

Keston Primary School

Behaviour Policy



Aims

To achieve our school vision, we have high expectations of behaviour from both our children and adults. We strongly believe that all behaviour is a means of communication; it is a way of expressing our emotions. We ensure our children know and understand that they have a choice in how they behave and that with every choice, there is a consequence.

The purpose of our Behaviour Policy is to guide adults, children and their families on our restorative and relationship focused approach to behaviour management. This will allow our children, to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success.

Expectations

For the safety and wellbeing of everyone in the school community it is necessary for us to work within a set of expectations.

At the beginning of each academic year, teachers agree with pupils a set of class expectations based on the expectations set out below. These are displayed in the classroom to be used as a point for maintaining high standards of behaviour for anyone working in that room, and they are revisited and revised at the start of each term.

All children have the right to learn without interference and every teacher has the right to teach without disruption. We also recognise that every member of the school community has the right to:

- Learn and help others through careful listening and turn taking
- Feel safe in, and moving around the school, classroom, and playground
- Express themselves, ask questions and, share opinions and ideas
- Be treated fairly, with equality and respect in line with our Equality Statement
- Be listened to in a dispute and have difficulties with others settled
- Work in an environment that is cared for by everyone in the school and, equipment and belongings looked after

Playground Expectations

Children are encouraged to play co-operatively on the playground. We recognise that potentially unacceptable behaviour can often be prevented by adult intervention at an early stage. All adults in the playground can use the team point system and children who are uncooperative can be taken to walk around with adults or given 'time out'. All staff will refer unacceptable behaviour to the class teacher.

The School Council Expects the following, on the playground:

- We show respect to everyone by listening and being fair
- We look after our playground equipment
- We follow the playground rules and help each other out
- The playground is a safe place to be
- We keep our hands and feet to ourselves

Rewards

All adults use reward systems consistently across the school and our focus is on the positives. Expectations for rewards must be achievable and understood by all, including:

- SEND pupils – with the understanding that different children have different needs
- Early years children

Some rewards used include and are not exclusive to:

Team points (given in line with our learning skills and class rules)

- All staff should use these
- Once given they are never taken away
- Celebrated in Friday's assembly

Lunchtime Supervisors' Award

- Each week, children are nominated for exceptional behaviour at lunchtime. These children choose a friend to sit at the 'Golden Table'

Celebration Assembly

- Every child receives at least one certificate a year. This can be for curricular or extra-curricular achievements as well as other achievements e.g.: kindness, effort, being a good role model, behaviour etc

Parents/ Carers Notification

- Learning skill rewards may be shared with parents/ carers via stickers/postcards/phone calls or emails

Individual Classes

Individual classes may use additional strategies:

- Class marble jars
- Jobs and responsibilities
- Stickers/learning skills postcards
- Raffle award system

Resolving Conflicts

Children are encouraged to take responsibility for sorting out their own conflicts. Members of staff model resolution strategies and support the children in reaching successful conclusions.

The Role of Adults

Staff must be consistent and treat children fairly. All members of staff deal with incidents of misbehaviour and apply appropriate sanctions. More serious incidents are reported to the class teacher for recording on CPOMS.

The Role of the Class Teacher

It is the responsibility of every class teacher to ensure that the school expectations are met. Each class teacher must ensure that their class behaves in a responsible manner during lesson time and around the school.

If a child misbehaves in class, the class teacher takes appropriate action (please see appendix 2). If a child continues to misbehave, the teacher involves the child's parent; seeks help and advice from the Phase Leaders or the wider leadership team if needed. If necessary, a behaviour plan may be implemented.

The Role of the Headteacher

The Headteacher supports the staff by setting the standards of behaviour, implementing the policy and recording serious or repeated incidents.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious anti-social behaviour, the Headteacher may

permanently suspend a child (see Fixed Term and Permanent suspensions below). These actions are taken in conjunction with the school governors.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about behaviour. If parents have any concerns, they initially contact the class teacher. If the concern remains, the Phase Leader is involved. If necessary, the wider Leadership Team may be involved.

The Role of the Local Governing Body (LGB)

The governing body are responsible for implementing and reviewing the effectiveness of the Behaviour Policy and in supporting the Headteacher in carrying it out.

Consequences

It is necessary to give consequences to children who consistently break the rules.

- All adults use consequences consistently across the school (please see the tables below)
- All adults will make it clear what standards of behaviour are expected and offer support to help the children understand and improve their behaviour
- Each day is a fresh start
- These consequences are not intended to humiliate or make an example of a child. The aim is to help the child think about their actions and take responsibility for changing their behaviour.

There is a clear system and progression of consequences as a result of continuing to not follow the expectations set, which show disapproval of unacceptable behaviour and maintain the safety and happiness of the school community. It is very rare for children to be sent to the Headteacher or member of the SLT but when this happens, each case is dealt with individually and sensitively.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Break and lunch time advice/actions for staff

Circulate constantly within your designated area and engage with the children as much as possible. When dealing with issues of poor behaviour/suspected poor behaviour:

- Try to speak in a calm voice
- Remove the individual from the scene/other children
- Give the child the opportunity to explain his/her behaviour
- Speak to other children as necessary (avoiding speaking to large groups)
- Decide, and where possible agree, on appropriate sanction. Please refer to table below.

