

Behaviour Policy and Statement of Behaviour Principles



Lower Halstow Primary School

**'Respect, Honesty, Kindness,
Perseverance'**

Created: September 2018 Updated: Sept 2024

Approved	Team	Review
10.10.18	SLT	Autumn 2019
18.09.19	SLT	Autumn 2020
23.11.20	SLT	Autumn 2021
29.09.21	SLT	Autumn 2022
Autumn 22	SLT	Autumn 2023
March 23	SLT	Spring 24
Sept 24	SLT & staff	Sept 25
Autumn 25	L & D	Autumn 26
Dec 25	FGB	Autumn 26

This policy was updated in 2024 to reflect the new statutory requirement for a combined behaviour principles and policy statement and have a separate policy for exclusions.

Governors' statement of behaviour principles

Under the Education and Inspections Act, 2006, the governing body is mandated with providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour policy by stating the principles which governors expect to be followed.

This statement will be reviewed on an annual basis, unless changes at national or local level necessitate an exceptional review.

As a Federation we operate and make all decisions in line with our vision and values.

Our Federation values

Honesty, kindness, respect, perseverance

Our Christian values

Welcoming, forgiveness, generosity, flourishing

The governing body have drawn on these values when deciding the following principles:

- All children and adults have the right to feel safe, secure and cared for and safeguarding considerations should be front and foremost
- We believe in an inclusive, welcoming environment where all children and adults are valued, this extends to accepting pupils with challenging behaviour from other settings to provide a 'fresh start' and working with parents and carers to understand our children and their circumstances
- Children and adults (staff, parents and governors) should do their utmost to apply our values in their everyday conduct, cooperating and exercising self-control to maintain an orderly climate
- The school rules should be clearly displayed around the school. All classes should agree their class code of conduct and their expectations of each other for learning behaviour
- Children should receive regular feedback about their behaviour to enable them to make well-informed choices and take responsibility for their own behaviour
- School rewards should be consistently and fairly applied and encourage good behaviour for learning, good conduct around the school, emotional awareness and academic excellence
- Sanctions should also be applied fairly, consistently, proportionally and reasonably, taking in to account SEND, disability and the needs of vulnerable children and offering support as necessary
- We should operate a growth mindset approach when dealing with behaviour, where we believe in and encourage the potential of every child and see mistakes and failures as learning opportunities
- A child's individual needs should not be prioritised above the safety, welfare or education of the majority
- The Governors feel that exclusions, particularly those that are permanent, must only be used as the very last resort
- The school should have an age appropriate Home-School agreement which sets out the responsibilities of the school, child and parent and is revisited regularly
- The Governors wish to emphasise that violence, threatening behaviour or verbal abuse by parents or pupils towards the school governors, staff or parents will not be tolerated
- The governors will not tolerate any form of discrimination (Equalities act 2010) or bullying, including cyber bullying. Where this occurs, children should be given the opportunity and the support to express regret, forgiveness and reconciliation

Last reviewed May 2024

Aims

Our aim is that all of the children should be able to behave in socially acceptable ways, to:

- treat other children and adults with respect, showing impeccable manners
- have self-confidence and high self-esteem, reflecting a positive work ethic

To encourage this, the staff will:

- communicate clear and consistent boundaries and stick to these
- treat all children and adults with respect and model impeccable manners
- praise children's efforts and achievements
- explain to children what they should have done or said when they get it wrong
- tell parents about their child's efforts and achievements

Our approach

In the Federation, we adopt a positive approach to behaviour management, providing a range of rewards and sanctions accessible to all pupils within a structured, disciplined, safe and orderly environment. We promote the rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning. This caring and supportive ethos is reflected in how our classes are organised, how pupils share and support each other and how incidents are dealt with. Our school rules (ready, respectful, safe – appendix 1) also reflect our positive approach.

The teaching of sociable behaviour is done by discussing incidents as they occur in daily life and through moral themes during assemblies, circle time and PSHE lessons. Targeted social groups for pupils who need additional support are also provided.

Rights

All children and staff in the Federation have a right to a safe and secure environment, free from humiliation, fear of oppression and physical and verbal abuse. Whilst clear and firm messages, including directly challenging poor behaviour may sometimes be required for the safety of the pupils, sanctions and interactions are never humiliating.

