



## Behaviour Policy

### Introduction

**THIS DOCUMENT IS** a statement of the aims, principles and strategies for managing pupil behaviour at North Downs Primary School. It will be implemented by all teaching staff, support staff and any adults responsible for pupils either on or off the school site whether in a paid or voluntary capacity.

**IT WAS DEVELOPED** through a process of consultation with teaching and non-teaching staff, governors, parents and pupils and applies to all pupils on the school site, on the way to and from school and whilst wearing school uniform in a public place.

**IT WAS APPROVED** by the Governors in the Autumn Term 2023.

**THIS POLICY WILL BE REVIEWED** in the Autumn Term 2024.

- **Written Statement of Behaviour principles**
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is understood by pupils and staff
- The Exclusions Policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in fixed term suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

### This policy aims to:

- Provide a **consistent approach** to behaviour management
  - **Define** what we consider to be unacceptable behaviour, including bullying as well as child on child abuse.
  - Outline **how pupils are expected to behave in and out of the classroom.**
  - Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
  - Outline our system of **rewards and sanctions.**
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- **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
- Supporting pupils with medical conditions at school
- The special educational needs and disability (SEND) code of practice.
- Touch and the use of restrictive physical intervention when working with children and young people (guidance for Surrey staff).

## Behaviour Curriculum

At North Downs Primary School, we have high expectations of pupils and look to prevent poor behaviour from ever escalating. Our aim is to create a culture that promotes excellent behaviour and attitudes and we work closely with our families to achieve this.

We are committed to ensuring the care, welfare, safety and security of all pupils and will ensure there is no bullying or discrimination. Vulnerable pupils, including 'looked after' children with SEN, physical or mental health needs will receive behavioural support according to their needs.

We continually strive to achieve our vision statement, ***"be the best you can be, every day"*** by aiming to ensure that:

- Our school is creative, exciting, positive and fun.
- Our teachers help us to get to where we need to be. They help us in ways we understand the most.
- Although we are all different, everyone gets treated the same, no matter how we look or think.
- We make good choices.
- We care for each other.

### Pupils are expected to:

- Make good choices, in terms of behaviour
- Show respect to members of staff as well as 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
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

### Misbehaviour in and outside the classroom is defined as:

- Disruption in lessons - low level disruption / disturbing others / calling out etc.
- Non-completion of classwork or homework
- Poor attitude
- Not doing as asked/requested
- Disrespecting school/other pupils' equipment

- Incorrect uniform

**Serious misbehaviour in and outside the classroom** is defined as:

- Refusing to do what an adult asks
- Swearing
- Any form of bullying
- Vandalism
- Theft
- Fighting/violent acts
- Racist, sexist, or LGBTQ+ discriminatory behaviour
- Sexual assault - any unwanted sexual behaviour that causes humiliation, fear or intimidation.

**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

Comprehensive details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### **Child on Child abuse.**

Children can abuse other children and it can happen both inside and outside of school or online. Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber, prejudice-based and discriminatory)
- Physical abuse such as hitting, kicking, shaking, hair pulling, or otherwise causing physical harm.
- Sexual violence such as rape and sexual assault.
- Sexual harassment such as comments, remarks, jokes and online sexual harassment

**(KCSIE Sept.2022)**

**Even if there are no reports of child on child abuse in school, it does not mean it is not happening. It may be the case that it is just not being reported. If any staff have any concerns regarding child on child abuse, they should speak to the designated safeguarding lead or one of the deputies.**

### **Online misbehaviour**

The school will consider issuing behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **Roles and responsibilities**

### **The Governing Body**

North Downs Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

North Downs Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles.

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. The Headteacher (with both Deputy Headteachers) will also make sure that staff get the appropriate training to minimise and de-escalate behaviour as well as to manage behaviour that presents a risk to self or others.

In order to strengthen the monitoring process, the Headteacher and both Deputy Headteachers are automatically copied into all behaviour incidents recorded on CPOMS. They will monitor all incidents.

### **Leadership Team Responsibility**

The LT have a clear lead role in behaviour management. The LT:

- Model expectations (to staff and pupils)
- Give a clear and consistent message (through words and deeds)
- Support staff in making the right decisions (including supporting staff when communicating decisions made to parents)
- Support class teachers in development of pastoral support plans for pupils who need them.
- Ensure staff have opportunities for debrief and reflection following any behaviour incidents.
- Support staff in responding to behaviour incidents.
- Are present at the start / end of days, as well as at lunchtime.

### **Staff (class teachers with support from teaching assistants)**

Staff are responsible for:

- Creating a well-planned, calm, orderly and supportive environment
- Developing trusting relationships between pupils and staff
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Recording behaviour incidents on CPOMS (teachers and TAs)

## Teaching Assistants

In the classroom, their role is to help maintain the classroom environment, work with individuals/ small groups in supporting learning as well as assist with behaviour. At break and lunchtime, their role is to support children during their break and lunchtimes. This is a healthy and safety requirement of schools, fitting within the safeguarding and wellbeing element of their provision; and sets a 'tone' for the ethos of the school.

In general:

- Ensure all areas of the playground are visible and covered by a member of staff
- Ensure pupils are monitored entering in and out of buildings
- Encourage sharing and playing together across the playground
- Deal with any incidents on the playground fairly.

## Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy.
  - Inform the school of any changes in circumstances that may affect their child's behaviour
  - Discuss any behavioural concerns with the class teacher promptly, whilst understanding that we would not be able to share information regarding the behaviour of others pupils with them.
  - Work with the school (where a pupil has been identified as having acute needs and external agencies have been consulted) in drawing up and reviewing a plan of support.
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- **Pupils**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Take responsibility for their own actions
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Show a positive approach to learning
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## Pupils with SEND

Pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, such as:

- Short planned movement breaks
- Adjusting seating plans to allow for pupils with sensory issues to sit in sight of the teacher
- Adjusting uniform for pupils with sensory issues

## **Adapting Sanctions for Pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

The SENCO may evaluate a pupil who exhibits behaviour of concern 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 with parents to create the plan and review it on a regular basis.

## **Pupils with an Education, Health and Care Plan (EHCP)**

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

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 issue. If appropriate, the school may request an emergency review of the EHC plan.

## Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- 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 in ways other than verbally
  - 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

## Positive Language

One way of focusing upon achievement, as well as engendering responsibility, is by the use of positive language. This is underpinned by the school's whole school aims, two of which in particular are very relevant:

- We are encouraged to make good choices.
- We care for each other.

Our motto is ... *'be the best you can be, every day'*.

Discussions with pupils exhibiting poor behaviours should be referenced to our aims and motto.

Every day speak can also be framed positively, for example, *'thank you for ...walking / using the bin / being so polite / waiting so patiently / waiting your turn etc.*

## • Rewards and sanctions

### Rewards (KS1 / 2)

Positive behaviour will be rewarded in the following ways:

- Praise
- Send to another teacher / stickers / "I am very pleased..." praise pad.
- Phone calls home
- Send to member of LT
- House points
- Certificates in assembly
- Gold / purple star

## Sanctions

Where possible staff will use positive reinforcement. Sanctions should always be reasonable, proportionate, enforceable, effective and safe. The school will use the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the working area
- Sending the pupil out of the class (to another teacher)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Time in lunchtime room - notification sent home to parents
- Letters or phone calls home to parents
- Head and Deputy Head meeting with parent(s)
- Exclusion from school events teams, eg sports, choir.

## Further Sanctions

For the vast majority of pupils, suspensions and permanent exclusions are not necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusion will sometimes be necessary as a last resort.

- **Suspension:**

Will be used as a sanction for poor behaviour or when the behaviour of a pupil has been at a level that would warrant a suspension and will be used whenever possible to keep our pupils in school as an alternative to suspension.

- Pupils may be internally isolated with a member of the Leadership Team for a period of time.
- Parents will be notified by phone that their child has been internally isolated and the reasons for it.
- The pupil will be required to work on his/her own and will not be able to spend break or lunchtime with other pupils but will be given supervised 'fresh air' breaks.

- **Fixed term suspension**

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. The school reserves the right to issue a fixed period suspension as a sanction for more serious incidents. A suspension may be used to provide a clear signal that their current behaviour is putting them at risk of permanent exclusion. During a suspension, the pupil still receives their education. Work will be set and marked during the first 5 days of a suspension. Set work can be in the form of:

- Hard copy
- Posted on 'TEAMS'.

The decision to isolate or suspend will be made in discussion with parents and pupil. However, the final decision will be made by the headteacher.

- **Supporting pupils following a suspension**

Following a suspension, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. A reintegration meeting will be



held following every suspension which will discuss what might be done differently by all parties to prevent further incidents occurring.

Other strategies following a suspension could include:

- Daily contact with a member of the Pastoral Team
- A personal support plan and/or risk assessment
- **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend school. The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

In the event of permanent exclusion, the school will follow the procedures set down in the DfE Guidance: *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.'*

*Guidance for maintained schools, academies, and pupil referral units in England - September 2023*

## **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 behaviour of concern may be differentiated to cater to the needs of the pupil.

The SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

In school, we offer:

- Two ELSAs (Emotional Literacy Support Assistant)
- Learning Space
- Home school link worker
- Forest school

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 liaise with external agencies and plan support programmes for that child. We work with parents to create the plan and review it on a regular basis.

## **Restrictive Physical Intervention**

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons, for example:

- First Aid
- To comfort a child or young person in distress (so long as this is appropriate to their age)
- To direct a child or young person (holding hands, hand on shoulder etc)
- For educational skills (PE, Drama etc)
- For life skills (changing for PE, toileting, using cutlery etc)

- In an emergency to increase safety to the child or young person and staff

### **Where RPI is necessary:**

Restrictive Physical Intervention (RPI) should only be used where it is necessary to prevent risk of serious harm, including injury to the child or young person, other children or young people, to staff, the public or others. The approach to this is detailed in *'Touch and the use of restrictive physical intervention when working with children and young people'* - August 2019

Section 93 of the **Education and Inspections Act 2006** enables school staff to use such force as is reasonable in the circumstances to prevent a child or young person from doing, or continuing to do, any of the following:

- (a) committing any offence (or, for a child or young person under the age of criminal responsibility (10 years old); what would be an offence for an older child or young person)
- (b) causing personal injury to, or damage to the property of, any person (including the child or young person himself) or
- (c) prejudicing the maintenance of good order and discipline at the school or among any child or young person receiving education at the school, whether during a teaching session or otherwise.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Governing Body every year.