

## ***Learning and living as children of God***

***(Emphasians 5:1)(You are God's children whom he loves. Try to be like God)***



# **Behaviour Policy and statement of behaviour principles**

**Lockdown lifting COVID Additions referred to at  
the end of this document**

Reviewed September 2021

## **Rationale**

At Deerhurst and Apperley Primary School, it is our intention to provide all children with the opportunity to work and play in a safe, secure environment, enabling all teachers to teach and all children to learn. The school behaviour policy underpins the above statement.

The staff at Deerhurst and Apperley C of E Primary School feel that any difficulties should be dealt with in a sensitive and positive way. Time will be given to listen to the child's views and opinions, and these will be considered fairly.

Our school rules are few and simple:

- We will all work hard;
- We will all behave well;
- We will all respect each other;
- We will all look after people and property.

Children are also encouraged to remember their 'PETS' - Please, Excuse me, Thank you and Sorry.

'All' in this context includes the whole school community, not just children, and we believe that if we all adhere to these simple rules, we will also all have fun!

## **Aims of the policy**

To this end, we will:

- establish routines that will help children to become independent;
- recognise the effort and achievement of individuals and groups of children and adults;
- provide an engaging and well differentiated curriculum that addresses the needs of the children;
- seek to establish a sense of collective responsibility which promotes partnership between home and school and within the school;
- promote a culture of respect within the school - respect for peers, adults and property.

## **Misbehaviour is defined as:**

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

- Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

**Possession of any prohibited items. These are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

**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

Most pupils hurting others will be dealt with under our school's behaviour policy (this one) but the child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns concerning alleged behaviour of the above.

We believe that children will behave well when they are given:

- good role models (children and adults);
- praise, to help them feel confident and valued;
- a happy, caring and safe environment;
- clear, simple instructions;
- clear expectations;
- established routines;
- mutual respect (for children and property);
- a well prepared, engaging and inspirational curriculum;
- opportunities to build self esteem;
- a sense of belonging;
- a supportive framework for a team approach;
- opportunities for partnership (e.g. parents, other agencies).

### **Rewards**

At Deerhurst and Apperley School, we believe that all efforts and achievements deserve recognition which is timely and appropriate. Children can expect to be rewarded for good work or behaviour. Once a reward has been given it should not be taken away.

Some typical rewards for appropriate behaviour would be:

### **Daily**

- Plenty of praise and encouragement in the classroom, around the school and during collective worship e.g. thank you for working so hard / quietly / well; thank you for holding the door open for me; well done, I like the way you sat quietly.  
*NB: We recognise that some children are more comfortable with praise being awarded privately and this will be respected.*
- Plenty of smiles.
- Non verbal recognition (e.g. thumbs up)

- Recognition by all members of staff / Headteacher - award of motivational stickers.

### **Weekly**

- Good work and behaviours are recognised and selected for Friday Celebration assembly - attended by parents twice per term. We believe that if anyone achieves acknowledgement for good work on a subsequent occasion he or she deserves recognition regardless of having been given this accolade previously.
- Awarding of house points which contribute to the end of year House Trophy celebration at end of year celebration.
- Spread the Happiness - Playground certificates

When children have been exceptionally good, direct contact will be made with parents, for example, by meeting at the school gate, phone call, postcard/letter etc.

There are also some 'in-class' systems of rewards. For example, house points are awarded across the school, and sticker charts and marble jars are in use across the school. Occasionally children are presented to the head teacher for special recognition in school.

### **Discouraging inappropriate behaviour**

At Deerhurst and Apperley C of E Primary School, we believe that everyone should be provided with a safe and secure environment, which enables teachers to teach and children to learn. We recognise that there will be times when some children will be challenged by the expectation of following class and school rules. We will support them by providing clear and consistent boundaries, and opportunities to have their concerns listened to.

The Zone Board System in school is used and has proven a valuable resource for behaviour management. This system is carried out with consistency across the school and all staff and pupils are aware of how the system is implemented and how sanctions are carried out.

In order to gain consistency in practice, we have completed the grid at Appendix A for guidance. This guidance is to be used at staff discretion, and should take account of the developmental needs of the child.

### **Identifying pupils with behaviour difficulties**

We recognise that some children will have difficulty in following all of our rules and routines. It is our responsibility to identify the needs and support necessary to help these children to access the curriculum and opportunities available to them. In order to help us identify children with behavioural difficulties, we will follow the guidance of the SEND (Special Educational and Disability Needs) Code of Practice.

Once a child is involved in a Level 2 behaviour (see the grid at Appendix A), this will be our 'cause for concern' stage, and will trigger adults to systematically gather information to decide whether the child should be placed on the SEND register at 'School Action', with a My Plan put in place. This information will inform the My Plan targets, and will be a baseline against which progress will be measured. The child's views will be considered in setting the targets, and specific support will be provided to help achieve these. If the child is unable to make progress, and the behaviour persists, the child may be vulnerable to exclusion. In these instances, support plans will be investigated with all stakeholders to support the child to stay in school. If the child is unable to be in school, the Headteacher, in consultation with the Governors, will consider temporary or permanent exclusion, following LA guidelines.