Responsibilities:

Governors: Governors create a set of behaviour principles and review these annually. These inform the policy in school.

Staff: The school staff share a collegiate responsibility for consistently implementing the school policy on positive behaviour. The Executive Head Teacher has overall responsibility for behaviour and this is delegated to each Head of School to lead and manage on a day to day basis.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations and should work with the school to communicate these expectations.

Pupils: Pupils have responsibility for ensuring their own behaviour meets the expectations set out by the school. This includes informing adults immediately where they see or experience behaviour that does not meet those expectations so it can be promptly dealt with.

Shared values and a collective responsibility between parents and all staff at the school are crucial as we strive to build, support and maintain positive behavioural attitudes. This creates a stable, safe and reassuring environment for all our young people to flourish in.

School contact information for behaviour management

Reward System

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is highlighted and celebrated. In addition, the following formal recognition systems may be used.

- Individual and class reward systems
- Sharing good work and good attitudes with Senior Leaders
- The careful display of children's work
- **House points** - House Points are awarded for positive behaviour and when awarded, the member of staff refers to the relevant school value. House Points are awarded via a tally chart in the class, and are then displayed centrally, allowing all to view the current House Points accrued within the term. This is celebrated weekly in celebration assemblies and staff are also in houses and can receive points to demonstrate the value of this collegiate system
At the end of each half term, the House with the largest number of House Points is celebrated.
- 'Star of the Week', these are displayed in the corridor and reception area
- A 'children's choice' star of the week in each class
- Informing parents of achievements, including messages home to all those mentioned in celebration assembly and occasionally from class teachers outlining what aspect of learning they have achieved particularly well in
- Specific, targeted, individual recognition arrangements for those pupils with a behaviour support plan.

Consequences

Sanctions have three main purposes, namely to:

- impress on the child that what they have done is unacceptable; by them taking responsibility for their behaviour
- deter the child from repeating that behaviour; by finding out what led to the behaviour
- signal to other pupils that the behaviour is unacceptable; by focusing on the impact of their behaviour on others and taking restorative steps

For more extreme behaviour, sanctions may also have the purpose of keeping other pupils safe.

Outside the classroom

For behaviour during break and lunchtimes that warrants more than a verbal reminder, or where the circumstances are unclear, pupils will be able to informally sit with a member of staff, usually the Head of School, to talk about what happened and if needed work through a behaviour social story (appendix 2). This allows pupils the opportunity to reflect on the antecedents to a behaviour, describe what happened in their own words and reflect on the impact of their behaviour on themselves and others. These incidents are recorded on CPOMS (previously in the SLT behaviour book).

Inside the Classroom

Teachers are able to tailor their 'in-class' rewards system based on the interests/age of the children in order to reinforce positive behaviours. This could be a positive behaviour ladder, a marble in a jar, raffle tickets. This can be changed regularly to keep up levels of interest and

motivation. However, the behaviours required in order to earn a reward are consistent throughout the year.

For pupils who find showing positive behaviour for learning challenging, there are weekly support sheets (see appendix 3) which are filled in each session (inc break and lunchtimes), then shared with a senior leader at the end of each day and parents at the end of each week. These are a form of positive reinforcement, giving a fresh start every lesson and children choose a goal to work towards. Time is also spend reflecting on the positive impact of behaving well in class.

If behaviour does not improve with positive reinforcement or there is no simple pattern to behaviour then the STAR approach (see appendix 4) is used to identify possible triggers for poor behaviour record the impact of strategies used to deal with this.

Class teachers use a range of visuals to support the children's understanding of the staged behaviour management strategy in appendix 6. This will depend on the age of the children and the needs of the class, for example, coloured cards, initials/names/ticks on whiteboard.

Procedure for dealing with major misdemeanours or persistent low-level disruption

Parents will be invited into school to discuss the matter and to plan for partnered work with the school staff to overcome the behaviour challenges. This may include longer periods of working outside the classroom with other members of staff if the behaviour is impacting negatively on other pupils.

For ongoing problems, the Inclusion Manager will be consulted in order to create an individual behaviour support plan (see appendix 5) for a child who may be encountering behaviour, emotional and/or social difficulties. For children with particular SEND needs, this may be proactive with alternative bespoke arrangements in place before issues arise.

