

# Sound & District Primary School

Our Children are our Future

## Behaviour Policy

<b>Policy written by:</b>	Headteacher/Deputy Headteacher
<b>Governor Committee:</b>	Curriculum
<b>Date approved by Governing body:</b>	November 2024
<b>Review date:</b>	November 2025

### Legislation, statutory requirements and statutory guidance

The Department for Education (DfE) 25<sup>th</sup> April 2024 has produced a collection of resources to support schools in developing, implementing and maintaining a whole-school behaviour culture. Our School Behaviour Policy reflects the requirements and principles of that guidance.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

It is aligned with our other policies such as our Child Protection and Safeguarding Policy, Attendance Policy, Special Educational Needs Policy and Anti-bullying policy

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

## **Introduction**

In order to realise our school vision and, in keeping with our ethos at Sound & District Primary School, we must ensure that every member of the school community, including visitors to the school, feel safe and respected, and that as individuals they are treated fairly and consistently.

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to behaviour and has been based on research. Consistent implementation helps to create a predictable environment.

The school's Behaviour Policy is designed to support the way in which all members of the school can live, learn and work together happily in a safe and secure environment.

## **Aims**

We aim to:

- promote and maintain good behaviour, for learning, for community, for life; developing honest, informed and honourable citizens who are enabled to reach their full potential.
- create an atmosphere of mutual respect and tolerance where children want to attend; and where they thrive in a calm, safe and supportive learning environment free from disruption.
- clearly explain and identify what is meant by good behaviour and what is unacceptable or inappropriate behaviour.
- develop an effective partnership between home, school and the community, promoting positive social development and interactions.
- help learners to take responsibility for their behaviour and understand the consequences of it: developing self-discipline and an awareness of the consequences of their own behaviour.
- encourage and develop children's intrinsic motivation to choose correct behaviours.
- improve children's emotional literacy by using The Gottman Institutes Feelings Wheel to provide them with the correct vocabulary.
- build a community that values and respects others regardless of their differences.

## **Principles**

Our policy is based on the following principles:

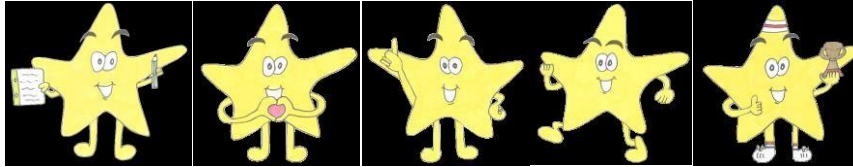
- All children have the right to learn and play, free from disruption and aggression.
- All teachers have the right to teach, free from disruption and aggression.
- Pupils who choose to break the rules will receive appropriate consequences and those following the rules will receive positive reinforcement.
- Adjustments are made for pupils with additional behavioural needs to ensure all children can meet behavioural expectations. These adjustments can be temporary, are personalised to the individual and may reflect external agency support/advice.
- "All behaviour is a means of communication and has a cause and purpose. For those behaviours that challenge, this may signal a need for support and it is essential to understand it's underlying root causes" - Dr M.Sunderland. For pupils who require additional support to meet our school behaviour policy, support will be given fairly, consistently and predictably.
- Careful planning, effective organisation and a consistent approach underpin successful teaching and learning in our school.

## Sound School Rules

There is one rule for everyone at Sound & District Primary School which is:

**“At Sound & District, we behave with respect, honesty and consideration towards one another at all times”**

In practice this means that we all focus on being:



- Independent
- Caring
- Curious
- Resilient
- Team Players

*(Displayed in all classrooms and celebrated weekly in assembly)*

## Reinforcing Positive Behaviour Expectations

At the start of each term pupils are reminded of the school rules and given examples of good behaviour. Teachers practice modelling that behaviour especially the transitions through the school building at the beginning of the year and where necessary.

Assemblies are held throughout the year to remind children of the expectations for their behaviour and weekly celebration assemblies are held to encourage good behaviour choices by all.