## **Summary**

Every member of staff is aware of the need to be positive as often as possible with children. We endeavour to promote a 'catch the children being good' culture, recognising that children respond well to praise and that where high expectations of work and behaviour exist, the instances of poor behaviour will be minimised.

To this end, we also aim to give children responsibilities within school. These will include classroom duties (e.g. collecting the register, switching on computers, keeping the book area tidy), and wider school duties (e.g. collecting playground equipment, setting hall up for collective worship).

We also recognise the need to be constantly evaluating the policy, and in particular the strategies used for rewards (and sanctions), to ensure that they are up to date and relevant. Our policy and practice is reviewed regularly.

Other policies to be read in conjunction with this one are:

Anti-Bullying Policy

Safeguarding and Child Protection Policy

KCSIE 2021

E-safety policy

## Monitoring and Review

In order to monitor the effectiveness of our policy, we will consider each of our aims. The grid at Appendix B outlines the arrangements to monitor the policy. It is the responsibility of all adults to actively do this.

Reviewed at the FGB meeting October 2021 after consultation with staff and governors.

Head teacher: Jayne Neveu

Signed:



Date: Oct 2021

Chair of Governors: Aaron Mulligan

Signed:

Date: Oct 2021



### GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES 2021-2022

**Rationale and Purpose** This statement has been drawn up in accordance with the Education and Inspections Act 2006, and Department for Education guidance. The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Exclusions Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the school, as well as taking into account law and guidance on behavioural matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Exclusions Policy whilst taking into account these principles and the guidance in DfE publication Behaviour and Discipline in School: a guide for Headteachers and school staff (January 2016).

The Behaviour and Discipline Policy must be publicised, in writing for staff, parents/carers and pupils each year and made available on the school website.

#### Principles

- Every child has the right to learn, but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Deerhurst and Apperley CE School is an inclusive school, all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is precluded by the Equality Act 2010.

- It is expected that all adults-staff volunteers and governors will set excellent examples to the pupils at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions
- The School's Behaviour and Exclusions Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns over a child's behaviour.
- The school's Behaviour and Exclusions Policy will clearly reflect the school's approach to exclusions.
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding children with special educational needs and all vulnerable children.





# APPENDIX A

## Dealing with Inappropriate Behaviour

At Deerhurst and Apperley C of E Primary School, we recognise that there will be times when children will be unable to follow our rules and routines.

In order to address incidents of unacceptable behaviour, we will follow the guidance provided within the sanction grid below.

**For children with recognised behaviour difficulties, specific strategies will be identified within their My Plan.**

Unacceptable Behaviour – Level 1	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> <li>Not on Task</li> <li>Disrupting another child, chatting in class</li> <li>Distractions, interruptions</li> <li>Swinging on chairs</li> <li>Running in the school</li> <li>Ignoring instructions</li> <li>Unnecessary movement around the classroom</li> <li>Playtime incident (1st incident) such as name calling/ snatching/ pushing</li> </ul>	Will include <ul style="list-style-type: none"> <li>Non- verbal response such as look or signal</li> <li>Rule reminder (1<sup>st</sup> warning)</li> <li>Praising children who are following rules</li> <li><u>Quiet</u> respectful reminder with child/children (2<sup>nd</sup> warning)</li> </ul>	<ul style="list-style-type: none"> <li>Non- verbal response such as look or signal</li> <li>Rule reminder (1<sup>st</sup> warning)</li> <li>Praising children who are following rules</li> <li><u>Quiet</u> respectful reminder with child/children (2<sup>nd</sup> warning)</li> </ul>
Unacceptable Behaviour – Level 2	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> <li>Persistence of level 1</li> <li>Damaging the work of others</li> <li>Minor vandalism – scribbling on tables, flicking rubbers, twanging rulers</li> <li>Mild inappropriate language</li> <li>Threatening behaviour</li> <li>Answering back</li> <li>Telling lies/ getting others into trouble</li> </ul>	Will include <ul style="list-style-type: none"> <li>Repositioning of child in class</li> <li>Quiet verbal warning (3<sup>rd</sup> Warning)</li> <li>Use of time out in a designated area</li> <li>If trend in L2 behaviour, informal discussion between parents and class teacher, to monitor changes and progress.</li> <li>Gather ‘ABC’ information – refer ‘EASI’ pack</li> </ul>	Will include <ul style="list-style-type: none"> <li>Repositioning of child on the playground</li> <li>Quiet verbal warning (3<sup>rd</sup> Warning)</li> <li>Use of time out in a designated area</li> <li>If trend in L2 behaviour, informal discussion between parents and class teacher, to monitor changes and progress.</li> <li>Gather ‘ABC’ information – refer ‘EASI’ pack</li> </ul>
Unacceptable Behaviour – Level 3	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> <li>Persistence of level 2</li> <li>Defiance</li> <li>Refusal to work</li> <li>Direct verbal/racial abuse – intentional swearing, gestures, bad language ( aggressive and with intent)</li> <li>Throwing sticks, stones, bark</li> <li>Stealing/intent to steal</li> <li>Bullying, persistent name calling</li> <li>Major disruption of class activity</li> <li>Vandalism, graffiti</li> <li>Dangerous refusal to obey instruction</li> <li>Leaving school premises without consent</li> <li>Violence, hitting, kicking</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher informed, parents contacted</li> <li>Formal meeting with parents (negotiated staff members to attend)</li> <li>During meeting future steps will be agreed and may include:- Target setting , My Plan, Involvement of other agencies, temporary or permanent exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher informed, parents contacted</li> <li>Formal meeting with parents (negotiated staff members to attend)</li> <li>During meeting future steps will be agreed and may include:- Target setting , My Plan, Involvement of other agencies, temporary or permanent exclusion.</li> </ul>

