



Springwell Village
Primary School

Behaviour Management Policy

Approval date: October 2023

Behaviour Policy

This policy has been developed within the context of current legislation, policy and guidelines detailed below:

- Education Act 2002, as amended by the Education Act 2011
- Behaviour in Schools - 2022
- SEND Code of Practice - updated 2020
- Children and Families Act - 2014
- Equality Act – 2010
- United Nations Convention on Rights of the Child (UNCRC) – 1990
- Guidance on use of reasonable force in school – DfE updated July 2013
- Ensuring good behaviour in schools – a summary - DfE 2012
- Mental Health and Behaviour in schools – DfE 2014
- The Prevent duty – DfE June 2015
- Fundamental British Values – DfE 2014
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- DfE- updated September 2023

Rationale

At Springwell Village Primary School, we believe that a positive approach to managing behaviour is central to a happy and productive learning environment. We have high expectations of behaviour from children at all times. Our core behaviour management approach is positive praise from all members of staff, whenever children are being kind, following school values, working hard or demonstrating any other positive behaviour.

At times, staff will need to address inappropriate behaviour: all staff have shared expectations to ensure consistent sanctions are applied. Some pupils may have other needs in respect of safeguarding or SEND which require additional or different support in managing their behaviour. For these children, a bespoke behaviour support plan will be implemented. Where necessary and when appropriate, the school will seek support and advice from other agencies such as CAMHS, CYPS, Educational Psychology Service and Behaviour Support Teams.

The school acknowledges its legal duties under the Equality Act 2010 in respect of these matters.

Aims of the policy

At Springwell Village Primary School, we believe in a positive approach to behaviour management: the primary aim being 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. Interactions between all members of the school community are positive, and the primary focus is always on the needs of the children. The school's behaviour policy is designed to support the ways in which all members of the school can live and work together in a respectful and supportive manner to develop positive self-worth and achieve their full potential.

The school aims to promote an environment in which everyone feels happy, safe and secure; where staff encourage children to take pride in themselves, their environment and their work through being positive and consistent role models. This, in turn, motivates children to make appropriate behaviour choices.

Objectives

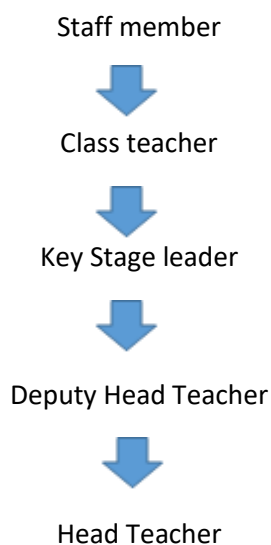
- for all members of the school community to have a shared and clear understanding of the behaviour expectations at Springwell Village Primary School and to adhere to them
- for all members of the school community to feel safe and valued in the school environment
- for children to develop a sense of self-discipline and an acceptance of responsibility for their own actions
- for all to develop a sense of self awareness and sensitivity to others within the school community
- to develop positive relationships between staff, pupils, parents and carers, visitors, other stakeholders and members of the community
- for children to be able to use strategies to deal with challenging situations
- for children to understand what is classed as unacceptable behaviour and why it is not tolerated.

Unacceptable behaviour includes the following list which is not exhaustive:

- non-compliance to a reasonable instruction
- non-completion of school work that could reasonably be expected
- making unkind remarks
- hurting others
- shouting out
- deliberate rudeness
- dishonesty
- physical violence
- use of bad language and swearing
- leaving the class without permission
- stealing
- bullying
- verbal abuse and teasing
- vandalism
- abuse relating to a person's race, colour, gender or sexual orientation

Roles and Responsibilities

Staff are supported to manage the behaviour of pupils through a collaborative and consistent approach. This approach aims to reduce negative behaviour, prevent further escalation and, where necessary, issue sanctions. This is implemented through a hierarchy of intervention, which allows situations to be escalated where necessary:



All staff are aware of this hierarchy and of their roles and responsibilities within it.

The school has a number of values that recognise children's rights and collective responsibilities. This policy supports the school community, giving opportunities for everyone to work together in an effective and considerate way.

Children have clearly stated expectations for positive behaviour. Values are shared, discussed and are appropriate to the age and needs of the pupils. We have whole school values which have been agreed through discussions between staff and pupils throughout the school. Classroom values have also been established through work and discussions within each class. In some instances, where appropriate, individual behaviour support plans are in place for pupils who require them.

In support of this, all members of staff at Springwell Village Primary School recognise that they have a corporate responsibility for the general behaviour within the school, praising good behaviour and challenging unacceptable behaviour. However, there are also specific responsibilities expected of different stakeholders.

The role of pupils

Pupils are taught about the school values, and our expectations of behaviour in school. Children have a responsibility to make good choices and to adhere to the school values of kindness, honesty, respectfulness, empathy and collaboration. If pupils make poor choices, then they will know that they have chosen not to follow the school values and therefore they have chosen a consequence.