There is an induction process for children who are mid-phase arrivals; this familiarises them with the school behaviour culture and expectations.

In addition, to ensure a smooth transition to the next year, pupils have a transition morning with their new teacher(s) in the summer term.

## Recognition, Rewards and Consequences

Specific verbal praise is the most powerful way in which pupils are given positive feedback which reinforces desired behaviours.

Positive behaviour is recognised at every opportunity and a structured series of consequences are in place when there are any occurrences of poor behaviour.

We believe that our rewards and consequences are only effective when:

- there is consistency and fairness
- negative experiences are supported in a constructive manner, therefore are experiences to learn from
- flexibility is built into the system to support children, including, but not limited to, those with SEND, including SEMH
- the child has a voice and understands the impact of their actions.
- parents are involved, as appropriate, and are supportive to their child and the school, including celebrating continuing good behaviour and improved behaviour.

At Sound & District Primary School, we have a variety of established reward systems to acknowledge good behaviour, work, achievement and attendance; for individuals, classes and teams. These include our Team Point Awards and Sound Superstars (details of these are included in Appendix one).

Other rewards may consist of:

- Class Dojos
- Individual rewards (smiley face, stamps, stickers, stars etc).
- Being sent to other teacher/adults to celebrate specific acts/behaviours.
- Being sent to the Headteacher for excellent behaviour and attitudes.
- Notes to parents via planners or other communications.
- Specific class incentives.

**Consequences** are made overt to all children and warnings are given when inappropriate behaviour choices have been made. This allows children time to reflect on their poor behaviour choice and rectify it. If there is a deterioration in behaviour where staff believe there may be an issue relating to safeguarding or SEMH, a conversation with the DSL or SENCO (as appropriate) must be sought, without delay.

The consequences below are sequential, unless the incident is deemed so serious that an immediate 'high order consequence' is called for meaning that a warning is not appropriate in this circumstance. A serious incident is an act of deliberate physical or psychological harm. A member of the Senior Leadership Team will lead on this.

Resets occur at lunchtime and at the end of the day for children in KS1 and KS2. EYFS children are able to reset as soon as they have reflected on the negative behaviour and have made better choices.

To maintain consistency and support understanding, our consequences are the same for children at each phase of their education, however, with all children, we ensure that they are for appropriate lengths of time and phrased and supported as appropriate to the child's age and stage of development.

1. A quiet, verbal reminder of the required behaviour
2. Verbal reinforcement of expected behaviour with consequences explained e.g. I need you to X or your name will be moved to the "Cloud". The child will be given reflection time and, if they continue to not follow instructions, their name will be moved.
3. Verbal reinforcement of any instructions/ expected behaviour with consequences explained e.g. I need you to X or your name will be moved to the "Raincloud". The child will be given chance to respond and, if they continue to not follow instructions their name will be moved and the child will be given "Time out" in the classroom at break time. Their name will be written in the Class Book; if it is in there 3 times, a phone call will be made to the child's parent/s. If their name appears 3 times, a meeting will be take place with the parent/s, teacher and Deputy (if needed); again this will be recorded on CPOMS. *This refreshes every half term.*
4. Child taken to see the Deputy Headteacher.
5. Child taken to see the Headteacher.

Please note that in Key Stage One, we use the idea of clouds; in Key Stage Two we use the question mark and the exclamation mark as visual symbols to represent the need for reflection.

We are aware that some children require a more personalised approach to behaviour, and written plans are set up at the discretion of the SENDCo and the class teacher. This is done in partnership with parents, where possible, with the child.

Other strategies we employ to modify behaviour include:

- Restorative conversations and reflective practice.
- Discreet SEMH interventions to promote emotional literacy.
- Supportive phone call to parents to promote a collaborative approach.
- Deeper curiosity into the cause of the child's behaviours (are all basic needs met etc.)
- Reasonable adjustments.
- Being encouraged to carry out a reparation activity e.g. letter of apology or similar.
- Outside agency support/advice requested.

