



BEHAVIOUR POLICY

Please be aware we are currently updating
this policy

Policy Approved: 1st February 2019
Date to be reviewed: 1st February 2020

This policy should be read in conjunction with the school's policies for Teaching & Learning, Assessment, Safeguarding, SEN & Equality of Opportunities.

Introduction

As a Values Based Education academy we expect all members of our school community to behave courteously and act responsibly both on and off school premises. This encourages every member of our school community to take responsibility for their own behaviour. We believe that our pupils have the right to learn in an environment where they should feel safe, and be safe, at all times.

Aims

- For all pupils to be responsible, respectful, considerate, courteous and polite;
- To enable all pupils to learn (inside and outside the classroom) in a secure and happy environment;
- For every member of the school community to feel valued and respected;
- For everyone to be clear about what will and will not be tolerated;
- For all staff to manage behaviour consistently and fairly;
- For all pupils to know the **REWARDS** they can expect when they make good behaviour choices and the **CONSEQUENCES** of any bad behaviour choices;
- To involve parents in supporting their child's behaviour.

Goal

Our goal is to ensure that all of our pupils will become caring and successful with a high self-regard and esteem, as well as an awareness of appropriate behaviour in all social and academic contexts.

Early Years and FEET

With younger children slightly different approaches need to be taken to manage behaviour. (See Appendix 1)

School Rules

1. Be polite and kind
2. Follow instructions straight away
3. Keep hands, feet and other objects to yourself
4. Take care of all property
5. Walk everywhere inside school

Rewards

- We teach pupils from an early age that good behaviour choices will earn them praise.
- At the beginning of the academic year each class teacher agrees with the members of the class, the rewards they may strive to achieve.

Once given, a reward is *never* withdrawn as a punishment.

5 Magic Questions

Following an incident an adult will help the child to think how they could change their behaviour next time.

The 5 Magic Questions:

1. What happened? (Include what happened before the incident)
2. What were you thinking?
3. What were you feeling?
4. Who else has been affected by this?
5. What do you need to do now so that the harm can be repaired and make sure it doesn't happen again?

Consequences

Where behaviour does not comply with the school rules:

- Inside Learning: The child's class teacher will discuss the behaviour with the child and with parents/carers if necessary.
- Outside Learning: LLLs will record behaviour issues in playground books – Inclusion and Pastoral Leaders to follow up

Severe and persistent behavioural issues:

- For any serious and severe behaviour we have laid out consequences (Appendix 2)
- Before bad behaviour escalates to the point where exclusion may be necessary, we will meet with parents/carers and develop a Behaviour Plan which sets clear, agreed actions in place.
- The Behaviour Support Specialist Teacher (SCC Specialist Teaching Team) will be involved in supporting the school to ensure that fair and realistic arrangements are in place.

Review

- Parents of excluded pupils will attend compulsory reintegration interviews with the Primary Principal, where strategies will be discussed for the future management of behaviour.

ROLES AND RESPONSIBILITIES

All adults are collectively responsible for behaviour. Under the Education and Inspection Act 2006, all members of staff have the authority to discipline pupils. Details of behaviour and the sanctions taken must be recorded on the child's personal file.

The role of all staff

- Every member of staff has high expectations of behaviour and ensures that the School Rules are followed by all children across the school.
- All members of the school community treat each other with respect and understanding and apply the behaviour policy consistently.
- Teaching staff and Lunchtime Learning Leaders will keep a brief, written, dated record of serious behaviour incidents. These will be shared with the Inclusion and Pastoral Leaders

The Role of the Principal

- It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy
- Only the Principal or deputy in her absence has responsibility for issuing fixed-term or permanent exclusions, in accordance with the Surrey Exclusion Guidance Manual.

The role of adult supervisors

- Lunchtime Learning Leaders and Teaching Assistants will actively promote good behaviour by encouraging children's play, supported by play leaders.
- At playtimes and lunchtimes, adult supervisors use 'time out' as a consequence for minor behaviour lapses. For more serious incidents, the 'severe behaviour' consequence system is applied.
- Lunchtime Learning Leaders keep notes in their note books of pupils' behaviour at lunchtimes.
- The Inclusion & Pastoral Leader and the Principal will monitor the LLLs' entries (at least) half-termly and follow up if a child's name is recorded 3+ times.

Physical Contact with pupils

All members of staff are made aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*.

No member of staff is permitted to use physical force or physical contact to *make* a child follow their instructions.

Members of staff are only permitted to intervene physically or to restrain pupils in circumstances where not to do so might allow injury to the pupil or others. The actions that we take are in line with government guidelines on the restraint of pupils.

The role of Parents

- We expect parents to support the Behaviour Policy.
- The school will inform parents of any concerns about their child's behaviour.
- If any parent has a concern about the way their child behaves they should initially contact the class teacher. If the concern remains they should contact the Phase Leader or Pastoral and Inclusion Leader. The Deputy Principal or Principal may be involved at a later stage.

The role of Governors

- The governors review the Behaviour Policy annually.
- The governors support the Principal in carrying out the policy.
- The governing body maintains a pupil disciplinary sub-committee which meets as required by the Surrey Exclusion Guidance Manual.

Monitoring

- The Inclusion & Pastoral leader monitors behaviour half termly and prepares a report for the Principal.
- The Principal monitors behaviour regularly, reporting to the governing body on the effectiveness of the policy, making recommendations for further improvements as necessary.
- The school keeps a variety of records of incidents of serious misbehaviour. The class teachers keep their own records of behaviour and report serious incidents to the Principal. The Principal keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded, in line with Surrey Exclusions Guidance.
- 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.

Appendix 1

Behaviour Management in FEET

Working with 2 year olds we take into consideration the child's stage of development as some areas such as 'Schemas' might need further development. Also, taking into consideration that there are early stages of language development and frustration in communication barriers are common.

We focus on the Prime Areas as outlined in the EYFS curriculum. Adults are good role models and positive reinforcement is used daily.

Where problems or concerns arise there is a close working partnership with parents, and if needed, consulting the Inclusion & Pastoral Leader or the Improvement Advisor.

Behaviour Management in Nursery and Reception

We follow 4 principles:

1. Fantastic behaviour
2. Ready to learn
3. Making better choices
4. Thinking about the choices I make

Children start their day by either putting their pictures (in Nursery) on Ready to Learn or in Reception all children start on Ready to Learn in the morning.

A child has 2 reminders when they have made choices that affect others (such as hurting someone with words or hands), being destructive in any way, not following our Values or not following class rules or instructions. On the third warning they are moved towards 'making better choices' as a last reminder that they can still change their behaviour before there is a consequence. If the behaviour is repeated a third time they are moved

towards the 'Thinking about my choices' where the child has some time (1 minute for each year of age) to think about their choices – the adult will

ensure that the child knows what they did and what they need to change. This will be followed up with reflection time using the 5 Magic Questions.

The 5 Magic Questions:

What happened? (Include what happened before the incident)

What were you thinking?

What were you feeling?

Who else has been affected by this?

What do you need to do now so that the harm can be repaired and make sure it doesn't happen again?

The behaviour is written in the behaviour book and the parents are informed.

Appendix 2

Behaviour Management

In class consequences

Behaviour	Consequence	If serious
Hurting someone	Use in class behaviour system	Take the child/children to a phase leader
Upsetting / name calling	Use in class behaviour system	
Break something intentionally		Send to Phase Leader
Refusing to follow instructions	Use in class behaviour system	Send to Phase Leader
Swear in class – general conversation	Use in class behaviour system	
Swear in class in an aggressive way		Take to Phase Leader. Seclusion in another class time to be decided by PL.
Disrespectful	Use in class behaviour system	
Verbal aggression towards other children		Take to Phase Leader. Seclusion in another class time to be decided by PL.
Verbal aggression towards staff		Take to Phase Leader. Seclusion in another class time to be decided by PL.
Disruptive behaviour	Use in class behaviour system. Count the minutes of disruption and make these up after the lesson.	Call for I&PL / SLT if the child will not leave the classroom.
Involved in a fight		Loss of lunchtime. Refer to Head / Deputy. Exclusion will be dependent on the severity of the incident.
Physically assaulted a child / children		Refer to Head / Deputy. Dependent on the severity of the incident. Isolation, internal exclusion or exclusion.
Physically assaulted a member of staff		Refer to Head / Deputy. Dependent on the severity of the incident. Isolation, internal exclusion or exclusion.
Uses Racist Language		Refer to Head/ Deputy. Parent / carer informed immediately. Seclusion, Internal exclusion, Exclusion
Bullying (including cyber bullying)		Parent/carer to meet with Principal. Exclusion

		depending on the severity/persistency of the incidents.
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Playground consequences

Behaviour	Consequence	If serious
Hurting someone using unkind touch	Time out, lose rest of play or play next day depending on the time of the incident	Take child to Inclusion & Pastoral Leader
Upsetting / name calling	Time out, lose rest of play or play next day depending on the time of the incident	
Break something intentionally		Take child to Inclusion & Pastoral Leader
Disrespectful	Time out, lose rest of play or play next day depending on the time of the incident	
Refusing to follow instructions	Time out, lose rest of play or play next day depending on the time of the incident	Take child to Inclusion & Pastoral Leader
Involved in a fight		Loss of lunchtime. Refer to Head / Deputy. Exclusion will be dependent on the severity of the incident.
Physically assaulted a child / children		Refer to Head / Deputy. Dependent on the severity of the incident. Isolation, internal exclusion or exclusion.
Physically assaulted a member of staff		Refer to Head / Deputy. Dependent on the severity of the incident. Isolation, internal exclusion or exclusion.