



Steam Mills Primary School

Behaviour Policy Reviewed July 2023

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

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.

Steam Mills Primary School

BEHAVIOUR POLICY

2022-23

This policy is informed by the DfE Behaviour in schools: advice for headteachers and school staff (2022) material:

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/102441/behaviour-in-schools-guidance.pdf)

It should be read in conjunction to the following:

- ❑ Child Protection and Safeguarding Policy
- ❑ Special Educational needs Policy
- ❑ Attendance Policy
- ❑ Anti-Bullying Policy
- ❑ E-Safety Policy
- ❑ DfE Behaviour in Schools 2022

Steam Mills Primary is a caring and understanding school. We believe that considerate behaviour is an essential feature of school life and we share a common understanding of expectations between all members of our school community. We have important roles to play in preparing children for secondary school and beyond. We are a Rights Respecting School, which underpins our ethos.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all (Article 2)
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve (Article 29).

The role of the Senior Leadership Team

It is the responsibility of the Senior Leadership Team to ensure the behaviour policy is implemented consistently throughout the school and to report to governors on the effectiveness of the policy.

It is also the responsibility of the Senior Leadership Team to ensure the health, safety and welfare of all children and staff in the school and to support staff in the implementation of the policy.

Where children are disruptive or their behaviour does not reflect the school values, staff are swift to support. The first step is to support the child towards positive behaviour choices. We have an agreed 'levels' systems of sanctions or consequences in the event of inappropriate behaviour, which can be found at the end of this policy.

The Head Teacher alone has the responsibility for suspension of individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Local Authority guidelines on exclusions would be followed in this event.

If individual children require a personal behaviour plan and positive handling is a likely strategy, the Head Teacher is responsible for ensuring staff have adequate training. Positive Handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of Positive Handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. Please see our separate Positive Handling Policy.

The role of teachers

Teachers have responsibility for the behaviour management of pupils registered to their class. Teachers should:

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy-Class Charters are created, in line with Rights Respecting.
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Teachers are therefore expected to follow the guidelines in this policy and to maintain good discipline when the pupils are both in class and when moving around the school. Teachers may keep behaviour logs of individual children. Class Teachers undertake a pastoral role for children. Guidance from outside agencies is sought when dealing with particularly sensitive issues.

The role of all staff

The above applies to all staff. Teaching assistants, family support worker and mid-day supervisors all contribute enormously to the good behaviour of children demonstrated in our school. All staff should follow the guidelines in this policy under the direction of the head teacher and class teachers. All staff should follow the 'sanctions' guidance at the end of the policy so that there is a consistent approach from all.

The role of parents (Article 18 parental responsibility)

The school places considerable value and emphasis on working with parents to support their child's learning and development. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We ask parents to keep us informed of circumstances which may cause pupils to be upset or which may have an impact on their performance in school. We respect requests for confidentiality.

We explain the school rules in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. If parents have any concerns, they should initially contact the class teacher.

The role of the governors

The governing body has the responsibility of reviewing and monitoring the effectiveness of this policy. It is the responsibility of the Chair of Governors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. In the event of any exclusions, the LA procedures are adhered to.

Rewards

The most effective way of achieving good standards of behaviour and maintaining our positive ethos is to positively reinforce the behaviours we expect and to nurture good relationships. Our positive approach is a feature of the school and we enjoy mutual respect and good relationships. Good behaviour is noticed and focussed on as promoting this in all children models what we expect. Poor behaviour is quickly dealt with, to reduce disruption to others. Our school values underpin our expectations and ethos and contribute to mutual respect within our school community.

Rewards include:

- Lots of verbal, non-verbal and written praise
- Individual class systems of stickers/stars
- Going for Gold system in each class-see below
- Sticker books
- Celebration assembly and certificates for class work, behaviour and learning behaviour

Going for Gold

'Going for Gold' is a system of traffic lights within the classroom. All children start the day on GREEN and depending on their behaviour, attitude, etc., they can move up to SILVER and GOLD, which represents exemplary behaviour. Children are given a 'silver' or 'gold' certificate to take home. Negative behaviour results in a child being moved down to AMBER or RED. A red traffic light will result in the need for a child/children to see/be referred to the Head Teacher to discuss their behaviour. Staff will find every opportunity to move the children off red. However, if a child is still on red by the end of the day, or if the behaviour is such that parents should be informed, they will be given a 'Red Letter' to take home outlining the misdemeanour. The letter must be signed by the parent and returned to school. These are then kept in the child's record file as a point of reference.

