



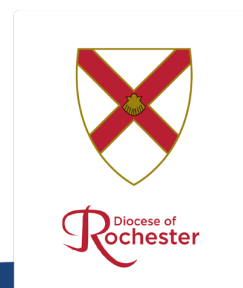
# Policy Document

Sedley's C of E Primary School

## Behaviour Policy

February 2024

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# 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.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Our Ethos

At Sedley's Church of England Primary School we have high expectations of behaviour. Together, we aim to promote positive behaviour in our pupils and work hard to create an environment in which this can flourish. We endeavour to create a positive atmosphere based on a sense of community and shared values.

The aim of this policy is to ensure that everyone within our community feels valued and that there is a joint approach and shared responsibility between the parents, pupils, governors and the school.

Our vision underpins our behaviour policy as it aims to prepare our pupils to become confident and honest citizens in today's world. We endeavour for our children to:

'Love to learn, Learn to love.'

Behaviour and consequences within our school stem from our core Christian values. Children of all ages and abilities are able to understand and recognise the core values and they are explicitly taught to all children. The core Christian values are displayed in classrooms and at various points around school. We work with all stakeholders to ensure they understand how the values underpin our vision and can be used in developing pupils personally, socially and morally to drive positive behaviour.



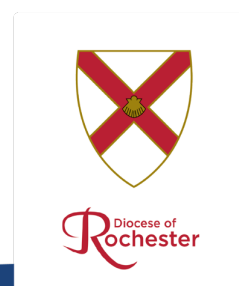
## 4. Statement of Behaviour Principles:

- 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, reinforcing positive behaviour management through the schools' Christian values
- Pupils are helped to take responsibility for their actions, through guidance and reflection of the Christian values
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood and adhered to by pupils and staff
- Sedley's staff and parents work together with behaviour incidents to foster good relationships between the school and pupils' home life
- 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

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

## 5. 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. At Sedley's CEP School we aim to manage behaviour and any associated issues before it escalates to this level.



Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 6. Roles and Responsibilities

### 6.1 The Governing body

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

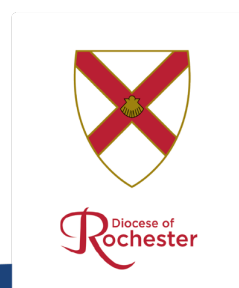
The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Governors should:

- Support the partnership between home and school
- Follow (with the Headteacher) the school's policy for dealing with exclusions
- Review, monitor and evaluate the implementation of the school's behaviour policy

### 6.2 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. The Headteacher will also approve this policy.



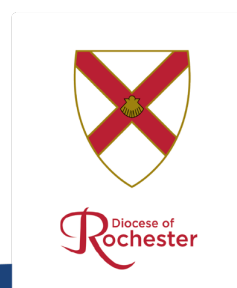
The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently, with positive praise and reinforcement being at the core of staff practice.

### 6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently ensuring consistency though all classes and using the behaviour ladder for sanctions.
- Modelling positive behaviour, in line with the schools' Christian values
- Provide a caring and effective learning environment, where pupils feel safe to make mistakes and use mistakes to learn from.
- Emphasise the importance of being valued as an individual within the group
- Encourage relationships, reflection and learning from mistakes based on our core Christian values
- Show appreciation of the efforts and contribution of all pupils, no matter how small the achievement
- Providing a personalised approach to the specific behavioural needs of particular pupils, especially vulnerable pupils or SEND pupils.
- Form effective working relationships with parents so that all children can see that the key adults in their lives are working together.

Senior staff will support in responding to behaviour incidents where necessary.



