 Internal exclusions

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary.

6.5 Temporary/Fixed-Term exclusion

A temporary/fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

6.6 External exclusions

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Head of School will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

7. Referrals

When a teacher has concerns about the behaviour of a child, they should refer the child to the SEND. The SEND will discuss the child with the Head of School to decide if the school strategies need to be adapted. Parents will be consulted if the school needs to adapt their behaviour strategies. These may include, a pastoral support programme put in place, referral to LIFT (Local Inclusion Forum Team) or seeking advice and involvement from outside agencies to support the child and the school.

8. SEND

Should a child display inappropriate behaviour despite additional strategies in place to support them then school procedures will be put in place as with any other child to manage the situation. If a child is preventing other children from learning then they will be given time out and supported. Should a child be verbally or physically aggressive to a child or member of staff, despite appropriate support and agreed strategies being put in place, the child will be managed according to the hierarchy of agreed intervention strategies, bearing in mind their appropriateness to meet individual additional needs.

Sanctions should not include:

- Corporal punishment
- Withdrawal from curriculum activities (these are every child's legal entitlement)

9. Roles

9.1 The Head of School

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school. The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School (or Deputy Head of School in the absence of the Head of School) has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

9.2 Parents/carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules to the children and our system for rewards and sanctions and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we will inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If they feel that the situation has not been resolved after consultation with the Head of School, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (see complaints procedure)

9.3 Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of Schoolteacher in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

10. Bullying (see anti-bullying policy)

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour. The safety of the children is paramount. If a child is deemed to have bullied another child, the adult dealing with the situation must record this on a Serious Incident Form and sanctions will be imposed. Serious Incident Forms must be passed onto the Head of School.

11. Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Head of School and authorised school staff may also use reasonable force when conducting a search without consent for articles that that have been or could be used to commit an offence or cause harm.

Staff have been trained in the skills and techniques recommended in situations where the use of reasonable force may be necessary (SLT and other key members of staff are Team Teach trained, October 2018).

- **Force** is used either to control or restrain and will only be used if other de-escalation attempts have failed.
- **Control** means either passive physical contact, such as standing between children or active physical contact such as leading a child by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

All members of school staff have a legal power to use reasonable force. It can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a child behaving in a way that disrupts a school event or a school trip or visit
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a child from attacking a member of staff or another child, or to stop a fight
- restrain a child at risk of harming themselves through physical outbursts

12. Fixed- term and permanent exclusions

Only the Head of School (or the Acting Head of School) has the power to exclude a child from school and this must be on disciplinary grounds. The Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a child permanently. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a child, parents will be informed immediately, stating the reasons for the exclusion and the length of the exclusion. At the same time, the Head of School will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parents about who they can contact for advice and how to make any such appeal. The Head of School must notify the LEA and the governing body about any fixed term and permanent exclusions.

The Governing Body has a duty to consider parents' representations concerning an exclusion. This will be done through a disciplinary committee comprised of at least three governors. The disciplinary committee must consider the reinstatement of an excluded child within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent
- it is a fixed period of exclusion of more than 5 days or takes the child's total days of exclusion above 15 for a term
- it would result in a child missing a national curriculum test

When a disciplinary committee meets to consider an exclusion, they must consider:

- the circumstances in which the child was excluded
- any representation by the Head of School, parents and the LEA
- whether the child should be reinstated

If the disciplinary committee decides that a child should be reinstated, the Head of School must comply with this ruling.

13. Monitoring

The Head of School and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Head of School reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Staff complete Continual Professional Development training on an annual basis providing them with up-to-date behaviour management strategies.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records the behaviour of their own class, including the frequency of reflection forms that have been completed for individual children. The Head of School and Deputy Head of School will monitor the behaviour of children who are frequently completing reflection forms. The Head of School will monitor records that are being completed by Midday Supervisors for lunchtime behaviour.

Any serious incidents must be recorded on a serious incident form and these must be passed on to the Head of School for monitoring. If a serious incident has occurred, the Head of School or Deputy Head of School will contact the parents of the child. This could result in a meeting taking place with the Head of School, the child and their parents, where the child's behaviour and future conduct will be discussed. The Head of School keeps records of any child who is excluded for a fixed-term period or a permanent exclusion.

