



Slaley First School

# Behaviour Policy

2021-2022

Nurturing ambitious Individuals

# SLALEY FIRST SCHOOL

## BEHAVIOUR POLICY

### 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 pupils are expected 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**

### 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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

The promotion of self-discipline and good behaviour form an essential part of our school's role.

### 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. Further details are given in our '[Managing Sexual Violence and Sexual Harassment between Children Policy](#).'
- Possession of any prohibited items including weapons, fireworks, mobile phones and 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)

## **A POLICY FOR POSITIVE BEHAVIOUR**

The promotion of self-discipline and good behaviour form an essential part of our school's role.

At Slaley First School we aim to:

- Provide an interesting and stimulating environment where all adults and children work within a clear and consistent framework;
- Create conditions for an orderly and friendly community where there is mutual respect between all members and where effective learning can take place: and
- Develop a whole school acceptance and recognition of responsibilities for their own decisions and any consequences of such decisions.
- Provide a robust and caring system for those children who may have emotional and behavioural difficulties in order that they and their peers may learn in a safe and respectful environment.

We also aim to:

- Use a proactive and positive approach to discipline
- Promote self-esteem and self-discipline
- Enable all members of the school community to be equally valued for the role they play by upholding these agreed values.
- Encourage everyone to appreciate, understand and follow a simple traffic lights system for behaviour.

### Further Information

We will also:

- Praise good work and behaviour.
- Allocate a member of staff in a PSHE role at lunchtimes to support children's social interaction.
- Support pupils' emotional wellbeing through targeted intervention if needed.
- Celebrate achievements
- Have a 'Class Charter' in each classroom which has been constructed by the children in that class.

### Parents

It is vital that school and home, work as a partnership and this is documented in the home school agreement. As already mentioned, if inappropriate behaviour persists, parents will be invited to the school to discuss how the problem can be solved.

### Confidentiality

Confidentiality will be respected and all matters relating to this policy will be treated with sensitivity.

### Implementation

This positive discipline policy will be promoted and the values implicit in it will be taught through the PSHE programmes of study and through other relevant curriculum areas.

### Equal Opportunities

This policy applies to all pupils regardless of gender, race, creed and ability.

### Evaluation and monitoring

Any issues or concerns about behaviour will be raised at weekly SLT meetings. This policy will be reviewed annually to ensure its effectiveness and relevance. Monitoring of the effectiveness of this positive discipline policy will take place during lesson observations.

## **5. Bullying**

### **5.1 Definition**

Bullying is defined as:

- 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

Details of our school's approach to preventing and addressing bullying are set out clearly in our '[Anti-Bullying Policy](#).'

## **6. Roles and responsibilities**

### **6.1 The governing body**

The Governing Body of Slaley First School are responsible for reviewing and approving the written statement of behaviour principles ([appendix 1](#)).

The 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.

### **6.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body of Slaley First School giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this 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.

### **6.3 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 in the form of a behaviour log (in class for 'yellow' incidents and in the office file for incidents logged in the 'red' category.)

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**

At Slaley First School we operate a traffic lights system for behaviour ([appendix 2](#)). In each classroom we have a traffic light display indicating the green positive behaviour that we want, and a reminder that some behaviour (yellow and red) is not acceptable in our school. These behaviours and their consequences are described in clear, easy to understand language and are discussed and explained with the children.

### **Green Behaviour – Go ahead**

This is our "Green – go ahead" behaviour. We believe that this behaviour helps us to be safe, happy and to learn. This is what we want to see in our school:

1. Listening carefully.
2. Doing as you are asked by an adult.
3. Being polite and kind to others.
4. Respecting others' differences.
5. Walking around school.
6. Treating others' property with care.
7. Telling the truth.
8. Completion of assigned work to the very best of ability.  
(Will be represented in a pictorial format in Early Years).

### **Rewards**

- Praise
- Letters or phone calls home to parents
- Special responsibilities / privileges
- Assembly awards

## **Yellow Behaviour – Watch Out**

This is our “Yellow – watch out” behaviour. We believe that this behaviour is harmful to a happy and purposeful learning environment and therefore we do not want to see this in our school. This includes:

1. Purposefully Interrupting or talking over an adult.
2. Running repeatedly in school.
3. Saying unkind things or calling others names.
4. Deliberately stopping others from learning.
5. Not treating the property of others carefully.
6. Purposefully not completing work set.

Consequences:

Pupils will be reminded that their behaviour is not acceptable.

A record of this behaviour will be logged in the appropriate classroom.

## **Red Behaviour – Stop!**

This is our “Red – Stop” behaviour. This behaviour is unacceptable in our school and will have serious consequences. This includes:

1. Refusing to follow an adult’s instructions, arguing back or rudeness.
  - Deliberately hurting someone.
  - Swearing.
  - Bullying (see definition above).
  - Telling lies.
  - Stealing.
  - Deliberately breaking or deliberately damaging someone else’s property.
  - Intentional racist behaviour.**
  - Continually and purposefully not completing work set.

Consequences:

Pupils will have ‘time out’ of the classroom or playtime.

The Head teacher *will* want to talk to the pupil(s) involved.

The teacher or Headteacher will ring the parents and let them know about the incident(s), a record of which will be recorded and held in the office behaviour log. ([Appendix 3](#))

These sanctions will be applied by all staff to ensure consistency.

