



**Stewart Headlam**  
**Primary School**

# Behaviour Policy 2022

Signed Chair *P.A. Leardner*

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Reviewed	Oct 22
Date of next review	Oct 23

## **Aims**

We want every member of the school community to feel valued and respected, to build a caring community built on principles of mutual trust and equality. This policy aims to encourage all members of the school community to live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and able to fulfill their potential. We want children to develop sufficient emotional intelligence to become aware of and manage their own behaviour effectively and independently.

## **Objectives**

- To develop in members of the school community a sense of self-awareness, self-discipline and responsibility for their own actions
- To create a school community in which effective learning can take place and where the school environment and resources are respected and cared for
- To encourage effective team work and relationships that support the school as a happy and safe place of learning
- To set out effective systems for rewarding good behaviour and dealing effectively with inappropriate behaviour
- To ensure that members of the school community feel that incidents have been fairly and appropriately resolved

## **The Golden Rules**

Everyone in the school community is expected to follow the Golden Rules:

<i>We are gentle</i>
<i>We are kind and helpful</i>
<i>We work hard</i>
<i>We look after property</i>
<i>We listen to people</i>
<i>We are honest</i>

The Golden Rules are displayed in all areas of the school so that they are visible to all members of the school community and to visitors to the school. Children are regularly reminded of the rules by class teachers and in assemblies.

## **Classroom rules**

All class teachers spend the first week of the Autumn Term discussing the Golden Rules with their class and drawing up supplementary rules which are specific to the class. These are displayed in the classroom for children, staff, parents and visitors.

## **Rewarding good behaviour**

The school believes that by focusing on rewarding good behaviour, we will develop an ethos of respect and cooperation.

Teachers are encouraged to reward good behaviour in the following ways:

- Verbal praise, including specifying the way in which the child has demonstrated good behaviour e.g. *'I like the way you, I'm so happy that you are...'*
- Putting children's names onto the rainbow (behaviour chart)
- Certificates in Achievement Assemblies;
- Informing parents;
- Showing good work in assemblies;
- Being given special responsibilities or jobs to do;
- Sending children to a member of SLT for praise;
- Provision of Golden Time (in certain classes, according to the teacher's discretion), which may be earned by individual incidents of good behaviour or overall class behaviour.
- Stickers are not used generally, although they could be appropriate for pupils who have behaviour plans.

## **Dealing effectively with inappropriate behaviour**

We treat instances of inappropriate behaviour as learning opportunities. We question children to help children understand and express what was inappropriate about their behaviour and why the inappropriate behaviour has occurred. We also support children in identifying ways in which they can change their behaviour and make amends to others who were negatively affected. In all situations, we try to develop the children as reflective learners with good emotional intelligence.

All adults are expected to follow the agreed sanctions (see Appendices 1, 2 and 3) when dealing with inappropriate behaviour in school. Repeated instances of low level disruption or concerning behaviour patterns should be noted in the class Concerns Book so that patterns of behaviour can be tracked,

All incidents of behaviour which is at stage 4 or above or at stage 3 as repetitive behaviour will be logged onto CPOMs (Child Protection Online Management System) so that it can be monitored and action taken by either the class teacher or a member of SLT.

Incidents can be dealt with by any member of the SLT, a KS2 Behaviour Sheet (Appendix 4) and a KS1 Reflection sheet (appendix 5).

Certain more serious inappropriate behaviours need to be referred to and dealt with by the Head of School or the Executive Headteacher. These include:

- Suspected bullying (see Anti-Bullying Policy)
- Discriminatory incidents - race, age, gender, disability, sexual orientation, religion (see Race Equality Policy)
- Other serious behaviours (see Appendix 2 - Step 4 and Appendix 3 - Step 4)

If repeated inappropriate behaviour (Appendix 3) or serious inappropriate behaviour is reported, then the sanctions listed in Appendices 1, 2 and 3 will be instigated by a member of SLT.

Such behavioural programmes may involve staff inside the school e.g. Learning Mentor, Home-School Worker, TA, teachers or outside agencies e.g. CAMHS, Cherry Trees, Attendance and Welfare, Community Police Officer.

The Inclusion Coordinator and/or Home-School Worker may be asked to take on responsibility for liaising with relevant outside agencies to support the management of behaviour for children and their families.

### **Teaching and Learning**

To be proactive in maintaining good behaviour we provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practiced. There are regular explicit opportunities for learning about how to act in keeping the school's values and beliefs. (This is in addition to expectations of learning behaviour, which permeate the curriculum),

For example, the development of pupils' social, emotional and behaviour skills will be achieved through;

- A structured PSHE Jigsaw programme *across* all years in PSHE
- Involvement of a learning mentor

### **Support systems for pupils**

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well organised and caring school community, some pupils may need additional support to manage their behaviour and attendance.

The school uses procedures to identify those pupils in need of additional support through;

- Liaison with parents/carers, previous schools and outside agencies;
- Contact with parents in the early stages of an issue
- Referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. Behaviour Support Service);
- Referrals to the Learning Mentor for a period of additional support

### **Code of Conduct**

All adult members of the school community have agreed to follow the Code of Conduct which details how we adults in the school community to treat each other and to behave, and what should be done if these expectations are not met.