## Monitoring the Behaviour Policy

<b>Aim</b>	<b>Responsibility</b>	<b>Success Criteria</b>	<b>Sources of evidence</b>
Establish routines that will help children to become independent.	<ul style="list-style-type: none"> <li>• Class teachers within the classroom</li> <li>• All staff in and around school</li> </ul>	<ul style="list-style-type: none"> <li>• Rotas established and used effectively</li> <li>• Increase in on-task behaviour, increase in volume of work</li> <li>• Resources maintained in a way that they are accessible</li> <li>• Improved presentation of work</li> </ul>	<ul style="list-style-type: none"> <li>• Staff handbook updated</li> <li>• Samples of children's work</li> <li>• Observation of children, especially those with attention difficulties</li> </ul>
Recognise the effort and achievement of individuals and groups of children and adults.	<ul style="list-style-type: none"> <li>• Everyone, including Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Happier environment</li> <li>• Improved self esteem of both adults and children</li> <li>• Positive responses from parents</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Governors' meetings</li> <li>• Positive contact with parents</li> <li>• Compliments file</li> <li>• Questionnaires</li> <li>• Movement on SEN register</li> </ul>
Provide an engaging and well differentiated curriculum that addresses the needs of the children.	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Teaching staff</li> <li>• Learning Support Workers</li> </ul>	<ul style="list-style-type: none"> <li>• Better quality and quantity of work</li> <li>• Children motivated by the right level of challenge</li> <li>• Happier children experiencing success</li> <li>• Increased job satisfaction for all</li> </ul>	<ul style="list-style-type: none"> <li>• Children's work showing steady progress</li> <li>• SATs results</li> </ul>
Seek to establish a sense of collective responsibility which promotes partnership between home and school and within the school.	<ul style="list-style-type: none"> <li>• Everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Retain numbers - stability in school</li> <li>• Mutual support, child for child, adult for adult</li> <li>• Increased voluntary support from parents in school, e.g. through PTFA</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Minutes of staff meetings</li> </ul>
Promote a culture of respect within the school - respect for peers, adults and property.	<ul style="list-style-type: none"> <li>• The school community</li> </ul>	<ul style="list-style-type: none"> <li>• Children and adults being polite</li> <li>• Children and adults recognising the achievements of others</li> <li>• Children wearing school uniform with pride</li> <li>• A good learning environment</li> <li>• Hear 'PETS' around the school</li> <li>• Mutual support</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from visitors / Governors to school</li> <li>• Feedback from staff when on school visits</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## COVID RELATED AMENDMENTS FOR PERIOD of returning to school September 2021

There will be no pinch point time tables or Bubbles in operation in line with guidance Sept 2021 (COVID)

### **Handwashing - remains**

The children will be expected to follow the PHE instructions for washing hands and this will be reinforced in school several times daily.

### **Socialising and groups**

Currently returning to normal (pre pandemic)

### **Moving around school**

Currently returning to normal (pre pandemic)

### **Hygiene this guidance remains**

Children will be expected to use tissues to catch sneezes and coughs and dispose of the tissues immediately in a bin nearby. The must not cough or sneeze over anybody and must also avoid touching their mouths, nose and eyes with their hands. Children are not to sneeze at pupils or staff intentionally and will be warned if they do. They will receive two warnings and on the third occasion they will be removed from the group and parents contacted.

### **Equipment**

As an extra precaution children will continue to be provided with personal pencil cases and equipment

### **Illness**

Children will be informed to tell an adult if they are not well. All staff will follow school guidance for suspected coronavirus cases, notify HT who will remove the child to an area for collection. Parents will be asked to obtain a PCR test. No other children will be sent in and school will follow government/DFE guidance at that time.

### **Playtimes and toileting arrangements**

Arrangements for pre pandemic will resume

### **Home Learning**

This will be activated in the event of an outbreak, in line with the Outbreak Plan

### **Rewards and sanctions**

Will resume as pre pandemic (stickers etc)

