

# Sunning Hill Primary School



## Behaviour Policy

**September 2023**

***Linked Documents:** Physical Restraint Policy & Anti-Bullying Policy, Online Safety Policy, Safeguarding & Child Protection Policy, SEND Policy. Behaviour in schools: Advice for Headteachers and School Staff 2022.*

***Governing Body Review date:** September 2024*

## BEHAVIOUR POLICY

### **Rationale**

At Sunning Hill Primary School, we aim to support our children so they are able to make appropriate choices and conduct themselves in a way which shows respect for themselves, others and the environment.

We promote a safe, caring environment where a positive attitudes to learning and behaviour is modelled and encouraged to ensure all our children are able to learn, interact and reach their full potential.

We support our children so they develop appropriate behaviour in order to become respectful members of society and are able to follow agreed rules and contribute positively to life in modern Britain.

Our staff understand and consider the needs and background of the individual children in their class so they can provide an effective response and support them. We want all our children to have a supportive relationship with an adult in school so they can help them achieve their full potential.

This policy outlines how we make this possible at Sunning Hill.

All guidelines below are in line with the school's legal duties under the Equality Act 2010, in respect of safeguarding and also children with special educational needs (SEND).

This policy has been updated following DfE guidance 'Behaviour in schools: Advice for Headteachers and School Staff 2022'.

### **Purpose**

- For our children to develop respect and tolerance for themselves, others and the environment.
- For our children to develop a recognition and appreciation of differences between individuals.
- For our children to develop self-discipline.
- For staff to promote appropriate behaviour through encouragement and rewards.
- To ensure that children have a consistent framework of expected behaviour that they know and understand.
- To ensure that all children receive fair and consistent treatment throughout the school.
- To communicate with parents the schools expectations of appropriate behaviour and to work in partnership with parents to ensure these standards are met.

### **School systems**

School has developed a consistent approach across all classes so children and adults are aware of the school's expectations. These are outlined below:

### **School Rule/CARE Code**

Our school rule is simple to understand and learn:

Children and adults

Always

Respect

Everyone and everything

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### Rewards

1. Praise should be given, where appropriate, with a suitable explanation to reinforce positive behaviour. This should be used regularly to reinforce expectations of behaviour and reward children who behave well.
2. The school behaviour system is displayed and used by all staff. It will comprise of the following 3 areas:  
**Class Champions** – this is for any child who has done something that is linked to learning or positive behaviour that stands out from the rest of the class. At the end of the day staff will celebrate this with the whole class and recap what they did to become class champion.  
**Ready to learn** – all children will start here. Staff will discuss with the children what ready to learn looks like.  
**Stop and think** – this is if a child makes a negative behaviour or learning choice. At an appropriate time a member of staff will speak with the child and help them reflect on what has happened. When this is done they will move back to ready to learn.
3. A House Point system/class dojos is used to reward children for good behaviour or learning. It should be made clear to the child what they are receiving this for. In class, staff should link their individual merit system to house points. Any member of staff can award house points to any child in school. House points are collated on a weekly basis and shared with the school. At the end of each half term, the winning house is rewarded with a non-uniform day.
4. Class points will be awarded when the whole class has done something to earn it, for example, ALL children sitting and listening in assembly. Rewards will be given when the following number of class points have been achieved:
  - 25 Points – extra playtime
  - 50 Points – Non uniform
  - 75 Points – Toys/games from home
  - 100 Points – Film
5. Celebration assemblies provide an opportunity for positive recognition of appropriate behaviour and to raise the self-esteem of individuals or groups.
6. Postcards will be sent home each half term to inform pupils and parents if they have been recognised for consistently demonstrating excellent behaviour or effort.
7. In addition, classes may use additional rewards to promote a positive ethos, as appropriate to the age and interests of the class which should tie in with the school house point system.

### Sanctions

Sanctions should always be given in a calm and controlled manner, with reference to the breach of behaviour and the expectations of behaviour. Sanctions will reflect the nature of the behaviour demonstrated and be appropriate to the age of the pupils.

The purpose of sanctions is to prompt pupils to reflect on and learn from their actions and to enable them to make improved choices in the future. If a pupil makes a negative behaviour or learning choice then a member of staff will discuss this with them.

All staff will refer to Levels of Behaviour & Responses flow chart (Appendix 1). Sanctions may be imposed by any staff member in-line with the behaviour policy.

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The TLR for behaviour (Mrs Jepson) collects the behaviour log weekly and collates this information. If a child regularly appears in the behaviour book, Mrs Jepson will speak to the classteacher to discuss what support the child may need. This may also result in discussions with parents and a possible referral to Aspire.