Each day will be new day and all children (both victim and instigator) will receive full support from staff.

## **7.2 Off-site behaviour (Beyond the school gate).**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. These will be considered in line with the traffic light behaviours outlined above.

## **7.3 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 deal with the issue in accordance with the [Safeguarding Policy](#).

## **8. Behaviour management**

### **8.1 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
- Create their own class charter which will be displayed alongside the traffic light system.
- 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 and using positive reinforcement.

### **8.2 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils (with the exception of mobile phones). Searching and screening pupils will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.3 Physical restraint**

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Incidents of physical restraint must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- **Be recorded and reported to parents**

### **8.4 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 managing behaviour may be differentiated to cater to the needs of the pupil. When there is a behavioural need in school that is not being met by the current system or where pupils display continuously disruptive behaviour, the following will happen:

- The child's class teacher will meet with the Headteacher who is responsible for the overall monitoring of behaviour in school. The Special Educational Needs Co-ordinator (SENDCO) Rachel O'Neill will also be present.
- A Behaviour Concern Form ([Appendix 4](#)) will be completed and during this meeting, educational needs and social and emotional issues including key behaviours of concern will be discussed. From here, a course of action will be decided upon. Parents will be involved and consulted.
- Action will be appropriate to the individual and will differ from child to child. However, it could include: further monitoring by the class teacher; the formulation of an

individual behaviour plan in consultation with parents; referral to an educational psychologist or other agency.

- 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. Also, where acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child.
- The action to be taken will also be recorded and will be reviewed on a decided date (not usually more than half a term in advance).
- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Parents will be consulted and updated throughout and will be informed of any meetings and will be given the names of any staff that will be present.

The headteacher will keep a record of behaviour incidents in order to ensure that one particular group is not more affected by the policy than any other group.

## 9.0 Exclusion

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a fixed period will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards.

A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used only as a last resort.

The Education and Inspection Act 2006 has introduced a requirement that schools arrange full-time education from the sixth day of any fixed term exclusion of more than five days.

For any fixed term exclusion, the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion
- Inform the local authority immediately of any permanent exclusion.
- **10.0. 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 will 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.



## 11.0 Training

Behaviour management will also form part of continuing professional development. A staff training log will be kept in our CPD file

## 12.0 Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the full governing board annually.

The written statement of behaviour principles ([appendix 1](#)) will also be reviewed and approved by the full governing board every year.

## 13.0 Links with other policies

This behaviour policy is linked to the following policies:

- [Exclusions policy](#)
- [Safeguarding policy](#)
- [Managing Sexual Violence and Sexual Harassment between Children Policy](#)

## 14.0. Behaviour for Learning

To celebrate the success of our pupils each week, three children from each class are nominated by their teacher to receive awards: A maths award, a literacy/English award and a 'Behaviour for Learning' award (which illustrates good behaviour for learning generally or within any of the other curriculum area.)

Our 'Behaviour for Learning Superstars' are chosen at the end of every half term and they are awarded with hot chocolate and biscuits in the staffroom.

Good Behaviours for learning include-

- Emotional:
  - Expression of emotions in appropriate manner
  - Managing impulses of personal behaviour appropriately
  - Showing pride in success

Social:

- Focusing wholly on learning in class
- Being attentive to directions, listening to the teacher
- Showing empathy and appreciating diversity

Cognitive:

- Organising time and space for own learning
- Setting personal goals and monitoring of own progress
- Talking purposefully to peers, valuing others opinions

## Appendix 1: 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.

Headteacher, 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 exclusions will only be used as a last resort, and

outlines the processes involved in permanent and fixed-term 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.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**This written statement of behaviour principles is reviewed and approved by the Governing Body every year.**

**Green Card Behaviour**

Listening carefully.  
Doing as I am asked by an  
adult.  
Being polite and kind to  
others.  
Respecting others' differences.  
Walking around school.  
Treating others' property with  
care.  
Telling the truth.  
Completion of assigned work  
to the very best of my ability.

## **Yellow Card**

### **Behaviour**

Purposefully Interrupting or talking over an adult.

Running repeatedly in school.

Saying unkind things or calling others names.

Deliberately stopping others from learning.

Disrespecting the property of others .

Purposefully not completing my work.

### **Red Card Behaviour**

Deliberately  
hurting someone.

Swearing.

Bullying

4. Telling lies.

5. Stealing

Deliberately  
breaking or damaging someone  
else's property.

7. Racist behaviour.

8. Continually and  
purposefully not completing work  
set.

**Classroom Behaviour log YELLOW incidents and office Behaviour log for RED incidents**

**Appendix 3**

**SFS: Behaviour Concern Form**

Name of child ..... Class .....

Date ..... Name of person who raised concern.....

Details of concern

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Any further action required :      Yes/No

Details of further action

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Parents informed :    Yes/No

Outcome of concern following intervention

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Signed ..... Date .....

## Appendix 4

### SFS: Behaviour Concern Form

Name of child ..... Class .....

Date ..... Name of person who raised concern.....

Details of concern

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Any further action required : Yes/No

Details of further action

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Parents informed : Yes/No

Outcome of concern following intervention

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Signed ..... Date .....

	Signed	Date
<b>Reviewed by the Governing Body</b>	M Rastall	October 2021
<b>Signed by Headteacher Angela Hayward</b>	<i>A L Hayward</i>	October 2021
Review Date July 2022		