## 6.4 Parents

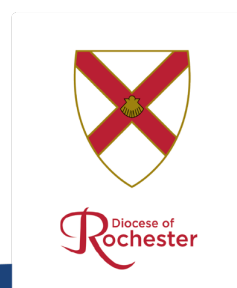
Parents are expected to:

- Support their child in following the schools' expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher at the earliest possible time
- Encourage independence, resilience and self-discipline
- Show an interest in all that their child does at school and promote positive behaviour, supporting good work and expectations
- Foster good relationships with the school, talking freely about any concerns and working in partnership with the school to address inappropriate behaviour
- Use the school's complaints policy and procedure to deal with issues
- Inform the Head teacher/Designated Safeguarding Lead if they have safeguarding concerns

## 7. Pupil code of conduct:

Pupils are expected to:

- Uphold and promote the school's Christian values in all that they do
- Reflect on the values in changing inappropriate behaviour
- Behave in a way which does not affect others; being polite, kind and sensible
- Show respect to everyone and the environment
- Always try to be the best versions of themselves
- Respect and celebrate all differences
- Follow instructions from all adults
- Always try their best with aspects of school life





## 8. Managing Behaviour Positively

### 8.1 Whole school non-verbal signals

At Sedley's we promote a positive environment where we believe that every child has the right to be spoken to in a respectful way. As a school we have adopted these whole school signals to gain the pupils attention without having to use raised voices:

- **hand up:** members of staff raise their hand, signifying to children that they need to stop what they are doing, look and listen
- **repeated claps:** member of staff claps and pupils copy, signifying that they need to stop what they are doing, look and listen
- **copy me:** member of staff makes hand movements and pupils copy as a sign to stop look and listen

### 8.2 Rewards

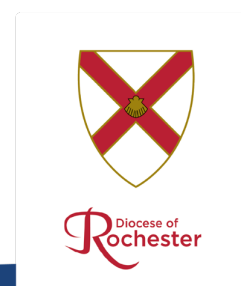
Sedley's CEP School believe that pupils are driven by good behaviour. That all children want to please and be the best versions of themselves. To support and promote this the main focus of our strategies are to use positive reinforcement. Focusing on positive behaviours will encourage we are less in need of other behaviour management strategies.

#### Housepoints

We have a House Point system at Sedley's. Every pupil and member of staff belong to a given House Team. Once allocated to a team they will stay in that team for the duration of their time in Sedley's school. House Teams are assigned upon starting the school. A central record of the teams and its associates are kept in each classroom, and a whole school central record kept.

House points are to be awarded to pupils who demonstrate positive behaviour.

Each week, in celebration worship, House Captains will share points earned that week and the whole school will celebrate the winning team's achievements.



### 'Top of the world'

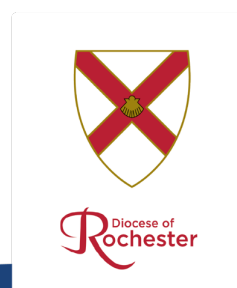
We use a whole school positive behaviour system at Sedley's in which children are recognised for their behaviour for learning and their choices. Children begin their day on the green level, and can be moved onto the star, the world and then on top of the world! Each class has agreed their reward system for each stage, and children that are on top of the world at the end of the day receive a certificate and prize from the Headteacher.

In addition to house points and the Top of the World' levels class teachers will make use of the following to support and promote good behaviour:

- Verbal praise
- Awarding stickers/prizes alongside house points
- A weekly celebration worship in which pupils from each class are selected to receive the weekly 'Sedley's Star' award. This is presented to them in front of the whole school. The pupils receive a certificate. This award can be for a piece of learning, behaviour, demonstration of a Christian value or for a wide range of reasons.
- Three times a year children are recognised for their improvements in a number of areas and receive certificates for this.
- Postcards/notes/emails and telephone calls home for exceptional personal achievements, or for showing the schools values
- A range of awards are presented at the end of the school year.

### Shiny Tickets

Children can earn shiny tickets for showing positive behaviour and for demonstrating the Christian values. Each week a winner is chosen at random, and all tickets go into a prize draw at the end of the school term and then the school year.



### 8.3 Consequences

It may be necessary to apply consequences to ensure a safe and positive learning environment. These range from the least to most intrusive in order to make a distinction between minor and serious offences. A variety of low-level intervention strategies are used initially, such as non-verbal signals, a reminder and close adult proximity to redirect and encourage children to stay on track. We are aware that in some situations we may need to be flexible in the use of sanctions to take account of individual circumstances.