The 'Going for Gold' system encourages children to look at routes of behaviour. For good behaviour, children need to follow the positive route. Unacceptable behaviour leads down the negative route. Children are consistently encouraged to follow the positive route and therefore produce good behaviour

Sanctions

Sanctions are effective if used to shape a child's behaviour towards positive choices and helps moral development, where a child learns about right and wrong. We have a pictorial representation, so that our levels can be easily understood by children.

Positive Handling Policy

Positive Handling (formerly known as Physical Restraint) is rare. It is limited to emergency situation and used only in the last resort if children or staff are in danger. Section 550A of the Education Act 1996 allows teachers, and other members of staff at a school who are authorised by the Head Teacher, to use positive handling as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause severe disruption or injury to themselves, others or damage to property.

1. The term 'reasonable force' covers a broad range of actions which involve a degree of physical contact with pupils.
2. Positive Handling is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more contact than is needed.
4. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil away from a situation.
5. Restraint means to hold back physically. It could be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid inadvertent injury.

When can Positive Handling be used?

- Positive Handling can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, Positive Handling is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Monitoring and review

This policy will be reviewed by the Head Teacher and Governing Body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review, upon request.

Guidance for all staff and student teachers -sanctions for inappropriate behaviour

Behaviour	Consequence (Sanction)	Who is informed?
Level 1 First negative behaviour incident. Behaviours such as not listening when required; distracting other children; wasting time; interrupting; not trying.	A verbal warning and reminder of the relevant school value, expectations and reward system. The child could be moved away from the group for a short period of time appropriate for the child (e.g. to a place where they can think about their choices.)	Class staff discussions
Level 2 Continuation of inappropriate behaviour throughout a week, so there is a disruption to learning within the class or that children are complaining of problems at play times/lunch times.	The class teacher must investigate the causes and the incident(s). Reminders of the school values, expectations and reward system. Appropriate sanctions include a loss of free time (e.g. playtime at break or at lunch time.) Class teacher should discuss this with parents at this stage if behaviour is continued.	Class teacher Parents
Level 3 The inappropriate behaviour escalates or a behaviour that requires a more severe consequence occurs (swearing, overt physical behaviour, damage to school property etc).	Pupil is 'Timed Out' to another area. This may result in a pupil taking work to be completed whilst in another class or being completed at break or lunch times (detention). Pupils may also lose other free time or access to treats, such as class stars treats. Parents will be informed at this stage. Consideration of a Team Around Family (TAF) meeting. Potential internal exclusion (ie excluded from class but accommodated in school).	Class teacher Parents
Level 4 Wholly inappropriate behaviours such as severe physical or verbal abuse to another pupil or adult; persistent temper tantrums; serious bullying incidents and non-accidental damage to property/equipment; behaviour resulting in pupil being removed from	When any of these behaviours occur the class teacher and key stage leader must fully investigate the causes and the incident by recording the views of all those present/involved. The Head Teacher will be involved in managing the incident. Such behaviour may result in the pupil being excluded either internally or externally for a fixed term period (decided by Head Teacher). Parents will be informed and a meeting will be arranged to meet with class teacher/key stage leader and the	Class teacher Parents Head Teacher

the class or playground.	Head Teacher. GCC guidance will be followed regarding fixed exclusions, managed moves, GFAPS partnerships, permanent exclusion.	
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The discretion and professionalism of staff is always taken into account.

Sanctions

Level 1		
Level 2		Miss play time
Level 3	Take work to a different area	
Level 4		Excluded from class. Meeting with key stage leader, Head Teacher, parents or carers.
	Exclusion from class or from school	