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| Policy Title | BEHAVIOUR POLICY |
| Committee responsible | Ethos & Curriculum |
| Last reviewed | June 2021 |
| Next review due | June 2022 |
| Who is governed by this policy | All staff and pupils at the school |
| Available on website | YES |

Signed
(Chair of Governors)

Signed
(Headteacher)

Date

BEHAVIOUR POLICY

1. Principles

This policy complies with section 89 of the Education and Inspections Act 2006.

- All staff and pupils should show respect for one another's individuality as learners and members of our school community
- Positive behaviour should be recognised and rewarded
- Sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence
- All members of the school community have a right to be listened to and to expect an appropriate response
- All members of the school community are entitled to learn in a safe and secure environment and have a responsibility for creating and maintaining acceptable behaviour
- All school staff have a responsibility to model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills
- All school staff recognise that positive behaviour is a pre-condition for effective learning and promote behaviour improvement strategies as a means of improving learning and teaching

2. Purpose

The purpose of the behaviour policy is to ensure a positive learning environment that enables all pupils to thrive, achieve their best, and develop a love of life and learning. Positive behaviour is the responsibility of all members of our school community, including parents and carers.

3. Governors

The Governing body will contribute positively to promoting measures for good behaviour and will liaise with the Headteacher to address any particular issues.

4. Staff

Staff are responsible for the implementation of this policy in a way that maintains the school's ethos and encourages positive behaviour. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they consistently and fairly apply the policy. Staff will model and demonstrate the high standards of behaviour and punctuality expected from pupils.

5. Pupils

Pupils have a responsibility to ensure that they contribute in a positive learning environment by demonstrating high standards of behaviour at all times. They discuss and agree positive acceptable behaviour through Class/School Councils and their contributions to the School Charter discussions.

In the case of SEN pupils, those with disabilities or vulnerable pupils, it may be necessary to take individual circumstances into account. Individual behaviour plans can be written on EHCPs or SEN plans, and may include an adjusted list of rewards and sanctions or different strategies depending upon need or disability. These plans will be drawn up with the SENCo and the class teacher.

6. Parents and Carers

Parents and carers have a responsibility for their child's behaviour. If there are any concerns parents will work with the school to bring about improvement. It is expected that all parents / carers will positively encourage acceptable behaviour in their child.

7. Values

Classes learn from discussing Christian values and the Jigsaw approach to PSHE to develop class agreements regarding how we behave / treat others and why.

8. Rewarding positive behaviour

Good behaviour is recognised and rewarded verbally and often through the use of:

- **Praise and Stickers**
Positive behaviour and good attitude.
- **House points (Dojos) – Certificates (after a number have been awarded)**
Positive behaviour – working well in groups, good listening skills, good work, displaying Christian values etc.
- **Star of the Week**
Star of the week is awarded in assembly each week to a child or children in each class for outstanding work or behaviour and is often linked to a Jigsaw role-model character.
- **Headteacher's Award Sticker**
A special award from the Headteacher to recognise achievement or actions of 'outstanding merit' is awarded as pupils are nominated to visit and share their achievements with the Headteacher.
- **Green Card**
Individuals, small groups or whole classes may be celebrated with a green card being sent to a member of SLT. The member of SLT will come to the class and praise the pupils for outstanding attitudes to their learning. Pupils are then be awarded with a 'Green Card' certificate.
- **Rainbow**
Rainbow – A pupil's name is added to the rainbow if they are displaying exceptionally positive attitudes to their learning.
- **Jigsaw Certificate**
Pupils are nominated by one another when they display certain focus behaviours around school on the Jigsaw display board. Each week, a few pupils are selected to receive a Jigsaw certificate for acting as a super role model in 'celebrating difference' for example.
- **100% Badge**
Pupils in Year 6 earn privileges by showing that they can be 'truly trusted'. The 100% badge allows pupils to choose where they want to spend breaktimes etc.
- **Bespoke rewards**
Classes also have reward systems and incentives which change regularly and are special for individual classes.

9. Consequences and Sanctions

It is important that pupils understand that negative behaviour triggers consequences. Pupils should be encouraged to make appropriate choices and if they choose to ignore the agreed class agreements based on school values then sanctions are applied. However, it is important that these sanctions are fair and consistent throughout the school.

A Traffic Light System is used to reinforce positive behaviour and to apply sanctions in a fair, consistent manner. Traffic Lights are displayed and used throughout the school.

