

Seagrave Village Primary School Behaviour Policy

November 2022



1. Aims and Expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is 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 these values. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules (see Appendix 1) which are reinforced throughout the school year. The primary aim of the behaviour policy is not a system to enforce these 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 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.
- 1.6 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.

2. Rewards and Sanctions

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children – praise is specific so the children know what they have done well.
 - Teachers give children reward stamps for achievements both in and out of the classroom. On receiving 25 star stamps they get a bronze certificate, for 50 they receive a silver, 75 a gold, 100 they get diamond and 150 platinum.
 - Each week we nominate a child from each year group to be ‘Worker of the Week’.
Each ‘Worker of the Week’ receives a certificate in WOW assembly;
 - All classes have an opportunity to participate in a WOW assembly where they are able to show examples of their achievements.
- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.
 - We have a School Council with representatives from all classes. These children represent the views and ideas of their peers and present them at weekly meetings, chaired by Mrs. Chafer. The ideas of the children are implemented whenever possible or justification given (e.g. financial; safety) where the ideas are impractical. The meetings are minuted and disseminated by the Councilors to their year group.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The following are examples of behaviours and consequences but are not exhaustive.

Hierarchy of Sanctions to address low-level disruptive behaviour in class

Definition of disruptive behaviour: Calling out, talking at inappropriate times, specifically during whole class teaching or during quiet work, disturbing others by poking, pushing, gesturing, disrespectful behaviour etc.

Teachers need to use their professional judgement about other examples.

Some children who are emotionally or behaviourally challenging will need a degree of flexibility – in these cases an individual behavior plan might be more appropriate .

This is a whole-school consistent approach to sanctions so that children are aware that we are all working together.

These sanctions also apply in assemblies.

All classes will be reminded regularly about why sanctions are in place and what will happen. We have a traffic light system in place where all children start the day on the green traffic light.

Warning 1: A child needs to be spoken to and reminded of expectations. They need to re-focus to allow them to alter their behaviour as a conscious decision.

Staff are very clear that this is their first warning and their name is then moved from the green traffic light and onto the yellow one. The outcome is within their own control and they need to show their teacher good behaviour and hard work at which point their name will be moved back up to the green traffic light.

Warning 2: If a child has not redeemed themselves and need a second warning they move to the red traffic light. This will mean they will miss 5 minutes of their next playtime. This must be followed rigidly, not leaving it to the child to remember as they soon see through inconsistent or half-hearted punishments. They will spend 5 minutes of their break time in the classroom discussing what went wrong and how they will put it right next session. Once this is done they will then be given the opportunity to get some fresh air and improve their behaviour thus moving back up to yellow and then green. The teacher in charge of that session will make a concerted effort to spot and praise positive behaviour.

Warning 3: If a child does not improve their behaviour they will come out of class and straight to the head teacher (or deputy head teacher in her absence). They will be expected to rectify their behaviour and will discuss with the Head teacher sanctions they collectively feel are appropriate for each issue.

The Head teacher will check in with the pupil after a set time to check that their behaviour has improved and that they are re-engaged with their learning.

In addition to the three warnings on the traffic light system there is a further light for the children to move up to if they are 'Going Beyond'. This could be for resilience when facing a challenging task, kindness, supportiveness towards their peers, excellent focus/concentration etc

Playground Behaviour Hierarchy of Sanctions

Children will be expected to conform to rules and expectations on the playground as they are in the classroom. Children who hurt and upset others on purpose on more than one occasion will need to understand the consequences for their actions.

Warning 1:

This is bearing in mind that the behaviour or action of the child results in a minor injury/fracas.

Playground staff can have a behaviour notebook if necessary to keep track. This could also provide evidence for parents after stage 3.

A child needs to be spoken to and reminded of expectations. They need opportunity to re-focus to allow them to alter their behaviour as a conscious decision.

With the younger or emotionally immature children staff will use role-modelling of others. 'I can see you are having a problem playing nicely, but I know you can do it just as well asPerhaps they can help you? If necessary the child will stand near to the member of staff on duty.

With older children staff are very clear that this is their first warning and that they will be moving through the sanctions if they do not make the choice to re-adjust their behaviour themselves. The outcome is within their control.

Warning 2:

If within the same playtime they need a second warning a member of the teaching staff will be alerted and the child will be removed from the playground and sent to their class teacher where they will discuss the behaviour and ways to put it right.