It is the responsibility of the governing body to monitor the behaviour policy and ensure that it is administered fairly and consistently.

14. Review

The governing body reviews this policy every two years. The governors may, however, review the

policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Behaviour – Serious Incident Form

Letter to be sent to parents/carers

Dear _____ (name of parent/carer),

I regret to inform you that _____ (name) has received six school reflection forms between _____ and _____ (dates).

Therefore, in line with the School's Behaviour Policy (which can be accessed via our web site or the School Office) _____ will be required to attend an after school reflection session on _____.

Please sign and return the slip below to acknowledge receipt of this letter and to confirm that _____ will be attending the session. Should you require further information please contact me at school.

Yours sincerely

(name of member of staff)

I acknowledge receipt of your letter about _____ and confirm that he/she will be attending a school reflection session after school on _____.

Signature: _____

Appendix 2: KS1 5 minute Record Sheet

Name: _____

Class: _____

Date: _____

Since Monday of this week, is this the first, second or third reflection sheet you have had to complete? (Please tick)

First	Second	Third

- You have been given reflection time to think about your behaviour and where it is taking you.
- It is your job now to work on how to make better choices for the future.

Please complete:

What behaviour led to you receiving 5 minutes? What do you say and do that your teacher did not approve of?

What do you think your teacher felt about this?

How could you behave in a more respectful way towards those in school now?

List three things you are going to do in future to prevent this behaviour from happening again.

- 1) _____

- 2) _____

- 3) _____

Would you like someone to help you plan how to improve your behaviour in future? (Please tick)

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If yes, who would you like to help you? _____

Student signature: _____

Please take this to be signed by the following people to check they know you are trying to improve your behaviour.

Teacher: _____

If this is the third reflection sheet you have completed this week:

Head of School: _____

Appendix 2: KS2 10 minute Record Sheet

Name: _____

Class: _____

Date: _____

Since Monday of this week, is this the first, second or third reflection sheet you have had to complete? (Please tick)

First	Second	Third

- You have been given reflection time to think about your behaviour and where it is taking you.
- It is your job now to work on how to make better choices for the future.

Please complete:

What behaviour led to you receiving 10 minutes? What do you say and do that your teacher did not approve of?

What do you think your teacher felt about this?

How could you behave in a more respectful way towards those in school now?

List three things you are going to do in future to prevent this behaviour from happening again.

- 1) _____

- 2) _____

- 3) _____

Would you like someone to help you plan how to improve your behaviour in future? (Please tick)

Yes	No

If yes, who would you like to help you? _____

Student signature: _____

Please take this to be signed by the following people to check they know you are trying to improve your behaviour.

Teacher: _____

If this is the third reflection sheet you have completed this week:

Head of School:

Appendix 3: Exclusion Letter

Dear,

I am writing to inform you of my decision to exclude for This means that he/she will not be allowed in school for this period. The exclusion begins on and ends on.....

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude has not been taken lightly. has been excluded for this fixed period because of

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You have the right to make representations about this decision to the governing body/management committee.

If you wish to make representations please contact Mr Luke Steggles as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal, Special Educational Needs and Disability Tribunal (SENDIST).

The address to which claims should be sent is: SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN. Your claim must be lodged within 6 months of the date of the exclusion. You may access further information on the following link www.justice.gov.uk/tribunals/send/appeals.

You may wish to contact Lisa Davidson, Inclusion and Attendance Advisor, Swanley Youth Hub, St Mary's Road, Swanley BR8 7BU Telephone; 03000 411 931, Lisa.davidson@kent.gov.uk who can provide advice.

You may also find it useful to contact The Child Law Advice Line. They provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or on <http://www.childlawadvice.org.uk/Education>. You may wish to contact IASK (Information, Advice and Support Kent) on 03000 413000.

Statutory guidance on Exclusion can be accessed on the following link www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

-----'s exclusion expires on and we expect to be back in school on **at 8.50 am.**

Yours sincerely

Tara Hewett
Head of School