***Removal of rewards will be approved by a member of SLT.***

### **Unstructured time**

All staff share collective responsibility for promoting good behaviour and tackling any inappropriate behaviour. Effective communication systems between all staff ensure any forms of misbehaviour are dealt with swiftly and acted upon.

Lunchtime supervisors will be responsible for all pupils at lunchtime and they will also have a specific responsibility for a group of children. They should be made aware of any pupils who need additional support with managing their behaviour and advised of appropriate strategies to be used. Any incidents that have happened over lunchtime should be reported and discussed with the class teacher.

### **Use of reasonable force/physical contact**

A member of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. (See Physical Restraint Policy for more details).

### **Misbehaviour off school premises**

Any misbehaviour which is witnessed by a staff member or reported to the school will be investigated by either the class teacher or where appropriate a member of SLT. If necessary the pupil's parents may be contacted and in partnership with them appropriate sanctions put in place.

### **Banned items/Screening and searching pupils/confiscating items.**

By law the school are able to search a pupil without consent for prohibited items. These items are: weapons, cigarettes, drugs and stolen goods. Any items found may need to be handed over to the police.

A member of staff may confiscate or retain a pupil's property that should not have been brought into school, so long as it is reasonable in the circumstance. The property must be safely stored, may be returned to the pupil or parents may be asked to collect the item.

### **Working in partnership with parents**

The link between home and school in supporting children with their behaviour is of the highest importance for change to be effective. School will always work in partnership with parents to achieve the best for the child. A consistent approach is important and the child needs to understand that school and home are working together. Where appropriate parents may be offered parenting workshops to support them.

### **Child on Child Abuse**

Staff are aware of the harm caused by bullying and will use our anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

All staff are made aware, that sadly children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- bullying (including cyberbullying);

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- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm;
- Sharing of Nudes and Semi Nudes (also known as youth produced imagery)

At Sunning Hill Primary School, child on child abuse will never be accepted or dismissed as 'children being children'.

Our PSHE curriculum aims to educate our children about child on child abuse by covering topics on consent, equal opportunities, discrimination and respect. Pupils are actively encouraged to share their concerns with any member of staff.

If we identify child on child abuse and identify risk of significant harm, we will refer to IFD and the police to make sure that the pupil and young people affected get the help and protection they need. Should the case not require Social Care intervention, an Early Help may be put in place.

If the pupils involved in Child on Child abuse are in the same class, we will consider carefully whether to separate them while the concerns are being investigated. In situations of alleged rape and assault by penetration, the alleged perpetrator(s) will always be removed from the class they share with the victim.

We will always consider how best to keep the victim and alleged perpetrator(s) at a reasonable distance apart while they are on the same premises.

Where appropriate, we will seek advice from The Integrated Front Door, Police and the Safeguarding in Education Team on implementing a safety and support plan for both the alleged perpetrator(s) and the alleged victim. Sanctions will be put in place, and we will also ensure the emotional needs of both pupils are considered and support is implemented

### **Provision for Identified Pupils**

All staff working with pupils, who have an EHCP/Early help Form for Social, Emotional and Mental Health should understand the child's individual needs and provide the appropriate support. They will be supported by the class teacher and SENCO. (See SEND Policy for further information).

### **Staff Induction/training**

Effective classroom management is monitored regularly in school as this reduces challenging behaviour. Support may be offered to staff through shadowing more experienced staff or specific CPD to ensure consistency.

When any member of staff joins our school they will be given appropriate induction. Part of this process involves discussing the schools Behaviour Policy. On-going support for staff is provided through CPD, clear escalation processes, internal support from TLR with responsibility for Behaviour and Attitudes, SLT and external support from ASPIRE.

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### **Role of leadership and management**

The TLR for Behaviour & Attitudes and SLT are there to support staff when dealing with all types of challenging behaviour. See our Levels of Behaviour & Responses for more information. Governors are kept informed of behaviour through the standards committee meetings and informed of any exclusions.

### **Record Keeping**

Any low level incidents (Level 1) will be recorded in the class behaviour book. This is collected regularly by TLR to identify the types of incidents and any patterns that are occurring. Level 2 and 3 level incidents will be recorded on CPOMS and a member of SLT will be informed. Parents will be informed, where deemed appropriate.

### **Transition to Secondary School/new class**

As part of the transition process the class teacher will meet with a member of staff from the secondary school or the pupils new class teacher. At this meeting any pupils who have behaviour needs will be discussed and advice given as to the support they receive.

### **Links with Safeguarding.**

All staff working with pupils should be aware that a significant change in a pupil's behaviour could be a sign of abuse. These concerns will be passed onto the Designated Safeguarding Leads and appropriate action taken.

### **Conclusion**

By following these guidelines Sunning Hill School will continue to offer a safe, caring environment in which pupils feel secure and are able to reach their full potential.

***Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.***