Swimming and PE

In line with the rewards and reminders procedures used in the classroom, children should be reminded of the need for being safe and sensible in P.E. and swimming. If the need arises, children should be given a verbal warning.

If inappropriate behaviour continues, the children should be asked to take time out. Children should have a designated area e.g. on a particular bench outside/on a chair in the hall where they go to if given time out. When the child feels ready to join back in, they must have a discussion with the teacher who

will decide if they are able to re-join the lesson. If unsafe behaviour continues, children should be removed to another class for a given amount of time.

Breakfast and After-School clubs

The expectation for behaviour and the sanctions used are consistent in breakfast/afterschool clubs with the school behaviour policy.

Sexual Violence and Child on Child Abuse

Child on Child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying

and can take place between any pupils within or beyond the school.

At Keston we work hard to create an environment in which children and staff show respect for one another and know what language and behaviours are acceptable. This includes a zero tolerance of violence or harassment of any kind; inuendo, banter or otherwise personally derogative comments. We support children to have a good understanding of consent and healthy relationships and to know what to do and who to speak to if they are worried or feel unsafe.

Instances of child-on-child abuse should be dealt with according to the school behaviour or antibullying policies, including full investigation and appropriate separation of those involved to protect and support both parties. All behaviours falling within the remit of child on child abuse should be referred to the DSL.

Reporting of incidents within School

As outlined above, all staff are expected to follow this policy in regards both rewarding and sanctioning children. They are responsible for communicating these behaviours with parents and carers – see below. Staff also have the responsibility to not only challenge but also report all negative, unwanted behaviour incidents. These may cover a whole range of behaviour incidents (see appendix 2). All staff report behaviour incidents via our online reporting system, CPOMS. Every staff member has a log in and are expected to report incidents as soon as possible so that they can be dealt with in an appropriate manner.

Incidents of racist and homophobic issues are dealt with in line with the Behaviour Policy. Incidents of bullying are also reported to SLT and the Governors via termly Behaviour Report. Any incidents of online/ cyber bullying (see E-Safety policy) also follows the behaviour policy in the manner in which they are dealt with. Incidents of sexualised behaviour are reported via CPOMS, which is then always dealt with by a member of SLT and the DSL (designated safeguarding lead).

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school it will be discussed with parents/carers. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to SLT, so strategies can be put in place and more formal steps can be taken.

Confiscation of inappropriate items

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items'

Pupils conduct outside the school gates

At Keston Primary we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- 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 or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member. Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

Fixed-term and Permanent Suspension

Each incident will always be dealt with on an individual basis, however in general, the following can be applied:

- In-school suspension in which a child is removed from her/his class and placed with another teacher for a given period of time.
- Fixed term suspension where a child is not permitted to attend school for a fixed period of time.
- Permanent suspension whereby a pupil is no longer permitted to attend Keston Primary School.

Only the Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also suspend a child permanently. It is also possible to convert fixed-term suspensions into a permanent suspension, if the circumstances warrant this.

If the Headteacher suspend a child, they inform the parents immediately, giving reasons for the exclusion and making it clear to the parents that they can, if they wish, appeal against the decision to the LGB. The

school informs the parents about the appeal process. The Headteacher informs the Local Authority and the governing body of:

- Permanent suspension
- Fixed-term suspension of more than five days, in any one term
- Suspensions which would result in a pupil missing a National Curriculum test.

For all other suspension the Headteacher must notify the Local Authority and LGB, once a term. Notifications must include the reasons and the duration of any fixed term suspension. In addition, within 14 days of a request, the LGB must provide to the Secretary of State, information about any suspension within the last 12 months. In the case of a permanent suspension, if the pupil lives outside of the Local Authority in which the school is located, the Headteacher must also advise the pupil's 'home authority' of the suspension immediately.

The governing body has a discipline committee, which considers any suspension appeals. The panel considers the circumstances in which the child was suspended and any representation by parents, before deciding on whether the child should be reinstated.

Reintegration of suspended pupils

- Expectations of behaviour clarified
- Support to make the return to school a success e.g.: a key worker, clear system of rewards and sanctions
- Ongoing communication procedures and liaison with parents
- All reintegration meetings must have minutes taken

Appendix 1: Expectations of Behaviour

1. Treat the classroom as a place of learning

To achieve this expectation, you should:

- Listen to the person talking.
- Make sure you are ready to start the lesson at the right time and with the right equipment.
- Put your hand up if you want to speak or ask a question. Try to follow instructions.
- Ask if you do not understand something.
- Aim to make progress in every lesson.
- Make sure your homework and reading tasks are done on time and to the best of your ability.
- Move sensibly around the classroom.
- Be polite to others and respect their property.
- Follow any other rules your class agrees to as part of the classroom contract.
- Remember - always allow others to work.