Fixed-term exclusion **will only be used as a last resort**. In the case of longer-term exclusions, the governors will be consulted and, ultimately, as a final resort, a permanent exclusion may be enforced. Action will always be taken in accordance with national and LA guidelines. In the case of racism or homophobic language the LA's online reporting procedures will be used. Please see our Exclusions Policy for full details of the exclusions process.

Educational visits

The health and safety of all pupils will be considered first and foremost with regard to educational visits. The school expects all pupils to abide by school rules and follow instructions. Where this is a concern, the school will discuss with the parent what support can be put in place to enable the child to fully participate safely. This may include requesting that the parent accompany the trip to take responsibility for their pastoral care or this is not suitable/safe then alternative provision on-site may be arranged.

Searching, Screening and Confiscation

Please see appendix 9 for a list of prohibited items and guidance related to searching and confiscation. We do not screen pupils on entry to school.

See Anti-Bullying Policy, Equality Objectives, Exclusion and Suspensions policy and SEND policy for more information in regard to behaviour.

Roles and responsibilities

Everyone

Read and follow the behaviour policy and anti-bullying policy

Lunchtime supervisors

Read the staged response plan for playground behaviour (appendix 7)

Read the playground behaviour strategies sheet (appendix 8)

Inform the head of school of any behaviour concerns

Be pro-active and vigilant and ensure that all areas are monitored and children are occupied

Take all steps necessary to ensure lunchtime behaviour is dealt with promptly and does not impact afternoon learning.

Teaching assistants

Read the staged response plan for in class behaviour (appendix 6)

Praise and celebrate children's achievements using the various systems available

Inform the class teacher of any behaviour concerns

Follow up any incidents that have occurred in the classroom (when covering the class)

Teachers

Read the staged response plan for responses to in class behaviour (appendix 6)

Praise and celebrate children's achievements using the various systems available

Inform senior leaders of any behaviour concerns

Follow up any incidents reported by lunchtime supervisors or that have occurred in class

Inform parents of any serious behaviour incidents or on-going concerns

Inclusion Manager / SENCO / Well-being Lead

Lead / attend pastoral meetings

Observe and report on pupils of concern

Create and monitor behaviour support plans

Support staff when dealing with challenging behaviour

Head of School

Support staff in the implementation of the behaviour policy

Praise and celebrate positive behaviour through a weekly celebration assembly

Supervise pupils who have been exited due to serious disruptive behaviour

Contact / meet with parents when needed to provide support for staff

Manage the behaviour charts (appendix 3)

Review behaviour records at least termly and report to EHT

Executive Headteacher

Monitor the effectiveness of the behaviour policy

Implement exclusion and inform the Chair of Governors

Support Heads of School in dealing with more serious or persistent behaviour

Governors

Create and regularly review a set of 'behaviour principles' to inform this policy.

The Chair of Governors will be informed of any exclusions by the Executive Headteacher

The Chair of Governors will be informed of 'managed move' by the Executive Headteacher
The Chair of Governors will convene an appeal panel in the case of appeal against an exclusion

Parents

Parents are actively encouraged to be involved and take responsibility for their child's behaviour and to work in partnership with the school for the good of the child. Parents choosing to enrol their child in the Federation are expected to support this approach and any sanctions imposed. Parents can discuss behaviour at drop-in sessions or parents' evenings as well as having informal discussions at the end of the day or specially convened meetings in the case of more serious behaviour concerns.

Whilst parents will be informed and/or involved where appropriate in ongoing arrangements, each school has the ultimate responsibility for sanctions and parental permission or agreement is not required for sanctions that take place during the school day.

