

BEHAVIOUR POLICY



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Committee	
Statutory Policy	Yes

Saltaire Primary School

Behaviour Policy

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Introduction

Saltaire Primary School is a wonderful place of learning, at the heart of a diverse community, in a unique and historic setting. We are incredibly proud to serve our community and to provide exciting and meaningful learning experiences for our children. Behaviour at Saltaire Primary School is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning.

'Behaviour' means any actions performed by children and staff including their conduct in classrooms and around school, how children work, communicate, how they play; how they study; how they interact with each other and with staff; how they arrive at school, transition from one activity to another, and many other aspects of school life. Children and staff at Saltaire Primary School are guided by three golden rules:

We are RESPECTFUL
We are RESPONSIBLE
We are REFLECTIVE

We recognise that in order for children to learn effectively and make excellent progress, there must be a calm and orderly environment in which to work. We ensure that staff and children have consistently high expectations for behaviour at all times, based on the principle that all children matter equally. We believe that through the consistent application of this policy by all members of staff, every child can have a secure learning journey and successfully achieve.

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in communal areas between lessons, in assemblies and at playtime and lunchtimes
- Non-completion of classwork or homework
- Negative attitudes to learning

Serious misbehaviour is defined as:

- Repeated breaches of the code of conduct
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of an item a staff member reasonably suspects has been used to, or is likely to cause personal injury to, or damage to the property of, any person (including the child).

4. Bullying

Bullying is defined as the 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
- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Everyone in school has a responsibility to stand up to bullying. If a child or parent needs to report an incident of bullying they should tell the class teacher without delay. Any member of staff can and should report incidents of bullying via CPOMS and inform a senior member of staff.

Saltaire Primary School will take the following action:

- Respond straight away
- Investigate all alleged bullying incidents, **including cyber-bullying**
- Reassure victims and offer help and support
- Make it clear to someone found to be bullying that their behaviour is not acceptable
- Encourage a child who has been found to bully to see the victim's point of view
- Explain the consequences of their action and steps taken
- Record all bullying incidents and alleged bullying incidents as such
- Be watchful and proactive, discussing potential problems through individual, group and circle time sessions
- Inform and involve the parents/carers of both the perpetrator and the victim

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

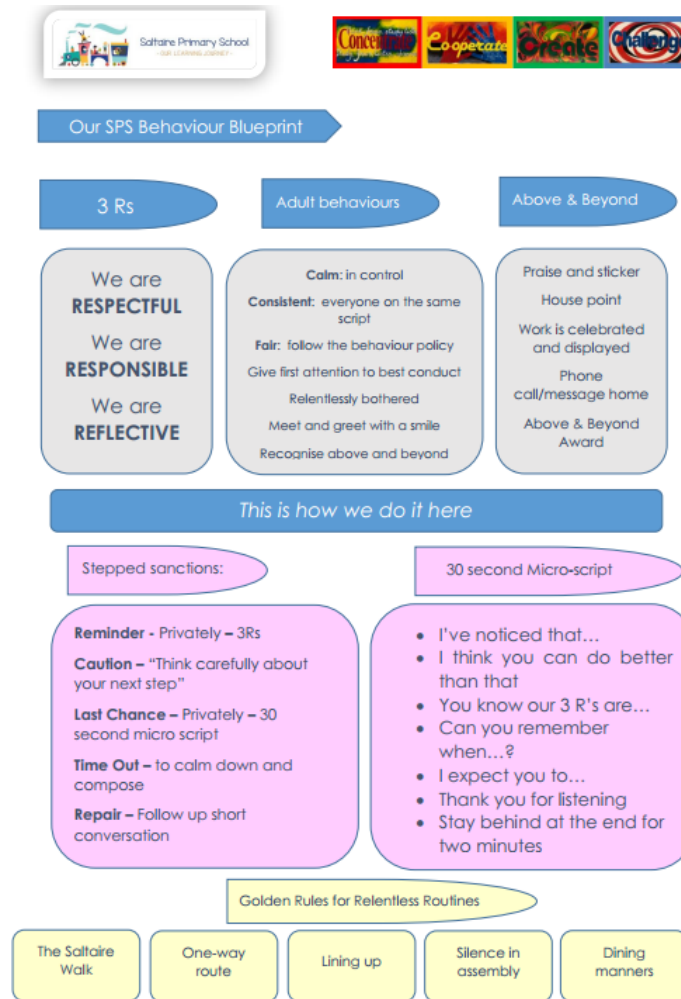
The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). 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.