Teachers must be informed by midday supervisors and not leave it to the child to remember as they soon see through inconsistent and half-hearted punishments. Children need reminding of the system and what the consequence will be for them if they continue along the path.

Warnings do not carry over into the next playtime.

Serious or Dangerous Behaviour

Certain behaviour such as bullying, racism, hate incidents, fighting and swearing are never acceptable. Teachers will use their professional judgement but may go straight to red if appropriate. In extreme cases, dealt with by the head teacher, behaviour could lead to a child being excluded, either temporarily* or permanently. **

* Exclusion (temporary) includes the removal of children from lunchtimes.

** Exclusion (permanent) is only used in exceptional circumstances, where there has been an extremely serious incident or where there has been a long series of misdemeanors. It is only considered when there is a threat to the provision of efficient education, or the safety and welfare of the majority of children, where the school rules have been persistently broken or where physical or verbal abuse is offered to staff and all behaviour strategies have been exhausted.

2.4 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use*

of Force to Control or Restrain Pupils. Staff would only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

Pupil Behaviour outside the School Gate

2.5 Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

A teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Bullying – read in conjunction with the Anti-Bullying Policy

We do not tolerate bullying of any kind. Bullying is behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is not a one off incident.

As a staff we aim to keep the issue of bullying in the open and see the following steps to be essential if we are to deal with bullying in a positive way:

- **Be available** – We are aware that bullying can happen and that we are always ready to listen to any concerns the children have.
- **Investigate** - Each incident is investigated as soon as possible and all parties are asked to give their views, discretion is always used.
- **Record** – The teacher who is investigating will record the incident with Mrs Chafer (the Anti Bullying champion) and a written record will be kept. The children are told of this process so they realise that the incident is taken seriously.
- **Respond** – Depending on the severity of the incident there are various responses and consequences available (stated previously).
- **Follow-up** – Usually in the form of a meeting, it is important for the children to know that they are supported in a positive way.

Supporting children with behaviour difficulties

If a child is identified as having additional behavioural needs there are a number of systems that are in place to support them. These are:

- Individual targets set for each child with negotiated rewards for reaching these targets.
- Regular reviews of progress towards the targets take place.
- Children receive time in which to work on their specific targets.
- The child's seating positions and groupings are carefully thought through.
- All staff are informed of the child's needs through an individualised behaviour plan and regular updates are provided.

The Role of the Class Teacher

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class
- The class teachers in our school have high expectations of the children in terms of behaviour.
- The class teacher treats each child fairly.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents
- The class teacher with the head teacher liaises with external agencies.
- The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Head Teacher

- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors.
- The head teacher keeps records of all reported serious incidents of misbehaviour.
- The head teacher 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 teacher might permanently exclude a child. Both these actions would be taken only after parents have been involved and school Governors have been notified.

The Role of the Parents

- 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 at our Induction Evening for parents of children who will be starting in Reception in the new academic year and also in the teacher meetings when their child(ren) transfers from one class to the next. We expect parents to read these rules 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.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher who will discuss the situation with the head teacher. If, after further consultations between the class teacher, head teacher and parents, the concern remains, they should follow the procedure in the complaints policy. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the 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 teacher in carrying out these guidelines.
- The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions – Also see Trust Exclusion Statement

- Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher excludes a pupil, parents are informed immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- The head teacher informs the Trust, LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the Governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring and Review

- The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- If the class teacher becomes aware of repetitive inappropriate behaviour, a record will be kept. This is then referred to the head teacher for monitoring.
(see 4.3)
- The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- The Governing Body reviews this policy every year. 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.

Signed: KEL

Reviewed November 2022

Appendix 1: Seagrave School Rules

Children and adults at Seagrave have worked hard to create a set of rules for our school. The rules and sanctions were drafted and then approved by the whole school. These are the important rules that have been created:

Our Golden Rules

- 1. We work hard – we do not waste our own or other's time**
- 2. We are kind and helpful – we do not hurt the feeling of others**
- 3. We look after property – we do not waste or damage things**
- 4. We are honest – we do not cover up the truth**
- 5. We listen to people – we do not interrupt**
- 6. We are gentle – we do not hurt anybody.**

BY FOLLOWING OUR GOLDEN RULES, WE SHOW RESPECT TO EVERYONE AND HELP TO KEEP OUR SCHOOL A SAFE AND HAPPY PLACE