2. Create a calm atmosphere in and around school

To achieve this expectation, you should:

- Always walk.
- Walk on the left.
- Use the toilets sensibly.
- Be calm and respectful of other children's learning when moving around school.
- Remember that other groups of children may be working when you are walking or waiting in corridors.
- Enjoy but respect school displays.
- Use the cloakroom sensibly and pick up the belongings of others if you find them on the floor.

- Leave the school building promptly at break and lunchtimes, remembering to take all that you need with you.

3. Show respect and consideration for all.

To achieve this expectation, you should:

- Be sensitive towards the feelings of others.
- Listen and respond politely to all adults in our school.
- Help anyone who feels lonely or left out.
- Help to ensure that nobody is bullied.
- Celebrate the successes of other children.
- Remember to allow adults and others carrying heavy objects, through doorways first.

4. Take responsibility for your own behaviour.

To achieve this expectation, you should:

- Co-operate with all staff at all times.
- Always present yourself smartly in full school uniform.
- Be careful about what you say to others, take care not to offend them.
- Never encourage others to argue or fight.
- Never push, kick or hit another child.
- Do not get involved in other people's arguments.
- Do not bring valuable items to school.
- Try hard to keep on task in lessons and make the best progress you can.
- Always tell the truth.
- Be prepared to apologise when you are in the wrong.

5. Enjoy your free time and allow others to do the same.

To achieve this expectation, you should:

- Look after each other and play together sensibly.
- Play with equipment in the right way.
- Speak to an adult politely when you have a problem or need to go into the school building.
- Respond quickly and quietly to bells or whistles.
- Show good manners in the eating areas.
- Follow the rules about the different playing areas and times.
- Play with consideration for others, no fighting of any kind.
- Remember and act upon the rules for your own behaviour. Look after anyone who seems lonely or upset.

Appendix 2: Consequence Tables

The following table gives likely examples of behaviour and relevant sanctions:

Stage 1			
Behaviour	Consequence	People Involved	Support Offered
<ul style="list-style-type: none"> Talking in class Talking whilst lining up Not listening to an adult Name calling Being off task/ distracting others Inappropriate/ silly behaviour 	<ul style="list-style-type: none"> Non- verbal or verbal reminder of how to behave and follow expectations Spend 5 mins, alone, in a time out space in the classroom Send to partner class with work for 30 minutes Spend time with own teacher (adult in charge) during playtime/ lunchtime 	<ul style="list-style-type: none"> Pupil Class Teacher/ Adult 	<ul style="list-style-type: none"> All adults model high behaviour expectations Consistent use of rewards and consequences Circle time activities Lunchtime Clubs?

Stage 2			
Behaviour	Consequence	People Involved	Support Offered
<ul style="list-style-type: none"> Persistent low level behaviour issues Preventing other children from learning Fighting Swearing and inappropriate language Refusing to follow directions from staff Rudeness to teachers and other adults Wilful damage to property 	<ul style="list-style-type: none"> Sent to Phase Leader Behaviour recorded- child record book Daily/ weekly behaviour chart set up, with rewards, by pupil/ CT/ parent/carer In school isolation Record on C-Poms Communication with parent/ carer throughout 	<ul style="list-style-type: none"> Pupil Class teacher Parent/ Carer Phase Leader Member of SLT Headteacher 	<ul style="list-style-type: none"> Consistent use of rewards and consequences Social Stories- child friendly: Kind words, Kind actions' Circle time activities Informed reminders of expectations- reasons given. ELSA Lunchtime Clubs Support of SLT Member/ SHS

Stage 3

Behaviour	Consequence	People Involved	Support Offered
<ul style="list-style-type: none"> • Several incidents of Stage 2 behaviour in a day • Disrespectful behaviour to members of staff and other adults • Bullying • Biting/ Violence • All behaviours that put other children's safety at risk 	<ul style="list-style-type: none"> • Daily behaviour plan with rewards set up by Pupil/ CT/ Parent • Referral to SLT/ Headteacher • Record on C-Poms • *In school internal suspensions • Fixed term suspension (and reintegration meetings) • Communication with parent/ carer throughout 	<ul style="list-style-type: none"> Pupil Class teacher Parent/ Carer Member of SLT Headteacher 	<ul style="list-style-type: none"> • Consistent use of rewards and consequences • Circle time activities • Plan in place with reward system-shared with family • Referrals as needed e.g.: CAHMS, EP, Social Care, Early help, Parenting groups

Stage 4

Behaviour	Consequence	People Involved	Support Offered
<ul style="list-style-type: none"> • Extreme violence • Carrying an offensive weapon • Repeated racist/ homophobic behaviour • Repeated bullying incidents 	<ul style="list-style-type: none"> • Communication with parent/ carer throughout • Record on C-Poms • Fixed term suspension • Part time education programme with support from parents • Permanent Suspension 	<ul style="list-style-type: none"> • Pupil • Class Teacher • Parent/ Carer • SLT • Headteacher 	<ul style="list-style-type: none"> • Reintegration interview and programme • Alternative arrangements for education from day 6 onwards