The role of lunchtime supervisors

It is the responsibility of the lunchtime supervisors to support children during lunchtime. They should be aware of the school values and be aware of specific ones for the dinner hall. They should encourage children to adhere to them. Lunchtime supervisors should deal with any minor incidents in the hall or playground immediately as they happen, to avoid escalation. Repeated incidents or violent or abusive

incidents should be recorded in their lunchtime book, and they should inform the class teacher. More serious incidents should be brought to the attention of the class teacher/SLT immediately.

The role of teaching assistants

It is the responsibility of the teaching assistant to support the class teacher in encouraging positive behaviour and dealing with children who make poor choices. When on duty at lunchtime, they have the same responsibilities as the lunchtime supervisors.

The role of the class teacher

The class teacher should create a safe and stimulating environment for the children to work in. There should be established routines in each class so that children are aware of the expectations and how to meet them. The class teacher treats each child fairly, with respect and understanding.

It is the responsibility of the class teacher to ensure that the school values are enforced consistently in their class, and that their class behave in a responsible manner during lesson time. If there are behaviour issues during lesson time, it is the responsibility of the class teacher to deal with those issues following school procedures and guidelines. The use of de-escalation techniques to stop an issue from progressing is attempted in the first instance. Teachers are also responsible for the behaviour of their pupils in assembly and as they move around school.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the behaviour support service.

It is the responsibility of the class teacher to communicate effectively with children, parents and colleagues.

The role of the Key Stage Leader

It is the responsibility of the Key Stage Leader to support teachers in their key stage and to make sure they implement the behaviour policy consistently and effectively within their class. The Key Stage Leader supports class teachers to deal with more difficult behaviour issues and to liaise with parents. The Key Stage Leader monitors who, when, and how often children are sent to their own class for time out.

The role of the Deputy Head Teacher

It is the responsibility of Deputy Head Teacher to support all members of staff to implement the school behaviour policy. They are available to offer advice and support to deal with more difficult behaviours or repeated behaviours. They can be called on to deal with pupils who have not responded to the hierarchy of intervention. Meetings with parents can be arranged to talk to the Deputy Head Teacher if they are not happy with how the class teacher and Key Stage Leader have dealt with a behaviour issue.

They assist the Key Stage Leaders in monitoring behaviour, dealing with significant incidents and liaising with parents.

The role of the Head Teacher

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, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour on CPOMs.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour or continued disruptive behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child, in accordance with the exclusion policy.

The Head Teacher is responsible for monitoring behaviour, dealing with significant incidents and liaising with parents regarding significant incidents.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

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

If the school has to use reasonable sanctions with a child, we expect parents to 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 Key Stage Leader, then the Deputy Head Teacher, and then the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of 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 adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, 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.

Managing Behaviour

Managing behaviour is the collective responsibility of all staff. At Springwell Village Primary School, we follow positive discipline procedures to create a school system which is fair, consistent and safe

Rewards

We reward children for good behaviour in a variety of ways:

- Staff congratulate and praise children
- Teachers implement systems within class to reward positive behaviour such as table points or raffle tickets, stickers, certificates
- Head Teacher Award – each week the Head Teacher selects a child or group of children to receive the award at Friday assembly. The award may relate to work, behaviour or attitude.
- Each week, class teachers nominate two children from their class to be receive 'Special Mentions' for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We award Class Dojo points for aspects of good behaviour, acts of kindness, good manners, being thoughtful towards others, and being good role models. Teachers reward Class Dojo in a variety of ways, agreed with the children
- Teachers share examples of good work with class
- Children take work to Key Stage Leader, Deputy Head Teacher and Head Teacher to celebrate achievement in their work
- The school acknowledges all the efforts and achievements of children, both in and out of school. The newsletter includes children's achievement out of school, e.g. dancing or sporting achievements
- Pupils are offered the opportunity to participate in aspects of school life which help them demonstrate leadership skills such as: class representatives on the school council, House Captains, the Smile Team, reading buddies, classroom monitors etc.
- Class teachers will inform parents – when a child has accomplished a special personal achievement.

Sanction/consequences

- a visual reminder e.g., a look or shake of the head
- quiet verbal reminder
- warning structure in class
- time out in class
- time out in Key Stage partner class
- missing part of break – to be supervised by person giving the sanction
- re-doing/completing work
- apologising
- tidying up if they have made a mess

- restorative justice – working through a problem to repair harm caused
- time out with Key Stage Leader
- referral to Deputy Head Teacher
- referral to Head Teacher

Values and Routines

Whole school

Children are supported to adhere to the school values through regular discussions in class during circle time or PSHE and in assemblies lead by the Head Teacher and Deputy Head Teacher. These values are displayed in every classroom and around the school to remind children and adults of their collective responsibilities.