### **Monitoring**

Low level inappropriate or concerning behaviour will be monitored in the first instance by the class teachers through CPOMS. If teachers notice a concerning pattern, this should be reported to SLT (using KS2 Behaviour sheet/KS1 Reflection sheet- Appendix 4/5) who will advise on appropriate action.

SLT will monitor and record more serious inappropriate behaviour through CPOMS. Any serious inappropriate behaviour should be discussed by SLT and dealt with by the HoS or EH. Written records of such behaviour and sanctions given will always be kept.

### **Evaluation**

The Phase Leaders will produce statistics on individual pupils, classes and phase groups annually to inform SLT and Governors. Behavioural incident analyses will be presented to the Governing Body by the Head of School or The Executive Headteacher.

### **Budget**

There is no dedicated Behaviour budget but, should funding be required for e.g. posters, certificates, stickers, the General Stock budget will be used.

If budget is required to provide outside agency support the Inclusion budget will be used.

### **Parental Involvement**

As members of the school community, parents are expected to adhere to the school's principles for good behaviour, as detailed in the Golden Rules and the Code of Conduct. They are also expected to take responsibility for their children's behaviour and support the school in working with children who have demonstrated inappropriate behaviour,

The school will offer support to parents who are experiencing difficulties in managing their children's behaviour. This support will be tailored to individual needs but may involve any of the following:

- Regular meetings with the class teacher/SLT member
- CAMHS
- Strengthening Families, Strengthening Communities
- Other appropriate agencies through the Home-School Worker

### **Roles and Responsibilities**

#### **The Executive Headteacher/Head of School:**

- Communicates with the Governing Body to report on serious behaviour incidents
- Decides on and implements appropriate sanctions for serious behaviour incidents using the Behaviour Steps
- Deals with discriminatory incidents
- Deal with bullying and discriminatory incidents
- Manage sanctions for repeated inappropriate behaviour

### **Learning Mentor:**

Develops and manages behaviour support programmes for pupils identified by class teachers and Phase Leaders

### **Home School Worker:**

- Liaises with parents to communicate behavioural concerns
- Communicates with outside agencies who can support families with behaviour management
- Encourages families with behaviour management needs to participate in support networks running in the school

### **Teachers:**

- Refer children who do not follow the Golden Rules to learning mentors/SLT
- Keep records of low level inappropriate or concerning behaviour using CPOMs
- Keep records of conversations with parents about behaviour using CPOMS
- Policy Location/Review

This policy will be stored on the Admin and Teacher Drives so that it is accessible to all staff. A hard copy will be kept in Policy Folders. The policy will be reviewed in 2023.

See also:

- Lunchtime Policy
- Race Equality Policy
- Anti-Bullying Policy
- Inclusion Policy
- Staff Code of Conduct

## **Appendices**

- 1: EYFS Behavioural steps
- 2: KS1 Behavioural steps
- 3: KS2 Behavioural steps
- 4: KS2 Behaviour sheet
- 5: KS1 Reflection sheet

## Behavioural Steps Foundation Stage

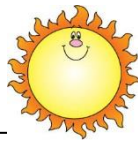
Please remember that children's behaviour is related to their age and their experience before attending school and positive praise should be used to reinforce good behaviour.

### Positive Behaviour in the EYFS

In the Early Years Foundation Stage children collect positive stars on a star chart in relation to the Golden Rules. When the children collect 5 stars, they receive a reward for their good behaviour. This reward gives them an opportunity to develop their language and development at home.

Steps	Actions/Behaviour causing concern	Action/sanction to be taken	Timescale
Step 1	Swearing; verbal abuse; unkind behaviour causing alarm or upset; refusal to follow instructions; defiance; stealing	Explain why behaviour is unacceptable; give the child a chance to put it right with appropriate level of support; give praise for making "a good choice"	First incidence of unacceptable behaviour
Step 2	Swearing; verbal abuse; unkind behaviour causing alarm or upset; refusal to follow instructions; defiance; stealing	Reminder of expectations and give warning of "Thinking Time"	Second incidence of unacceptable behaviour
Step 3	Swearing; verbal abuse; unkind behaviour causing alarm or upset; refusal to follow instructions; defiance; stealing	"Thinking Time" using "Thinking Mat" and sand timer. (1/3 mins) Ask child "you had Thinking Time because... How will you make a good choice next time?" Write in concerns book. Parents informally involved "Helen has some thinking time today because .... Please talk to him about this	Third incidence of unacceptable behaviour
Step 4	Swearing; verbal abuse; unkind behaviour causing alarm or upset; refusal to follow instructions; defiance; stealing	10 mins (Timer) in other year group/ with another adult with verbal prompt. "Helen this child needs to watch some children who are good at sharing" Write in concerns book. Parents informed. Assistant head informed.	Subsequent incidences
Step 5	Repeated poor behaviour that worries you	Discuss with assistant head (Who may refer to deputy or head teacher) Parents formally informed and support sought	Subsequent incidences
If poor or worrying behaviour continues, arrange a meeting with parent/carer to rule out any external difficulties eg sleeping patterns, Draw up a behaviour plan in partnership with family. Inform SLT members. Refer to SHS worker, learning mentor and external agencies as necessary			





All children start on the sun. This is a positive reminder that they are starting each day as a fresh start

**Step 1: first verbal warning**  
Child has displayed low level behaviour which results in loss of learning time name is put onto the cloud.