Appendix 1

Lower Halstow Primary School Rules

'Ready, Respectful, Safe'

In YR these are expressed as

Do your best (ready), Kind words (respectful), Careful hands and feet (safe)

**Our rules are underpinned by our 4 federation values
The words in brackets are examples given by the pupils**

We persevere

(We always try our best and never give up to help us flourish)

We are respectful

(We show good manners, welcome everyone, listen carefully, care for property and our school environment)

We are honest

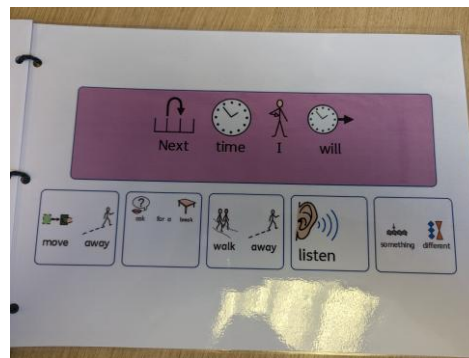
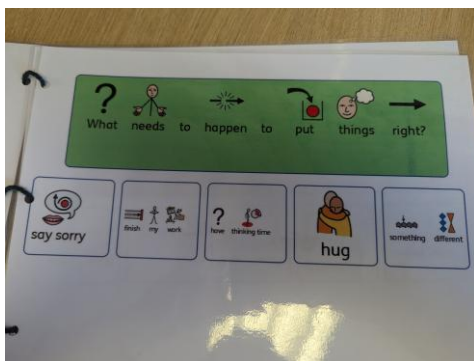
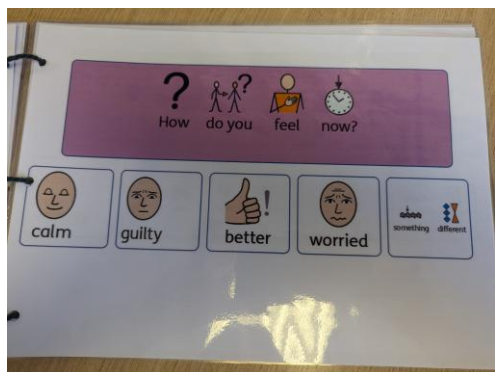
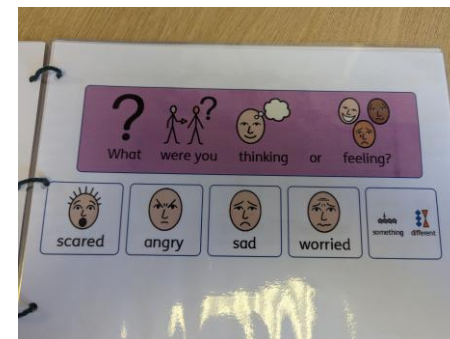
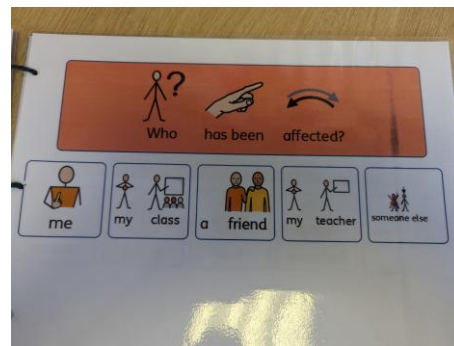
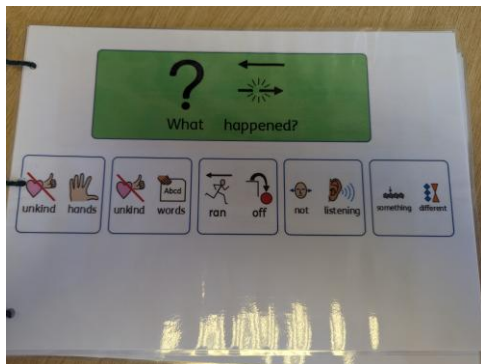
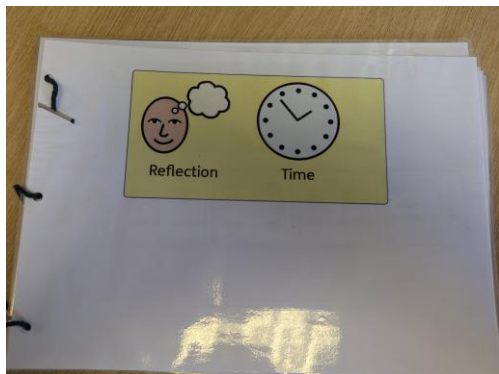
(We own up to our mistakes and we don't gossip)

We are kind

(We keep our hands and feet to ourselves, use kind words and help others through our generosity)

Appendix 2

Reflection prompts (Communicate in Print images)



Individual Behaviour Chart

Name:					Class:				
w/c	Registration	Assembly			Break		Lunch		Leaving
Mon									
Tues									
Wed									
Thur									
Fri									

To be completed by class teacher, TA and MDMS using Red, Amber, Green with individual targets and rewards to be set.