The school uses a Restorative Justice approach to problem solving, ensuring all involved are heard and are able to communicate what happened. The school makes use of the following consequences for inappropriate behaviour:

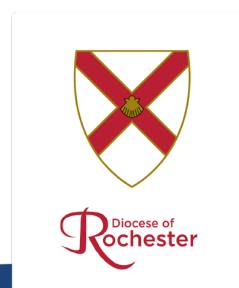
- Name moving down on Top of the World levels (this incorporates a warning and the opportunity for children to 'fix it.').
- Time out of class in order to discuss the issue
- Loss of some or all play time.
- Time to complete learning in another room
- Discussion with parents.

Parents/carers will be informed regarding more serious incidents. At Sedley's we believe in working in partnership with our parents to support our pupils and that working together in partnership provides the best outcomes for our pupils.

### 8.4 Recording behaviour incidents

Aside minor infringements, all behaviour incidents should be recorded. Records should be logged via Arbor by the member of staff dealing with it. This can then be followed up by the appropriate member of staff, depending on the incident.

It is important to log behaviour incidents as it helps to build a profile for pupils, and may show links to aspects of wellbeing or safeguarding which may need exploring.



## 9. Challenging Behaviour

Ongoing challenging behaviour may lead to children and staff not feeling safe in school. Some children may need support through a Pastoral Support Plan in their behaviour is persistent. This allows for the opportunity to monitor behaviour over a period of time, with the aim of a positive outcome. Where a PSP is needed, the school will work closely with parents/carers to prevent a possible exclusion.

The Pastoral Support Plan (PSP):

- is a way for school and home to work together
- lasts for a short amount of time, approximately 6 weeks
- helps a child to become aware of their behaviour and to make the right choices
- has targets set with the child and parent/carers
- targets need to be achieved and behaviour improved over the given time
- targets will be reviewed every 2 weeks with the child, parent/carer, class teacher and SENCO to ensure progress is being made.
- List strategies for helping the child with their behaviour
- 

## 10. Persistent Disruptive or Extreme Behaviour/Suspensions and Exclusions

Suspension from Sedley's Primary School is only ever resorted to when all other strategies have been exhausted, as we actively seek to be inclusive. Extreme behaviour or persistent disruptive and challenging behaviour may lead to pupil suspension. Only the Headteacher (or the Senior Teacher "Acting Head" in their absence) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. (These will not be more than 15 days in any one term) The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert fixed-term suspensions into a permanent exclusion, if the circumstances warrant this.



The Headteacher and the governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the suspension process. This includes having regard to the SEN Code of Practice. (Exclusion from maintained schools, Academies and pupil referral units in England, 2012, p.6)

If the Headteacher suspends or excludes a pupil, he/she informs the parents/carers immediately, giving reasons. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parent/carers how to make any such appeal. After a child has been suspended, the child and parents/carers are asked to attend a reintegration meeting.

## 11. Off-site Behaviour

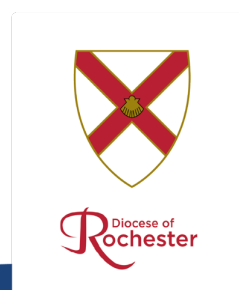
Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on a coach/public transport. This will be assessed by the lead member of staff and in line with school policy.

## 12. 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 policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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



## 13. Physical Restraint

In July 2013, the DfE issued advice for Headteachers, staff and governing bodies over the use of reasonable force.

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all pupils and staff, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

We have adopted the Team Teach Positive Handling Policy. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

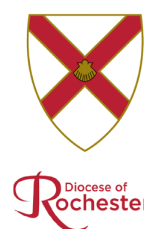
- Causing disorder
- Hurting themselves or others
- Damaging property

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 and reported to parents (see appendix for a behaviour form)
- Logged on Arbor

## 14. Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.



## 15. 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.

The school's special educational needs co-ordinator 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.

## 16. Pupil Transition

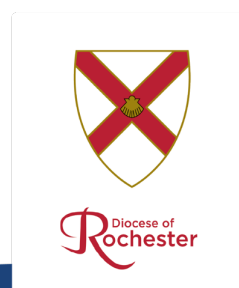
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure that the right support is in place for a pupil, information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 17. Training

Our staff are expected to promote positive behaviour management. We will where deemed necessary send staff on training to support their behaviour management, including proper use of restraint, as and where necessary, through the Team Teach approach.

Behaviour management will also form part of continuing professional development.



## 18. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body every 2 years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing body every 2 years.

## 19. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy