



## Stillness Infant & Junior School

# Behaviour Policy

Date of Policy:	September 2019	Approved By:
Renewal Date:	September 2020	Full Governing Body

Good behaviour and discipline are essential for effective teaching and learning to take place. We believe a safe, responsible and caring environment will facilitate the smooth operation of the school. We place great importance upon being friendly, helpful and kind, on working hard and looking after each other and our school. Our Behaviour Policy is underpinned by our Values as part of our Values Based Education approach.

We expect a positive and consistent approach towards every aspect of school life from all members of our community and the full support of parents will be actively sought and welcomed. Staff actively promote positive and helpful behaviour in pupils and discourage unacceptable and disruptive behaviour.

### **Aims and Objectives:**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

- Every member of the school community is treated fairly and feels valued regardless of age, gender, sexuality, ethnic origin, disability or social background
- We promote an environment in which everyone feels safe and secure and where children and adults will flourish
- Promote self-discipline
- Encourage relationships based on mutual respect, kindness and consideration of the needs of others, encourage honesty, courtesy and cooperation
- Bullying is not tolerated. We have a separate anti-bullying policy.
- We have rules as a means of promoting good relationships; these will encourage a positive approach towards behaviour management in order to produce a well ordered and safe environment

### **Definitions:**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. It is recognised that there is a range of misdemeanours and it will be made clear to the child why the sanction is being applied and what changes of behaviour are required.

Unacceptable and disruptive behaviour includes the following:

- Disruption in lessons and at break and lunch times
- Non-completion of class work
- Poor attitude eg towards their learning or others
- Repeated breaches of the schools' code of conduct
- Any form of bullying
- Fighting
- Stealing

The list above is not exhaustive.

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Racial</b>	Racial taunts, graffiti, gestures
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Roles and Responsibilities.**

The governing body is responsible for reviewing and approving the written statement for behaviour principles (see below). They will also review this behaviour policy in conjunction with the Headteachers and monitor the policy's effectiveness, holding the teacher to account for its implementation.

### **Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **The Head teachers**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The Headteachers will also approve this policy.

The Headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. They will also ensure that behaviour logs are effectively maintained and routinely analysed for trends and patterns.

## **Staff**

- Staff are responsible for implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific needs of particular pupils
- Recording behaviour incidences in schools behaviour book

## **Parents**

Parents are expected to:

- support their child in adhering to the pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

## **Pupil's Code of Conduct.**

School and classroom rules, together with our school Values, are seen as being central to our policy by providing a framework within which the children can operate. They are kept to a minimum and we try to actively engage the children in forming them. Safety aspects are emphasised, along with the need to share and cooperate. We have a code of conduct across the schools and these are displayed in all classrooms and other communal areas. The rules and our school Values are frequently discussed in classes and assemblies and referred to when dealing with incidences of poor behaviour.

Pupils are expected to:

- Show respect to members of staff and each other
- Be gentle
- Kind and helpful
- Listen
- Be honest
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school properties with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Behave in a way that upholds the schools' reputation including when outside the school
- Behave in an orderly and self-controlled way

## **Rewards**

We reward good behaviour in a variety of ways, for example:

- Verbal praise (individual or group, public or private)
- Non-verbal gestures of approval e.g. a smile
- Being sent to another teacher or year group leader to share and celebrate achievements
- Being sent to the deputy or headteacher to share and celebrate achievements
- House points awarded (KS2)
- Golden time (KS1) Privilege time (KS2)
- Mentioned in the newsletter
- Certificates or awards that are celebrated in assemblies
- Conversation with parent or telephone call home

## **Sanctions**

We have high expectations of pupils' behaviour. However, at times some pupils may not live up to these high expectations. In these instances, it is important that they understand that negative behaviour has consequences. Therefore, we set out a series of staged sanctions to deal with unacceptable behaviour.

It is important that pupils see that any sanction is applied fairly and consistently across the school. To facilitate this, we adopt three key expectations of behaviour. These are that:

- Pupils are respectful to all
- Pupils behave in a manner that is safe to themselves and others
- Pupils will be ready and focussed on their learning.

If pupils fail to meet one or more of the above expectations the school will apply the following sanctions. The schools would usually expect escalation in the following order:

- 1 A verbal reminder of the class code of conduct and time to reflect
- 2 A verbal warning
- 3 Sending a pupil out of class to their partner class for time out and/or to complete their work
- 4 Conversation at break or lunch time with the pupil about making the right choices
- 5 Where appropriate miss part of golden time/privilege time
- 6 Referring the pupil to a senior member of staff and parent will be notified by the class teacher
- 7 Exclusion

These sanctions may also be applied where a pupil has misbehaved off site when representing the school such as on a school trip, the school mini bus and on the way to and from school. All of the above sanctions will be logged internally.

Persistent misbehaviour or more serious challenging actions, e.g. fighting or leaving the class without permission, may result in:

- Involvement of the Inclusion Manager (see SEN and Inclusion Policy)
- Where appropriate the pupil being put on a report book for the persistent poor behaviour. This report book is shared with parent/carers to encourage a good working partnership between home and school.

- Being referred to a number of Support Agencies including Educational Psychologists and special teachers from the New Woodlands Outreach Project, Drumbeat and medical experts as appropriate
- In extreme cases, it may be necessary to exclude a pupil for a short, fixed term. Exclusion procedures will follow Lewisham guidelines.
- In response to a serious breach or persistent breaches of the school's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, the school will permanently exclude the pupil.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Playtime/Lunch**

Incidents relating to playtime will usually be dealt with the child losing a part of their playtime to (a) consider their actions and any changes to behaviour required and (b) discuss incidents calmly and make any necessary reparations.

Loss of playtime will be recorded and monitored regularly. If children routinely appear on the log, we will contact parents/carers to discuss the matter further and consider alternative support/strategies.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teachers will discipline the pupil in accordance with this policy.

## **Behaviour Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

- Teachers congratulate children.
- Children in KS2 are able to earn house points for their house for exceptional good behaviour or outstanding acts of kindness.
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Teachers nominate children for Awards or Certificates.

## **Legislation and Statutory Requirements:**

This policy is based on advice from the Department for Education on:

- The Equality Act 2010
- Exclusion from maintained schools, academies and pupil referral units in England
- Use of Reasonable Force in Schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.

This behaviour policy is lined to the following policies:

Positive Handling Policy  
Anti-Bullying Policy  
Safeguarding Policy  
Exclusion Policy