Pupils should be aware of and understand our school values, which underpin how we behave in school:

- Being kind
- Being respectful
- Being honest
- Having empathy for other
- Working together (collaboration)

Around the school:

There are routines for moving around the school. Children are expected to walk around the school in a sensible and orderly fashion and, when appropriate, keep the door open to let others through. All staff are expected to model this as good and accepted practice. At the start of the day, staff on duty will meet the children at their designated entrance. At the end of the day, children will be brought out to the playground in a line by the class teacher or teaching assistant; children will be dismissed in order once the class teacher/teaching assistant has seen the child's parent or carer. Older children with permission from parents and carers to walk home alone will be dismissed as they leave the school.

Lunchtime Behaviour:

There are routines established for how the children enter the dining room, how they collect their lunches and drinks and how they sit to eat their lunch and dispose of trays and cutlery when finished. Children are reminded of these routines through classroom discussions and key stage assemblies as well as by the lunchtime supervisors on duty in the hall:

- line up sensibly and wait your turn
- say please and thank-you
- talk quietly to your friends using a dining room voice
- put your hand up if you need help
- take your trays to the cleaning area
- leave the dining hall sensibly and walk to the playground

Nursery and reception teachers take their classes for lunch and support them in the dining hall for the first 15 minutes. When classes in KS1 and KS2 are on first sitting, the class teacher is expected to take their class to the hall for lunch and reinforce lunchtime procedures. Other year groups are brought into the hall by the lunchtime supervisors when it is their turn for lunch, and they follow general routines for moving around the school.

If there are any behaviour issues or incidents, the lunchtime supervisor is expected to record them in the lunchtime behaviour book and feed back to the class teacher at the earliest convenient time.

The routine for the end of lunch time is that the whistle is blown and the children stand still. The children then walk sensibly to their class line and line up quietly. The lunchtime supervisors take the children into the school where they are met by the class teachers.

Playground Behaviour

Children are expected to follow the values during playtime as they are in class. Any issues relating to behaviour at playtime should be dealt with by the staff on duty. Where an issue is more serious, it should be reported to the class teacher, and it should also be recorded by the class teacher.

The routine for the end of play time is that the whistle is blown once, then children stand still. It is blown again, and all playground equipment is put back where it belongs. Children then walk sensibly to their class line and line up quietly. Class teachers arrive promptly to take their class into school.

Classroom Behaviour:

The school values are displayed in all classrooms. Teachers and children discuss these values and how they are linked to the way we behave and the way we treat others. Adults in school share positive examples of these values in practice, and devise class specific rewards and sanctions within the framework of the Behaviour Policy. If children do not make appropriate choices, staff follow the hierarchy of intervention to support the development of positive behaviour.

If the child requires further support, the parents will be consulted to agree to a behaviour support plan being implemented. Children who continually make inappropriate choices in their behaviour or have special or additional needs may also require an individual behaviour support plan. For pupils who have a behaviour plan, it is important that the steps and strategies identified on their individual plan are followed consistently.

In some cases, depending on the severity of the incident this hierarchy may be overridden.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement- DFE- updated September 2023. We refer to this guidance in any decision to exclude a child from school.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. If the Head Teacher excludes a child, he or she informs the parents 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.

Drug- alcohol and weapon-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, or potential weapon to school.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. Knives and other potential weapons must never be brought to school. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances/potential weapons into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and children's services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

If a child brings a potential weapon into school, parents will be informed and asked to attend school to discuss incident and collect item.

Bullying

The school does not tolerate bullying of any kind. If we discover that bullying or acts of intimidation have taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. Please see Anti-Bullying policy.

Positive Handling and the Use of Reasonable Force

'All school 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 in the classroom.'
Ensuring good behaviour in schools – a summary - DfE 2012

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 July 1998 and Guidance on use of Reasonable Force in School – DfE-updated July 2013

Staff only intervene physically to restrain children where incidents are in line with government guidelines on the restraint of children. Any restraint is recorded in line with government guidelines and reported immediately to the Head Teacher or senior member of staff if unavailable.

A number of staff are trained in positive handling “Team Teach” strategies to support appropriate use of reasonable force.

Monitoring and Review

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. Staff record concerning incidents of poor behaviour on CPOMs. Senior leaders record those incidents in which a child is sent to him/her because of poor behaviour. We also keep a record of any incidents that occur at lunchtimes in a lunchtime book. Lunchtime supervisors give details of any incident to the class teacher or if of a more serious nature to a member of the SLT.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

This policy is reviewed annually; however, it may be reviewed earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The policy should be read in conjunction with other relevant policies developed within the school:

- Anti-bullying Policy
- Child Protection Policy
- Safeguarding Policy
- Attendance Policy
- SEND policy