



## Behaviour Policy

*This policy sets out the expectations for behaviour at Appleton Primary School. The governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for those who do not behave appropriately. Although this is a necessary element of any schools' approach, our emphasis is firmly on positive encouragement and promoting good relationships*

The policy makes reference to other whole school policies, referring specifically to the Anti-Bullying Policy, the Single Equalities Scheme, the e-Safety Policy the Positive Handling Policy and the Safeguarding and Child Protection Policy.

There is one consistent approach to behaviour management across the school.

The foundation for good practice in this area is based upon:

- Good relationships between staff and pupils
- The positive promotion of good behaviour
- Clear procedures and processes, which are reinforced in and outside the classroom
- Clear recording of all incidents
- Effective links with parents

### **Leadership of Behaviour**

Mrs Langton and Mrs Spicer lead a team of staff who support the pupils' pastoral and behaviour needs. Behaviour is monitored regularly.

### **Roles and responsibilities**

It is the responsibility of all staff to enforce the Behaviour Policy.

All adults have a duty of care to the children in our school and cannot abdicate responsibility for any child or behaviour observed that is not of the appropriate standard. Children need to know that behaviour that is not of this standard will be challenged by every member of staff.

It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner. If necessary, staff will liaise with the Headteacher, Assistant Head, Phase Leader and Child Protection Officer to discuss concerns regarding behaviour and involve parent/carer/external agencies if necessary.

## **Language**

All adults are consistent, insistent and persistent in their adherence to and reinforcement of the Behaviour Policy. Consistency in the language used will ensure that expectations are clear.

Examples of language used by adults:

- • You need to...
- • Well done, that is a good standard of sitting/walking/listening etc.
- • That sitting/walking/listening is .....
- • In our school we...

Adults should firmly repeat the statements to the children, without raising their voice.

## **Reporting arrangements**

All behaviour should be dealt with in the first instance by the adult witnessing or present. Serious incidents of behaviour should be recorded on cpoms and this is passed to the class teacher in the first instance. Incidents are dealt with a graduated response following our behaviour steps (see appendix 1)

## **Promoting Positive behaviour/rewards**

At Appleton we have a positive approach to creating good behaviour.

We use a wide range of verbal praise and non-verbal signs to show approval and disapproval of certain types of behaviour.

In order to create a whole school approach, the following positive strategies are used:

1. A united and supportive response to children's behaviour by all members of staff, including teaching and non-teaching staff.
2. Class teachers having their own system of rewards in classrooms, which include the team points system in operation throughout the school.
3. A code of conduct displayed clearly in each classroom.
4. A weekly best work/behaviour assembly, where children may receive public praise for their level of work or behaviour. Teachers are aware of the fact that by giving too many certificates they may devalue them, therefore they are awarded with care and only for **excellent** work or behaviour.

## **Code of Conduct**

Concentrate

Always be kind

Do your best

Share

Enjoy your work

Do not bully

Pay attention

Be sensible

Do not swear

Be polite and well mannered

Be helpful

Look after the classroom equipment

Do not interrupt

Listen carefully

Keep your work tidy

Respect everyone

Do as the teacher says

Behave in the playground

Think before you act

(Devised by children in the school)

## **Sanctions and procedures for dealing with unacceptable behaviour**

There are many ways of dealing with bad or unacceptable behaviour and at Appleton we have a hierarchy of approaches.

### **1. Behaviour unacceptable in the classroom**

Non verbal signals, given by the teacher e.g. eye contact, frowning etc.

Proximity control: sitting the child next to teacher, T.A. or parent helper

Effective verbal reprimands.

N. B. the child must have a clear idea of the type of behaviour expected of them and what aspects of their behaviour they need to change.

Separation : moving children to another table, seating them on their own.

Loss of privileges e.g. missing playtime, or access to the playground during lunch breaks. If this sanction is to be used effectively, children must be supervised and be aware of the reason why.

### **General unacceptable behaviour**

Unacceptable behaviour such as bullying, may also result in the loss of playtime and this is an acceptable way of achieving improvements.

