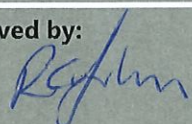




WHERE STARS SHINE

BEHAVIOUR POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: Leadership Team
Approved by: 	Date: 27 th September 2023	
Policy Date: Autumn 2023	Review Date: Autumn 2024	
Review Frequency: Annually		



1. Aims

This Policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how we expect pupils to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Through the use of its positive behaviour management policy Severnbanks School aims to teach pupils to behave well, showing respect for all people and property, behaving appropriately and with self-control, according to the situation in which they find themselves.

UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD ARTICLE 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment.

ARTICLE 28

Children have the right to an education. Discipline in schools should respect children's human dignity.

ARTICLE 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)



It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and antibullying strategy online
- Keeping children Safe in Education 2022

This policy complies with the Trust funding agreement and articles of association.

3. Definitions

3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- cyberbullying,
- prejudice-based bullying
- discriminatory bullying
-

Possession of any prohibited items. These are:

- Knives or weapons,
- Alcohol
- drugs
- Stolen items,
- Tobacco and cigarette papers,
- Fireworks,
- Pornographic images



- Any article a staff member 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).

4. 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:**

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial - Racial taunts, graffiti, gestures

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Child on Child abuse - see separate policy

5. Roles and responsibilities

5.1 The Local Academy Committee

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour



- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 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

6. Pupil Code of Conduct

Pupils are expected to:

- Follow class charters and codes of conduct
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions as a result of consequences of their actions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rules, Rewards, Consequences.

These provide a fair and consistent way to establish a safe, orderly and positive school environment. They are flexible in order to suit various age groups and the varying requirements of lesson time and playtime.

7.1 Expectations within the classroom:

- Class Charters will be agreed and displayed in each classroom.
- Expectations of pupil's behaviour in lessons will be shared with all pupils. All pupils have a right to learn and behaviour which affects the learning of others will not be tolerated. It is unacceptable that the poor behaviour of one pupil should remove another pupil's ability to learn. Pupils who disturb the learning of others will be sanctioned.



- If work is not acceptable then a number of sanctions may be used, including asking the pupil to repeat the work or making up wasted time during break or lunchtimes. If equipment is deliberately damaged, parents must be involved and invited to replace it.

7.2 Rewards

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Dojo Points
- Certificates
- Phone calls home to parents
- Special responsibilities/privileges

7.3 Consequences

Consequences result when pupils choose not to follow the rules. They show them that inappropriate behaviour carries with it consequences, as it does in the world outside school. Consistent positive recognition of good behaviour will eliminate many problems before they can begin. However there will still be some pupils who behave inappropriately. This behaviour will be of two types; disruptive off task behaviour and non-disruptive off task behaviour.

Non-Disruptive Off Task Behaviour

The child will be given the chance to get back on task using one of the following techniques:

- The look
- Physical proximity
- Mention name
- Proximity praise

As soon as a child is back on task he/she should be praised. If the behaviour continues it will be necessary to turn to consequences.

Disruptive Behaviour

This will be dealt with using the hierarchy of consequences. Consequences will be given in a calm manner. They will be consistently applied. After a consequence is given the first opportunity possible is used to recognise positive behaviour. Pupils receiving a consequence and who are upset or angry about this are supported by being told that their feelings are understood and will be discussed later but now they must follow the rule.

Where pupils are displaying consistent inappropriate behaviours, teachers will keep a behaviour tracking sheet as a record of consequences given each day. A fresh start is given each day.

7.4 Sanctions at Severnbanks School

When dealing with misdemeanours we are conscious to always maintain a pupil's self-esteem, and that **it is the behaviour that is unacceptable never the child. Consider the deed not**



the perceived reputation of the child. Whenever possible we encourage negotiated sanctions to match the offence. Therefore in discussion with the pupil we:

- Check by asking the pupil why we are disappointed with their behaviour.
- Establish that the pupil knows that the behaviour was unacceptable.
- Explore the effect the behaviour has on others.
- Examine strategies for avoiding the same situation in the future.
- Encourage pupils to think of some alternative strategies.
-

Where poor behaviour persists, parents should be contacted to discuss ways of helping the pupil to improve their behaviour.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Working in another class, SLT office
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

7.5 Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupils' welfare. Early warning of concerns should be communicated to the SENDco and Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.