Appendix 4

STAR Approach – Behaviour Analysis Chart

Sheet no _____

Child's name/initials _____

Date & time	Setting	Trigger	Action	Result	Initials of staff
	Where did incident occur?	What happened just before the incident?	What behaviour did the child display?	What was the result for the child? How did the adult/s respond? How did other children respond?	

Appendix 5

Positive Behaviour Support Plan (BSP)

Pupil name		Name of person completing PBSP	
Other staff involved		Have parents been involved in creating the plan?	
Date		Review date	

Description of behaviour (Operational description of behaviour & what it looks like)	Known setting events (hunger/thirst, noise, presence of others, transition, lack of sleep)	Known triggers (What immediate events trigger the behaviour)	Proactive strategies (1) (Avoiding known setting events, skills teaching)	Early behavioural indicators (warning signs that the child is becoming angry)	Preventative strategies (2) (Redirection, verbal, or non-verbal techniques).	Reactive Strategies (3) (Behaviour under control as quickly & safely as possible)	Post incident support

Appendix 6

Response to Poor Behaviour In Class:

Stage	Behaviour	Response	If twice in one week or repeatedly weekly	Behaviour Support Plan
1	Child misbehaves at a low-level once	CT gives a verbal reminder of expectations (visual used if needed)		
1	Child misbehaves at a low-level again	CT gives a verbal warning (visual used if needed)		
2	Child misbehaves at a low level again – disrupting others	Child is moved for a short timeout somewhere different (sand-timer used with younger children) followed by a restorative conversation and encouragement <i>Recorded in the behaviour book as orange</i>		
3	Child misbehaves at a low-level again – disrupting others	Child sent with their work for a longer time out in partner classroom followed by a restorative conversation and encouragement <i>Recorded in the behaviour book in red</i>	CT speaks to parent to discuss in class strategies to improve behaviour and set a review date. <i>Records contact</i>	CT discusses child with Inclusion Manager to decide if the child needs additional support.
4	Child misbehaves again OR if a one off serious incident such as incidents of swearing or physical aggression	Child sent to a member of SLT for timeout and a consequence (if appropriate). Member of SLT completes a visual social story with the child and supports them to put things right and provides encouragement CT/SLT phones or speaks to parent at the end of the day. <i>Records contact</i> If there is a 'victim', the CT or SLT contacts the victim's parents by phone after the incident has been investigated, the response decided and that the 'Perpetrators' parents have been called. The victim's parents to be aware of the response to the incident.	CT & SLT arrange to meet parent and child and place the child on in-class report. <i>Records contact</i> Child may come off report when they achieve two full weeks of 'greens' but may remain if this is effective in securing positive behaviour. All children on report are reviewed termly.	CT & the Inclusion Manager meet the parent to discuss referrals to external agencies. A Behaviour Support Plan may be appropriate at this stage. <i>Records contact</i> Inclusion Manager urgently reviews child's support in class and triggers agency response if necessary through PRG
5	Behaviour does not improve significantly and child continues to go through stages 3 and 4 OR Child is involved in a one-off serious incident (e.g. seriously hurting another child, threatening adults etc.	CT and SLT meet with parents to review behaviour and instigate the following progressive consequences: Head of School report. When on HoS report, pupils have special privileges removed. These could be positions of responsibility within the school or attendance on school trips. This could also involve: internal exclusion (1:1 with an adult away from all others) lunch exclusion, fixed-term exclusion, permanent exclusion		HT and CT notify Inclusion Manager who calls an emergency PSP meeting with the Local Authority / Exclusions Officer

Appendix 7

Response to Poor Behaviour At Lunchtime:

Stage	Behaviour	Response	If twice in one week	Behaviour Support Plan
1	Child misbehaves at a low-level once	See lunchtime behaviour strategies sheet		
2	Child misbehaves at a low-level again	See lunchtime behaviour strategies sheet		
3	<p>Child misbehaves again after previous warning</p> <p>Or is involved in a one-off more serious incident e.g. dangerous play, hurting another child, swearing, not following adult instructions.</p>	<p>Supervising staff remove child from the playground and take to SLT office.</p> <p>CT phones home or speaks to parent at the end of the day. <i>Records contact</i></p> <p>If any children have been affected by the behaviour, CT or SLT call them once the incident has been investigated, recorded and the 'perpetrators' parents spoken to. CT may request further SLT involvement if necessary to support this action.</p>	<p>HoS & CT arrange to meet/speak to parent and child. If necessary, additional reporting is put in place. e.g. lunchtime behaviour book, allocated key worker</p> <p>Child comes off report when they achieve a full week of greens and a review date after 4 weeks is set to ensure behaviour stays good</p>	<p>SLT and CT speak to Inclusion Manager and meet with parent to consider further support Pastoral team review child's support at lunchtimes and trigger agency response – if necessary.</p>
4	<p>Behaviour does not improve significantly and child continues to go through stage 3</p> <p>OR</p> <p>Child is involved in a one-off unusual <u>serious</u> incident - intentional physical harm, harassment</p>	<p>CT and SLT</p> <p>HoS meets/speaks with parents to review behaviour and instigates the following progressive consequences:</p> <p>Lunch exclusion Fixed-term exclusion (EHT to be involved) Permanent exclusion (EHT to be involved)</p>		<p>HoS and CT notify Inclusion Manager who calls an emergency PSP meeting with the Local Authority / Exclusions Officer (EHT to be involved)</p>

PLAYGROUND BEHAVIOUR STRATEGIES SHEET

LEVEL ONE	
Visible behaviour management Simple direction Deflection Diffusion (Humour if appropriate) Rule restatement Question and feedback Taking a child aside Short time out (lighthearted)	When children are reporting poor behaviour ensure <u>you are seen</u> speaking to the child in question (this can be a gentle reminder /relaxed conversation) to give children confidence that poor behaviour is dealt with swiftly and prevent escalation or retaliation. <i>“Thank you for doing the right thing and telling an adult - I will speak to them”.</i> Expect compliance and turn away <i>“Treat other children kindly Fred – thanks”</i> Engage the child in conversation about an unrelated matter, or give them a job to do. <i>“You know the rule – we treat each other kindly. We expect this thanks”.</i> <i>“What are you doing?” “What should you be doing?” “Play fairly then – thanks.”</i> Move the child away from the situation. <i>“Stand with me for a moment so we can chat about why things are going wrong”.</i> <i>“Take a few moments to reflect. Go and sit on the bench/classroom - come back to me when you are ready to show school values and tell me how you are going to do this”</i> Speak to the child upon their return to provide encouragement and restate expectations.
LEVEL TWO	
Repeated simple direction Self-serve option Choice Consequence Longer time out (more formal)	<i>“Last reminder to treat others kindly Fred – thanks”</i> In disputes, give children time together away from the situation to come up with their own solution and present it to you. Make the alternative unpalatable e.g. time out on a bench/stopping a game, so they ‘team up’ to solve the problem. <i>“You have the choice, either or”</i> <i>“I gave you the choice/reminder, now you will play/sit over there”</i> <i>“You need to stand with me/sit on the bench for 5 minutes to reflect and calm down. When you come back you need to convince me that you will behave better.”</i>

Both stages should be carried out with non-aggressive tone and body language.

Issue short, non-emotional commands, turning away and expecting compliance.

Do not use force. Avoid confrontation.

Be meticulous in following up consequences and ignored behaviour. If you state they will have a time out /walk with you, then do this.

List of prohibited items

- knives or weapons
- alcohol, tobacco, cigarette papers
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- mobile phones and smart watches (these should be handed to the school office at the start of the day)

Consent

- School staff can search a pupil for any item if the pupil agrees.
- It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree verbally.
- Searching can include the content of mobile phones if there are grounds to suspect that these have been used to breach school policy,
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.
- The Head of School and staff authorised by the Head of School have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Items will be returned at the school's discretion.

Informing parents

Parents will be informed by a member of staff at the end of the day if a search has been conducted or a prohibited item has been found.