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## School Behaviour Policy

### Introduction

The Judith Kerr Primary School (the school) is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

### Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

[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 *Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#)*; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. This policy also complies with our funding agreement and articles of association.

### Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among students
- To state what is expected of pupils
- To state what is expected from parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

## Who was consulted?

The school Senior Leadership Team worked with the school council to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions.

## Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Equality
- Home-School Agreement

## Scope and publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is on the website and is also provided to all pupils the school newsletter; to all staff in the Staff Handbook; is available on the school website and on request. This policy can be made available in large print or other accessible formats if required.

The School Rules, at Appendix A of this policy, as well as the tariff of Rewards and Sanctions, at Appendix B of this policy, are included in posters in each classroom.

## Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

### The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and implementing it in the school.

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.

### 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 (see Appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the School Rules and this 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

## School Rules

The following is a summary of the School Rules:

At Judith Kerr Primary, we:

- are kind and gentle
- follow instructions given to us by adults respectfully, promptly and accurately
- look after school property
- treat everyone with respect
- are honest
- listen to each other
- keep ourselves and others safe
- move calmly and safely around the school

The School Rules are set out in full at Appendix A.

## Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and others. Pupils are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy. Pupils, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the school's and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

**Pupils are required to observe the following basic rules in the classroom:**

- Arrive on time with all the equipment needed for the lesson.
- Listen in silence when the teacher is giving instructions.
- Follow instructions promptly and accurately.
- Raise a hand to gain attention and only speak when invited.
- Stay in the allocated seat or workspace unless given permission to move.

The school has a Code of Conduct which sets out in detail the expectations of conduct for staff, Local Governing Body members and visitors to the school.

## Behaviour management

### 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
- Promote good behaviour in the classroom
- Display the pupil code of conduct or their own classroom rules
- 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

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

The school's Special Educational Needs Coordinator will 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 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.

### Pupil support systems

We have the following pupil support systems in place at this school:

Children who have specific needs in the classroom are supported through a range of strategies to help them focus in the classroom environment. These might include adult support (in the case of an EHCP), learning prompts, individual workstations, fidget aids, bobble cushions. All teaching staff are expected to adapt their teaching to address the needs of all children in their class. For children who need additional support with their behaviour, individual support plans are put in place which typically involve regular communication between the child, parent/carers and school.

## Phones and other electronic devices

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

## Use of reasonable force

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

- causing disorder
- hurting themselves or others
- damaging property

The Headteacher and staff members authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

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

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)

- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

## Rewards and sanctions

### Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

At Judith Kerr Primary school, we use a behaviour system called 'Good to be Green'. We work towards standards of behaviour that are based on the principles of honesty, respect, consideration and responsibility. When children are following school rules and behaving in an appropriate way, we describe this as showing 'green behaviour' and they receive rewards based on this.

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work
- good or outstanding pieces of work
- effort in class or for homework
- outstanding effort or achievement in extra-curricular activities
- service to the school or local community

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff
- approving signs/acknowledgments
- class rewards
- sent to another teacher or HT with work
- personalised letters to parents
- celebration assemblies involving parents
- special privileges
- certificates

### Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix B of this policy. Sanctions include:

- withdrawal of privileges and/or responsibilities
- yellow/ red cards (see Appendix B)
- reflection time during playtimes
- repetition of work
- referral to senior staff
- meeting with parents
- behaviour support plan
- internal exclusion
- fixed term exclusion
- permanent exclusion

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

## Beyond the school gate

This policy applies to all pupils at Judith Kerr Primary School when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when pupils:

- are taking part in any school organised or school related activity
- are travelling to or from school
- are wearing school uniform
- are in some way identifiable as a pupil within our school or Anthem
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the school or the Trust.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## **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 may 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.

## **Exclusions**

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

## **Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

## **Staff training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **Bullying**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

## **Partnership with parents/carers**

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

## **Multi-agencies and external advice**

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- behaviour charts to enable celebration of good behaviour
- increased communication between home and school
- individual behaviour plans (IBPs)
- support from the SENCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy.

## **Monitoring, evaluation and review**

The Headteacher will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Local Governing Body. The policy will be reviewed every year by the Trust.

## Appendix A: The School Rules

At Judith Kerr Primary, we:

- are kind and gentle
- follow instructions given to us by adults respectfully, promptly and accurately
- look after school property
- treat everyone with respect
- are honest
- listen to each other
- keep ourselves and others safe
- move calmly and safely around the school

### **Pupils are prohibited from bring in any of the following items onto the school premises:**

- money (unless there is prior arrangement with the child's teacher or a member of SLT, or it is for payment towards a specific event)
- electronic games or devices
- mobile phones – unless there is prior arrangement with the Headteacher and in which case the phone will be kept in the school office for the duration of the school day
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

## Appendix B: Tariff of rewards and sanctions

### Whole-School Behaviour Policy: Good to be Green

**Update (May 2020):** for the return to school in June 2020. following school closure owing to Covid 19, teachers will demonstrate awareness and understanding of the potential impact of new school measures on pupil behaviour and encourage compliance through the use of positive language. Sanctions will be imposed sensitively and be modified as and when appropriate to reflect the need for social distancing (e.g. any reflection time will be supervised by team/bubble leaders).