## **Suspension and Permanent Exclusion**

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. Only in extreme circumstances would the child be suspended from school for a fixed term or permanently. It is stressed that this is a very last resort when other avenues have all been explored and/or the behaviour is of such an extreme nature that suspension is the only reasonable response.

The school follows the DfE guidelines for suspensions and exclusions. When necessary the school also takes guidance from the Local Authority and follows all necessary procedures.

The Head Teacher may suspend a child from school for one or more periods. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes or suspends a child they inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Where suspension does occur, parents will be asked to attend a reintegration meeting where strategies and future actions will be agreed by the school, child, parents and/or carers.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any suspension beyond five days in any one term.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude or suspend a child from school. The governing body itself cannot either suspend or exclude a child or extend the suspension period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any appeals on behalf of the governors. When an appeals panel meets to consider an exclusion or suspension, they consider the circumstances for which the action was taken, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

## **Positive Handling/Reasonable Force**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves and others, the class teacher stops the activity and refers to the Positive Handling Policy.

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves/ others or causing damage to property. (Section 90 and 91 of the Education and Inspections Act 2006).

Staff members are aware of the regulations regarding the use of force by teachers and are trained in positive handling by **React UK** to ensure that this is done in a safe way.

Any reasonable force applied must be both absolutely necessary and strictly proportionate in the circumstances. If a member of staff has had to physically intervene/restrain a child, it will be immediately reported to the Headteacher and fully recorded.

With any incident of physical intervention, parents will be notified and both child and staff member will separately be offered an opportunity to debrief and reflect.

Following an incident a positive handling plan will be drawn up with the school, child and parents.

## **Anti-bullying Procedures**

At Sound and District School, we are committed to the protection of the individual and wish to foster an atmosphere of mutual respect, cooperation and consideration for others within our school community. Any behaviour contrary to this which makes an individual feel frightened, uncomfortable or unhappy, either in school, or on the way to and from school, will not be tolerated.

Please see our standalone "Anti-bullying" policy.

## **Child on Child Abuse**

Children can abuse other children (previously known as peer-on-peer abuse, peer relationship abuse). The DFE say that this is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence
- sexual harassment, such as sexual comments, remarks, jokes
- initiation/hazing type violence and rituals

Staff at Sound are clear on the procedures with regards to child-on-child abuse. They are aware that it should never be tolerated or passed off as "banter" or "just having a laugh".

Pupils involved in sexual harassment will be spoken to by their teacher initially, who will discuss the importance of showing other children respect for their privacy and decide on the most appropriate consequence and/or support.

Where appropriate the Headteacher will be made aware and parents/carers will also be informed so they can support their child at home.

Follow up 'check in' conversations will take place with any pupil who has been exposed to/is a victim of sexual harassment from other children. This will be with a familiar trusted adult (e.g. their teacher) to offer any further support for their well-being

In our school, we have regular assemblies about acceptable behaviour and our PSHE curriculum discusses relationships and expectations.

## **Behaviour Incidents Online**

The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Inappropriate Online Behaviour (including bullying) is a different form of bullying and can happen at all times of the day, with a potentially bigger audience.

Any inappropriate online behaviour including bullying should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

## **Searches**

If a child is suspected of bringing a prohibited item into school, the child will be searched by a familiar staff member of the same sex, with a witness (member of SLT). The DfE have said that a search can be carried out without parental consent, but, in Sound School we will make parents aware of what has happened and why, and where possible/appropriate, will ask for their support with this.

Prohibited items include: knives, tobacco products, alcohol, illegal drugs or stolen goods. These items can be confiscated.

During the search, children **will not** be asked to remove their clothes, other than outer clothing such as a coat or jumper.

Our response is in line with guidance from the DfE <https://www.gov.uk/school-behaviour-exclusions/searches>

## **Roles and Responsibilities**

### **Staff**

Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school

behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. They also nurture a mutual respect for people and belongings in all children.