We acknowledge that negative behaviour is unacceptable, not the pupil!

Traffic Light System – operates throughout the day including breaks.

All pupils begin the day on the green traffic light.

1. A warning is given and the pupil's name is placed in a warning triangle.
(Pupils can move back from the triangle by displaying good behaviour)
2. Orange light – miss 10 minutes break time (Year 1 – 5 minutes)
3. Red light – phone call to parents by Headteacher (Senior Leadership Team in the absence of the Headteacher) with the pupil present

The system is reset after lunch / each lesson, depending on the age of the pupil.

Card system

For serious offences, such as defiance, physical or verbal abuse or bad language, a red or yellow card (dependent upon urgency) is sent to a member of the SLT without following the whole sequence of the Traffic Lights.

In cases where a pupil frequently receives sanctions, parents will be contacted and a behaviour plan put into place. The timing of this will be appropriate to the age of the pupil and agreed with the class teacher.

10. Restorative Approach

As pupils are constantly learning about the world and appropriate behaviours, we use a restorative / learning approach to address issues. Pupils hear from other viewpoints and reflect upon their behaviour, the behaviour of others and what may have been a more appropriate and kind behaviour. Pupils are given the opportunity to discuss what may have gone wrong, make apologies / forgive and move on. Each class also has a table where pupils from that class can have some time to reflect on their behaviour related to low-level disruption. The pupil can complete a 'Think Sheet' (based on Christian values and Jigsaw role-models) and have a restorative conversation with their teacher who will help them to get back on track without disrupting the learning of their peers. Pupils can also have this reflective time out in another class if their behaviour continues to disrupt or distract within their own class.

Think sheets are given to the Headteacher by the member of staff for a possible follow up restorative conversation. Any pupil who has to complete three of these 'Think Sheets' will receive a phone call home made by the Headteacher.

11. Exclusion

Cases of serious or continuously unacceptable behaviour may result in exclusion.

This is the most serious sanction for negative behaviour and may only be used by the Headteacher. Pupils may be excluded for a fixed number of days or excluded from school permanently. Parents will always be informed of the reasons for exclusion and the legal guidelines will be followed. Return from a period of exclusion will always involve a reintegration meeting with parents, the pupil and a senior member of staff. A personal support plan will be put in place to ensure inappropriate behaviour is improved. If the pupil receives 3 fixed term exclusions in a term or 5 over three consecutive terms, this will result in permanent exclusion.

See Appendix A for descriptions of the reasons why a pupil may be excluded.

Headteacher will:

- inform the pupils' parents / carers of the period of exclusion, or of a permanent exclusion, giving the reasons for it
- advise that they may make representations to the Governors' discipline committee if they wish to appeal
- notify the Local Education Authority and the Governing Body of the reasons for the exclusion if:
 - (a) a fixed-term exclusion of more than 5 days or if the days of the current exclusion amounts to more than five days in one term
 - (b) an exclusion that would prevent a pupil taking the KS2 tests at the end of Y6
- West Sussex protocols will be followed ensuring pupils excluded for over 5 days receive education on the 6th day until the end of the exclusion
- arrange for an interpreter to be present at meetings where the parents / carers may not be able to converse easily in English. If parents/ carers are disabled then suitable arrangements will be made for the meeting
- make sure a reintegration meeting is held on the day that the pupil returns to school. This meeting will involve the parents / carers, the Headteacher or a senior member of staff. It may also involve the SENCo or class teacher if appropriate

Account will be taken of SEN, disability and the circumstances of vulnerable pupils in implementing any aspects of this policy.

Use of force to control or restrain

All members of staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

APPENDIX A

This is an extract from the 2011 Primary Schools Census Guidance to be read in conjunction with the Behaviour for Learning Policy.

Exclusion Reasons

The list below provides descriptors of reasons for exclusions. The categories cover the main reasons for exclusions and the “other” category is used sparingly. This list is not intended to be comprehensive.

Physical assault against pupil

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against adult:

- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal abuse / threatening behaviour against pupil

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse / threatening behaviour against adult

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying

- Verbal
- Physical
- Homophobic bullying

Racist abuse

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct

- Sexual abuse
- Sexual assault
- Sexual harassment

- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug and alcohol related

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage (includes damage to school or personal property belonging to any member of the school community)

- Vandalism
- Arson
- Graffiti

Theft

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

Persistent disruptive behaviour

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

Other includes incidents which are not covered by the categories above but this category should be used sparingly