

BEHAVIOUR POLICY



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Committee	Full Governors
Statutory Policy	Yes
Policy on Website	Yes

Saltaire Primary School

Behaviour Policy

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
- Incorrect uniform

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

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. Our Golden Rules

At Saltaire Primary School, we have established three golden rules 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.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- House points – children are assigned to a house which represent each of our Champion Learning behaviours. They will receive house points for demonstrating good learning behaviour and following our golden rules
- Praise, including the use of marble jars to reward individuals as part of a team or class
- Merit awards, stickers and wristbands
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges

Teachers may also choose to introduce bespoke rewards according to the age of the children in their class. These should be in keeping with the expectations of the school so should be discussed with a Leader of Learning or the Headteacher prior to implementation.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Expecting work to be completed at playtime or lunchtime
- PDR session – Personal Development and Reflection time
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

When children are moving around the school building, for example, going out or coming into the building at playtime, they should continue to follow the golden rules. If children are seen to be acting inappropriately, they might receive the following sanctions:

- Missing five minutes of playtime
- PDR or walking around with an adult if persistent or serious, eg. jumping down stairs

See appendix 2 – Our Good Behaviour Strategy

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 golden rules prominently in their classroom, referring to them 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
 - 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

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.

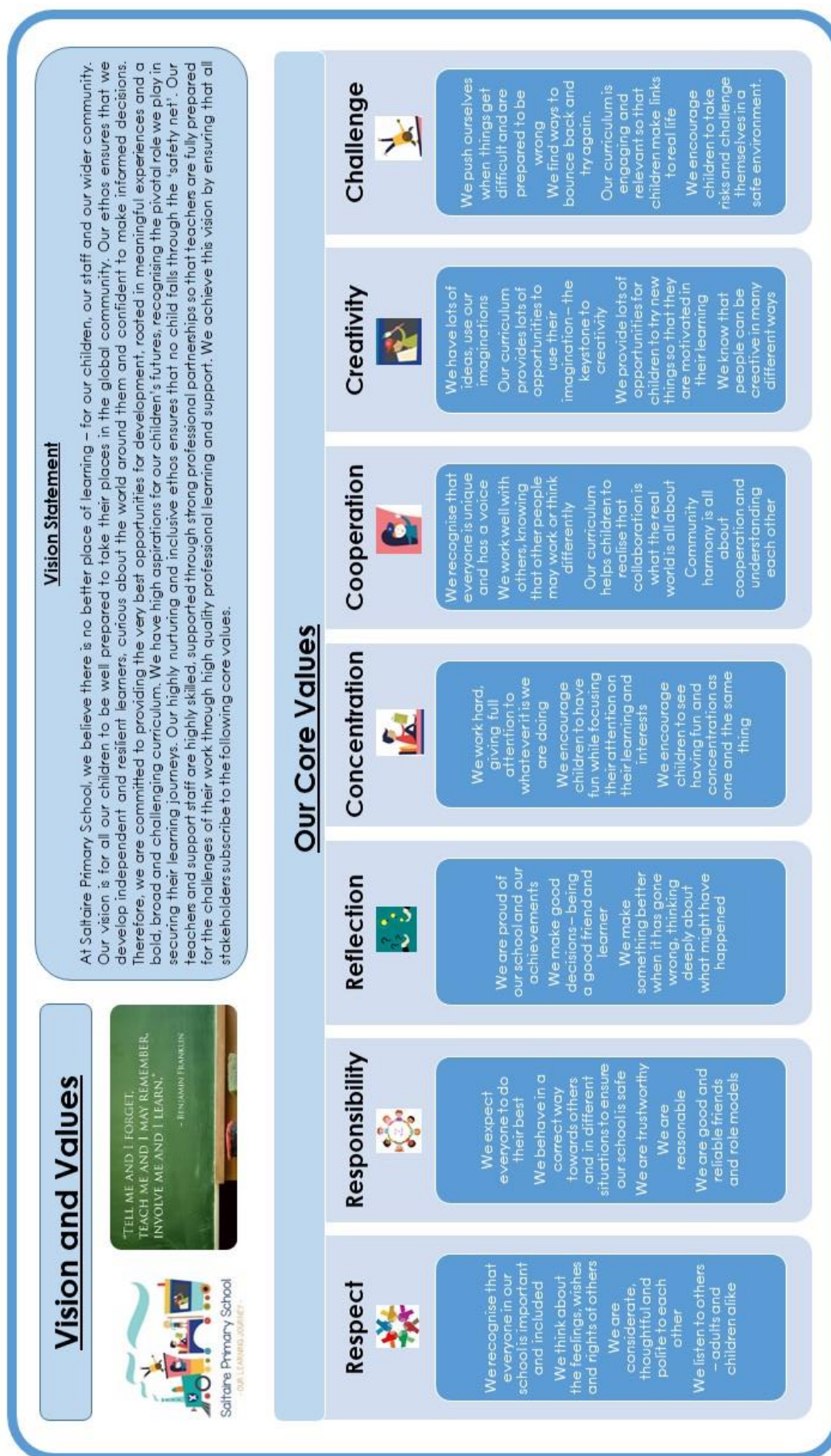
The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every three years.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Online Safety Policy

Appendix 1: written statement of behaviour principles



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 behaviour policy
- 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: Good Behaviour Strategy

If the Golden Rules are not followed, this is what will happen:

Stage 1

- ❖ You will be reminded about the Golden Rules and how you can improve your learning and behaviour
- ❖ If there is another incident you will be advised again of the Golden Rules and how to improve or move to the next stage
- ❖ If golden rules not followed at playtime, eg. running inside, you will miss five minutes of playtime

Stage 2

- ❖ You will be moved to sit somewhere else to prevent further disruption. In the playground, you will have a short time out in some suitable area so that the teacher on duty has clear vision of you, or you may walk around with a member of staff.
- ❖ If there is another incident you will miss playtime and go to PDR
- ❖ After 3 PDR sessions within a half term, a behaviour letter will be sent home
- ❖ If golden rules are repeatedly not followed or your actions are more serious, eg. jumping down the stairs, you will miss your whole playtime

Stage 3

- ❖ If 3 behaviour letters are given in one half term you will be referred to the Headteacher and parents contacted as appropriate.

In Reception

If the behaviour persists you will be referred to the Headteacher and parents contacted as appropriate.

Stage 4

- ❖ If the behaviour persists the Headteacher will make further contact with your parents and a personal support programme will be prepared to help your behaviour improve

Appendix 3: Good Behaviour Guide

The following pages provide guidance on the behaviour we promote when children are involved in different aspects of school life. This helps adults and children to understand their roles.