#### All pupils start on green



#### Class behaviour chart

- All pupils have a pocket with their name on.
- All pupils start with a green card in their pocket every day.
- If pupils make negative individual choices the teacher or TA inserts the appropriate card: yellow is a warning, red is a consequence.
- Red cards will need to be recorded for behaviour monitoring purposes.

#### Rewards

##### Individual

The following colours are positive reinforcement:

**Green** – Recorded on a class display, praise and green points to contribute towards the end of day reward based on amount of points awarded as stated below:

Instant daily reward	EYFS/KS1	KS2
Bronze Sticker	4 points	6 points
Silver Sticker	8 points	9 points
Gold Sticker	10 points	12 points

##### Whole Class

Each class will have a ‘hundred square’ (see Appendix C) for which they will need to work well together as a class to get a whole-class reward by the end of term. Teachers and TAs can award whole-class ticks on the hundred square if all the children are following school rules, including in the outdoor

environment. If the class reaches 100 ticks by the end of the term, the teacher can reward the class collectively with ‘Green time’, including special activities, outside playtime, classroom games.

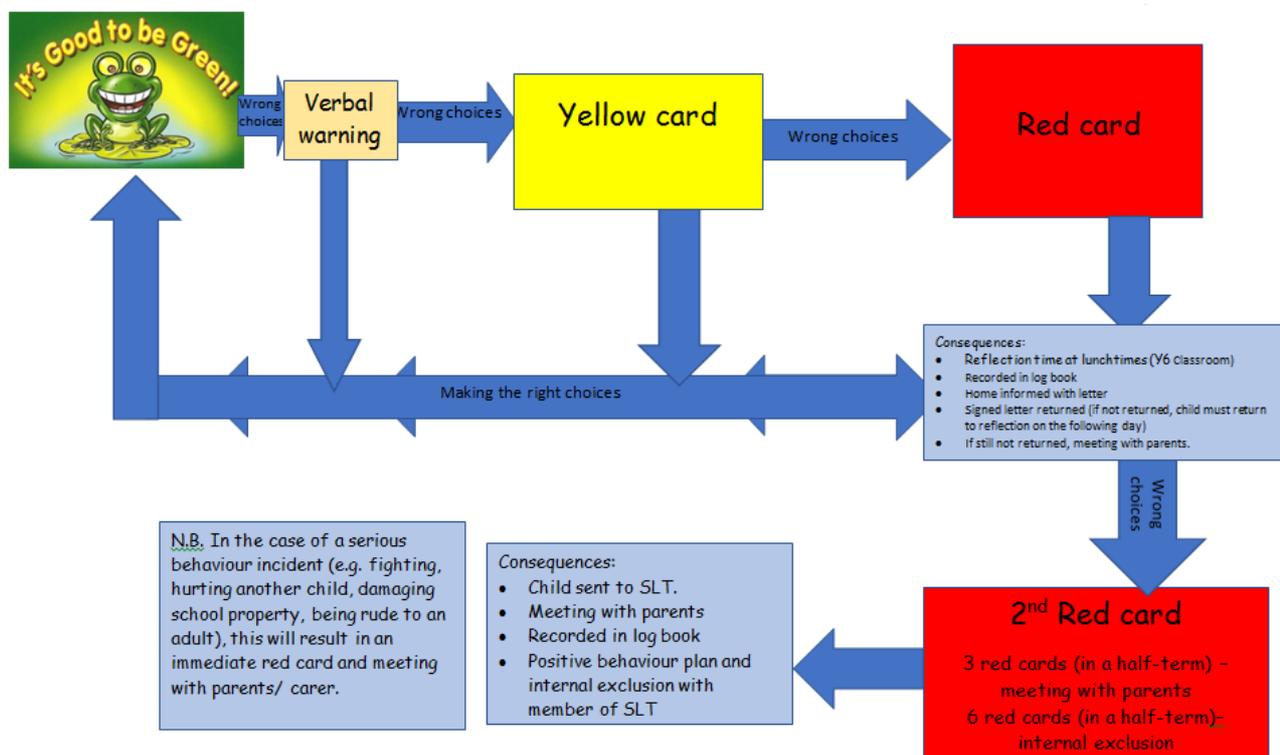
## Whole School

Each week children can be awarded star of the week, or a certificate for their German, English and Mathematical contributions. Classes also receive rewards for good attendance or punctuality.

## Sanctions

The following are consequences of negative behaviour choices (also see flow chart below).

- verbal warning yellow card red card (consequence: Reflection Time in the classroom at lunchtime, with SLT for KS2, with letter sent home. On successful completion of the Reflection Time the pupil is given the opportunity to go back to green.)
- Red cards are recorded in the class behaviour folder. (Three red cards in a half-term leads to meeting with parents/six red cards in a half term leads to internal exclusion.)
- Staff are always looking for opportunities to move pupils back to green.



Sanctions will be a consequence of a child’s failure or refusal to follow any one of the school rules including but not exclusively:

- Refusal to do work
- Being disrespectful to an adult
- Refusing to follow an adult’s instructions respectfully and promptly
- Damage to school property