7.6 Pastoral and Behaviour Support Worker

The School has a Primary Behaviour Support Worker (PBSW). This role involves enabling pupils experiencing behavioural, emotional and social difficulties to access their learning and the National Curriculum. Liaison is provided between teachers, MDSA's and between school and home. Classroom support in the management of behaviour is also provided.

7.7 Home School Agreement

The Home-School agreement sets out the contract between parents, pupils and our school. All pupils and parents will be asked to sign the home school agreement on joining the school.

8. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour Management

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

Teachers will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil Class Charter / Classroom Rules
- Implement the Classroom Management Plan – Appendix 1, Appendix 2
- Implement the Break and Lunchtime Plan – Appendix 3
- Develop a positive relationship with pupils which may include:
 - ✓ Greeting pupils in the morning/at the start of lessons
 - ✓ Establishing clear routines
 - ✓ Communicating expectations of behaviour
 - ✓ Highlighting and promoting good behaviour
 - ✓ Concluding the day positively and starting the next day afresh
 - ✓ Having a plan for dealing with low-level disruption
 - ✓ Using positive reinforcement

School will follow a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age appropriate stages issues such as:



- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

9.2 Crisis Management

- Within each classroom and key areas in the school there is a red laminated card bearing the classes name and "Assistance Required". If urgent assistance is required a child will be sent with this to the school office.
- Child to be asked where their class is. eg gym/classroom/field
- Secretary informs available staff
 - Head
 - Pastoral Behaviour Support worker
 - Deputy
 - SLT Member

9.3 Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The Severn Federation Academy Trust has a separate Physical Intervention Policy with further advice and procedures to follow. This is available on the Trust website; www.sfat.uk/policies. Staff have completed training in Team Teach strategies.

The Statutory Framework for the EYFS sets out specific legal requirements in relation to EYFS and provides the following guidance:

'Physical Intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.'



The Use of Force Guidance explains:

'There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.'

The Head Teacher authorises class teachers to use reasonable force to restrain pupils if the circumstances of the particular incident warrant it. The degree of force must be in proportion to the circumstances. Any force used should be the minimum needed to achieve the desired result.

Other members of staff are authorised to use reasonable force to restrain pupils as a last resort when they are unable to refer to The Headteacher or a class teacher.

Reasonable force may be used in the following circumstances:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury to the pupil, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

If possible all incidents of restraint should be witnessed by another responsible adult.

9.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.5 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 and Disabilities 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 others, 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 closely with parents to create the plan and review it on a regular basis.



9.6 Harmful Sexualised Behaviour (HSB)

It is effective safeguarding practice for the designated safeguarding lead (and their Deputies) to have a good understanding of HSB. School staff receive regular training and updates regarding HSB as this forms part of their safeguarding training. This aid in planning preventative education, implementing preventative measures, incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding. Any sexual behaviour that is raised as a concern, we follow a process continuum recommended by the NSPCC. <https://learning.nspcc.org.uk>

School with other professionals and carers may complete a safety plan to support the child and other children identified (see Child on Child policy appendix).

10. 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.

11. Training

Our staff are provided with training on managing behaviour, including proper use of physical intervention, as part of their induction process.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed annually by the headteacher and approved by the Local Academy Committee.



Appendix 1

Severnbanks Primary School

Classroom Management Plan EYFS / KS1

The Class Rules are linked to each class charter:

- We follow instructions
- We have kind hands, kind feet and kind words
- We look after things that help us to learn
- We listen and take turns to talk

Consequences for each rule:	Consequences will be implemented through the following strategies:	
Positive:	Positive:	
Recognition	A smile, thumbs up, 'Good News' Green smiley face card	
Public praise	Use children as exemplars of good behaviour, stickers Great choice I like the way	
Cumulative rewards	Marbles Star Charts – Lucky Dip Box Class Rewards Whole School Treat DoJo/Tapestry - Parent & School Communication	
Negative:	Negative:	
Stage 1 Recognition	EYFS 1 Reminder of choice and instruction. 2 Amber face card reminder of choice and instruction.	KS1 1 - The look 2 - Non Verbal prompt(stop hand etc) Amber face 3 - Verbal reminder of rule 'What should you be doing?' 4 - Move by proximity to adult 5 – Loss of playtime
Stage 2	1. Red face card – "I can see ... Tell me about how you feel" 2.Time out (supervised by adult) on spot with timer. Adult speaks to child (finished) return to learning job or activity.	