### **Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

### **Parents**

The role of parents is crucial in helping schools develop and maintain good behaviour.

The school collaborates actively with parents, so that children receive consistent messages about expectations of behaviour in school. We expect parents to support their child's learning, and to cooperate 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 immediately if we have concerns about their child's welfare or behaviour.

Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Governing Body**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Pupils**

Pupils should follow the school behaviour policy and uphold the school rules; contributing to the positive school culture.



Pupils will be asked about their experience of behaviour and their feedback will inform developments.

### **Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation

The data will be analysed every term by the Headteacher and a report written and shared with the Governors. It is the responsibility of the governing body to scrutinise this anonymised data and to ensure that the school policy is administered fairly and consistently.

Data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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 an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

### **Pupils with an Education, Health and Care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies, where necessary, in order to do this.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **Staff Support and Training**

School leaders will make sure that all new staff are inducted into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the positive culture of the school.

School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Staff training for behaviour management takes place through INSET and meeting times as well as through external training courses for individual staff members, as required.

## **Policy Review**

The Headteacher reports to the governing body on the effectiveness of this policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

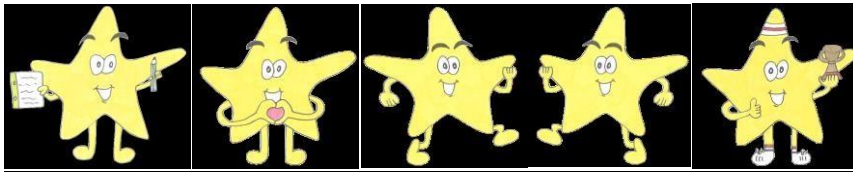
This policy will be made available to parents via the school website and will be publicised in writing to parents, staff, and pupils at least once a year in accordance with Government Guidance.

Any visitors to the school should adhere to this behaviour policy as we are all role models to the children.

## Appendix One

### Team Point Awards:

Every pupil is a member of a coloured team (red, blue, green, yellow) and are awarded team points for good behaviour, achievement, manners, politeness and being helpful. These team points are collated weekly and reported on in our Friday Celebration assembly. Every half term we hold a Team Day, where KS1 & KS2 pupils take part in different activities in their teams. Over the course of the day, pupils are awarded team point trophies from each activity and these are presented in a team Assembly at the end of the day. In addition to this, there are various intra-house competitions held throughout the year where children work together with their colour teammates (in other year groups) to achieve a common goal. A large display in the school hall reminds children of how well their team is doing and a trophy is presented at the end of the year to the winning team in the annual awards ceremony.



### Sounds Super Stars

Our five Sound Superstars run through everything that we do here at Sound. Each Friday, selected children from each class are presented with a certificate in our Celebration Assembly. Certificates are presented in recognition of achievement against our 'Sound Super Stars' (*Sound desirable learning behaviours-Team players, Resilience, Curiosity, Independence & Caring*) and for displaying excellent behaviour or manners. Every child in school should receive a certificate over the course of a year. The Sound Superstars are displayed in every class, reception area, constantly referred to in learning and the names of those pupils who show these attributes are shared with our school community on our Weekly Newsletter. At the end of the year in the Awards Ceremony, teachers will give out Sound Superstar awards to EVERY child with a star that represents their attitude/achievements that school year.

### School Ambassadors

All our Year six children are designated School Ambassadors, who encourage good behaviour through modelling the correct expectations throughout school. This is promoted through our team days which occur every half term.

### Sports Ambassadors/Captains/Playground Leaders

Our Sports Captains & Playground Leaders are in charge of organising purposeful activities during lunchtime, as well as organising whole school events and reporting on Sporting events and activities.

All our ambassadors receive training on appropriate behaviour management strategies. It is our belief that giving the older children extra responsibility and using them as positive role models works as another effective strategy in establishing excellent behaviour and discipline at Sound & District Primary School.