

Learning and living as children of God

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



Behaviour Policy and statement of behaviour principles

Reviewed September 2024

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

- This policy aims to:
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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 rich 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
- Poor attitude
- 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)
- phones

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.

Artificial Intelligence

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Deerhurst and Apperley Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Deerhurst and Apperley Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation 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 (e.g. on a school-organised trip).

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
- Weekly Sport awards
- Flourishing Feather Award

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. Children frequently visit 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

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.

The school recognises that 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.

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.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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 2024

E-safety policy

Monitoring and Review

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy and anti bullying policy to offer pupils both sanctions and support when necessary

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's 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
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their attendance at school both during the start and continuing (transitions):


- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards. Pupils will also contribute to the behaviour policy when writing their class rules.

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 8th 2024 after consultation with staff and governors.

Head teacher: Jayne Neveu

Signed:  Date: Oct 2024

Chair of Governors: Andrew Matthews Signed: Date: Oct 2024



GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES 2024

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.

Deerhurst and Apperley C of E Primary School - Behaviour Policy Reviewed Sept 2024

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

Monitoring the Behaviour Policy

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

Contributions from the children of Deerhurst and Apperley Church of England Primary School

- Treat others as you want to be treated.
- Be sensible when moving in and around the school.
- Be careful with equipment and books
- Do your best.
- Have fun!
- Sit sensibly
- Be respectful to everyone
- Allow others time to listen