5.3 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 using CPOMS

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 school 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. Champion Learning and Our Code of Conduct

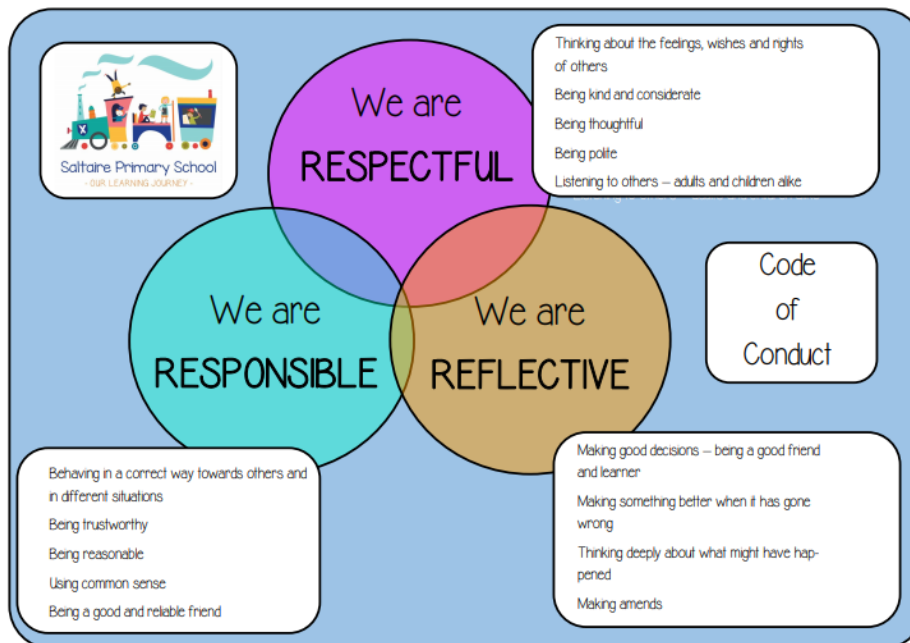
As a school we have agreed four Champion Learning behaviours that will help all our children to experience success and become lifelong learners. These are:



We have established a code of conduct which we promote to ensure that all children understand their responsibilities as part of our school community. These are:

We are RESPECTFUL
We are RESPONSIBLE
We are REFLECTIVE

In practise, these are condensed down into three words – RESPECT, RESPONSIBILITY, REFLECTION – and promoted visually around the building and through activities such as assembly and PSHE lessons. We give children lots of opportunities to discuss the meaning of these words and to develop an understanding of the many different ways in which they can be demonstrated.



7. Rewards and sanctions

At Saltaire Primary School, we use praise and positive reinforcement to reward good behaviour. When children demonstrate positive attitudes to learning, this is acknowledged against the Champion Learning criteria. We are careful to use praise meaningfully so that children are clear about what they are being praised for. Each child in school belongs to one of our four houses:

Concentrate: Attenborough **Co-operate: Elizabeth II**
Create: Zephaniah **Challenge: Pankhurst**

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Specific praise
- House points, stickers and wristbands
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges

All staff should use the following stepped response when managing negative behaviours:

	Steps	Actions
1	Reminder	A reminder of the Three Rs delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, "Think carefully about your next step".
3	Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Add 'Stay behind two minutes after class'. Those two minutes are owed when the child reaches this step. There is no future negotiation on behaviour. It cannot be removed, reduced or substituted.

4	Time out	This may be a short time in out of the classroom, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breather, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at breaktime in the playground or a more formal meeting.

Following incidents where the response has required step 5, the member of staff managing the incident may contact the parent/carer and send home the Home Reflection Task to complete with parents and be returned to that member of staff the next day. These are kept in the shared Behaviour Google Drive File and hard copies in the Class Pink File.

7.2 Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school, such as on an educational visit. We take the safety of our children seriously, including making sure they stay safe online. If we are made aware of any online safety concern, including cyberbullying, we will deal with this in the same way as we would any other incident of bullying.

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 discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

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
- Display the code of conduct prominently in their classroom, referring to it in supporting high expectations for behaviour and learning
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons

- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement

8.2 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 using CPOMS and reported to parents

8.3 Confiscation

If a child brings to school an item which could have the potential to cause harm to another person, the item will be removed from them. These items will not be returned to pupils.

We will also remove any item which may disrupt lessons or lead to inappropriate behaviour. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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

Our Assistant Headteacher for inclusion 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.

9. 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.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every three years.