	(KS1) Movement to another class, mutual arrangement between classes. Loss of complete playtime.
Stage 3 Sent to member of SLT	Referred to a member of SLT -Time out and returned once calm (KS1) Loss of lunchtime outdoor play.
Stage 4 Sent to Head Teacher	<ul style="list-style-type: none"> • Isolation - This is a period of time spent out of the classroom. • Internal Exclusion - This is a period of time spent excluded from the classroom. Work is set for the child – no interaction takes place. • Behaviour Targets on My Plan – class teacher/SENDCo/child/parent • External Exclusion • GFAPs / Managed Move • Permanent Exclusion
Severe Clause	Red Card sent to Office for Assistance
Lunchtime	Time Out Unpleasant playtime behaviour needs a clear and immediate sanction – the hall / offices will be used as Time Out areas if children behave inappropriately at playtime, or are at a risk to themselves or others.



Appendix 2

Severnbanks Primary School

Classroom Management Plan KS2

The Class Rules are:

- We follow instructions
- We always keep our hands, feet and objects to ourselves
- We only use kind words.
- We are always kind
- We look after everyone's property including the school's
- We will be good listeners

<i>Consequences for each rule:</i>	Consequences will be implemented through the following strategies:
Positive:	Positive:
<i>Recognition</i>	A smile, thumbs up, 'Good News'
<i>Public praise</i>	Use children as exemplars of good behaviour, stickers
<i>Cumulative rewards</i>	Dojo- Parent & School Communication Star Charts – Lucky Dip Box Class Rewards Whole School Treat
Negative:	Negative:
Stage 1 Recognition	1 - The look 2 - Non Verbal prompt (stop hand etc) 3 - Verbal reminder of rule 'What should you be doing?' 4 - Move by proximity to adult 5 - Loss of playtime
Stage 2	Movement to another class, mutual arrangement between classes. Loss of complete playtime.
Stage 3 Sent to member of SLT	Referred to a member of SLT Loss of lunchtime outdoor play.



Stage 4 Sent to Head Teacher	<ul style="list-style-type: none"> • Isolation - This is a period of time spent out of the classroom. • Internal Exclusion - This is a period of time spent excluded from the classroom. Work is set for the child – no interaction takes place. • Behaviour Targets on My Plan – class teacher/SENDCo/child/parent • External Exclusion • GFAPs / Managed Move • Permanent Exclusion
Severe Clause	Red Card sent to Office for Assistance
Lunchtime	Time Out Unpleasant playtime behaviour needs a clear and immediate sanction – the hall / offices will be used as Time Out areas if children behave inappropriately at playtime, or are at a risk to themselves or others.



Appendix 3

PLAYTIME and LUNCHTIME

Rules

- We follow instructions
- We always keep our hands, feet and objects to ourselves
- We only use kind words
- We are always kind
- We look after everyone's property including the school's
- We will be good listeners

Rewards

- Praise
- Stickers
- Discussions with class teachers for certificates; Dojo Comments to Parents
- Top table (Friday)

Consequences

Key Stage 1

- Warning
- Time out holding supervisor's hand / standing by the MDSA
- Sent to Member of the Senior Leadership Team
- Behaviour slip completed and to be placed on CPOMS and reported to teacher / PBSW – loss of playtime

Key Stage 2

- Warning
- Behaviour slip completed and to be placed on CPOMS and reported to PBSW/ Class Teacher
- Sent to Member of the Senior Leadership Team – Loss of playtime.

Any contact with parents regarding behaviour concerns, written or verbal, is to be recorded by staff.

Severe Clause Discretionary range of consequences to include:

- Contact parent.
- Work in another classroom.
- Loss of some or all of playtime or lunchtime.
- Lunchtime exclusion (for lunchtime misbehaviour)
- Fixed term exclusion
- Permanent exclusion

Above in no hierarchical order.

This policy is available on the school website:

www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office