Standing under the clock in the entrance hall is an option, which may be used but should be used sparingly, as it is a public disapproval of their unacceptable behaviour. The Headteacher must be informed.

These sanctions will only be effective in encouraging appropriate behaviour if, they do not have hidden rewards and the children can see the value of avoiding them by behaving appropriately.

As soon as a teacher observes that a child's behaviour is becoming problematic the Headteacher, Member of Leadership Team and, if appropriate, the Inclusion Lead should be informed in order to implement a plan of structured support.

Early contact with parents of children whose behaviour is causing concern, if done sensitively, can be very effective. Parents are usually willing to support the school's discipline policy.

If a seclusion or exclusion is deemed necessary, we will always work actively, and in consultation with all stakeholders to ensure that everything possible has been put into place to prevent this course of action being taken.

## **Inclusion**

We are an inclusive school, meaning that all pupils (including those with SEN and pupils in care) attend and are welcome in mainstream classes and are supported to learn, contribute and participate in all aspects of school life. Some pupils require additional support with their behaviour, emotional wellbeing and social skills due to their area of need. Mrs Spicer and the trained ELSAs will work closely with these pupils following personal, alternative behaviour models.

Appleton Primary School works closely with the school nurse and outside agencies to provide support for pupils and their families.

## **Curriculum and assemblies**

Behaviour management must be supported by a strong curriculum, intent on developing and fostering respect. Assemblies focussing on positive behaviour, respect, manners, attitudes etc. will occur regularly throughout the school. A strong PSHE curriculum is embedded within all aspects of our curriculum (including the introduction of Jigsaw).

## **Inappropriate conduct beyond the school gates**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

This includes any reported incidents occurring on-line which involve pupils at the school.

## **Peer on peer abuse**

At Appleton Primary School, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

**These behaviours should never be tolerated or passed off as ‘banter’ or part of growing up.**

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the school’s Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

### **Screening, Searching and Confiscation**

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

(see appendix 2 for further guidance)

### **Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff**

If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children’s Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

### **Positive Handling**

At Appleton Primary school we view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

**Please refer to the Positive Handling Policy.**

### **Staff Development and Support**

Regular behaviour updates take place during staff meetings to ensure that all staff feel confident to deal with behaviour and to ensure consistency. The SLT provide support and guidance for all members of staff who require additional strategies. Induction for new staff members includes guidance on the school Behaviour Policy.

### **Monitoring and review**

The SLT monitor this policy regularly and make any necessary improvements following review.

### **National guidance**

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – September 2019
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013

- DfE: Sexual violence and sexual harassment between children in schools and colleges – December 2018

Reviewed: September 2019





## Our Appleton Behaviour Steps

### At Appleton we expect you:

- To respect each other
- To behave well
- To work with us if you need help with behaviour
- Help make your class room a positive place

### Step 1 Behaviours are

- Not finishing work
- Not staying on task
- Disrupting the teaching or the learning of others
- Not following teacher instructions

### Step 1 – Class teacher

- You will be given a friendly reminder from your teacher about the behaviour we expect.
- Warnings will be given
- You may have time out of play/lunchtime
- You may have to complete work in your time.

### Step 2 Behaviours are:

- Repeating step 1 behaviours
- Swearing and/or inappropriate language
- Damaging property or equipment
- Hitting out at others

### Step 2 – Phase lead

- You may stay in part/whole of playtime or lunch
- You may have privileges such as use of the computers taken away.
- You may have to sit by yourself in the classroom within the classroom
- You may have to write a formal apology

### Step 3 Behaviours are

- Multiple or repeated step1/2 behaviours
- Inappropriate language, gestures or behaviour
- Fighting and violent behaviour
- Hitting or swearing at adults
- All forms of bullying

### Step 3 – Mrs Spicer/Mrs Langton

- Meeting to be had with pupil
- Parents to be contacted/meeting held
- Extra support with behaviour
- Pupil supported by ELSA team
- Working in another room/removed from class00