11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Online Safety Policy
- Use of Reasonable Force Policy
- Positive Handling Policy
- Searching, Screening and Confiscation Policy

Appendix 1: written statement of behaviour principles

Vision and Values










Saltire Primary School
OUR LEARNING JOURNEY

Vision Statement

At Saltire Primary School, we believe there is no better place of learning – for our children, our staff and our wider community. Our vision is for all our children to be well prepared to take their places in the global community. Our ethos ensures that we develop independent and resilient learners, curious about the world around them and confident to make informed decisions. Therefore, we are committed to providing the very best opportunities for development, rooted in meaningful experiences and a bold, broad and challenging curriculum. We have high aspirations for our children's futures, recognising the pivotal role we play in securing their learning journeys. Our highly nurturing and inclusive ethos ensures that no child falls through the 'safety net'. Our teachers and support staff are highly skilled, supported through strong professional partnerships so that teachers are fully prepared for the challenges of their work through high quality professional learning and support. We achieve this vision by ensuring that all stakeholders subscribe to the following core values.

Our Core Values

Respect		<p>We recognise that everyone in our school is important and included</p> <p>We think about the feelings, wishes and rights of others</p> <p>We are considerate, thoughtful and polite to each other</p> <p>We listen to others – adults and children alike</p>
Responsibility		<p>We expect everyone to do their best</p> <p>We behave in a correct way towards others and in different situations to ensure our school is safe</p> <p>We are trustworthy</p> <p>We are reasonable</p> <p>We are good and reliable friends and role models</p>
Reflection		<p>We are proud of our school and our achievements</p> <p>We make good decisions – being a good friend and learner</p> <p>We make something better when it has gone wrong, thinking deeply about what might have happened</p>
Concentration		<p>We work hard, giving full attention to whatever it is we are doing</p> <p>We encourage children to have fun while focusing their learning and interests</p> <p>We encourage children to see having fun and concentration as one and the same thing</p>
Cooperation		<p>We recognise that everyone is unique and has a voice</p> <p>We work well with others, knowing that other people may work or think differently</p> <p>Our curriculum helps children to realise that collaboration is what the real world is all about</p> <p>Community harmony is all about cooperation and understanding each other</p>
Creativity		<p>We have lots of ideas, use our imaginations</p> <p>Our curriculum provides lots of opportunities to use their imagination – the keystone to creativity</p> <p>We provide lots of opportunities for children to try new things so that they are motivated in their learning</p> <p>We know that people can be creative in many different ways</p>
Challenge		<p>We push ourselves when things get difficult and are prepared to be wrong</p> <p>We find ways to bounce back and try again.</p> <p>Our curriculum is engaging and relevant so that children make links to real life</p> <p>We encourage children to take risks and challenge themselves in a safe environment.</p>

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
- 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 relevant policies
- 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

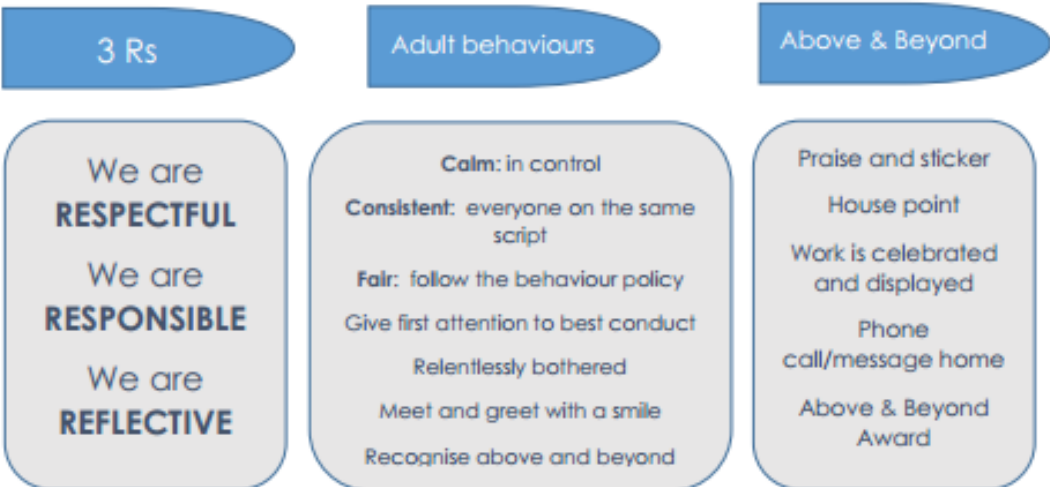
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every three years.

Appendix 2: Behaviour Blueprint - Our Model for Managing Behaviour



Our SPS Behaviour Blueprint



This is how we do it here

Stepped sanctions:

- Reminder** - Privately – 3Rs
- Caution** – “Think carefully about your next step”
- Last Chance** – Privately – 30 second micro script
- Time Out** – to calm down and compose
- Repair** – Follow up short conversation

30 second Micro-script

- I've noticed that...
- I think you can do better than that
- You know our 3 R's are...
- Can you remember when...?
- I expect you to...
- Thank you for listening
- Stay behind at the end for two minutes

Golden Rules for Relentless Routines