**Step 2: second verbal warning**  
Child gets a tick next to their name on the cloud

**Step 3: action**  
Child has had three verbal warnings and will now miss a 5-10 minutes of playtime.  
Child fills in KS1 reflection sheet with teacher. Child brings the reflection sheet to phase co-ordinator to be

Outstanding behaviour- does something above and beyond. Move to rainbow:  
Will get reward during gc time



Improves behaviour for the rest of the day.  
Name goes back

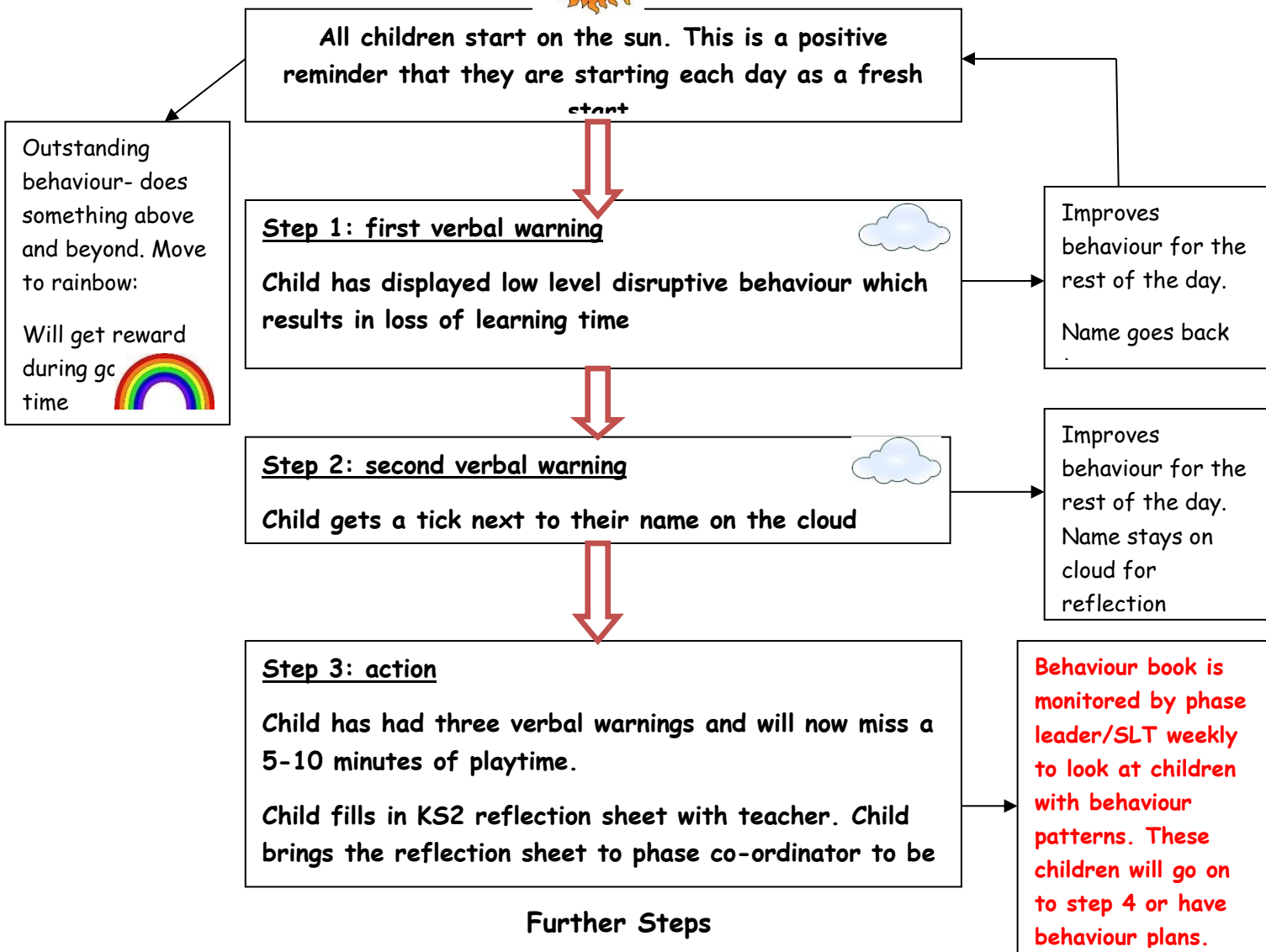
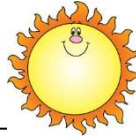
Improves behaviour for the rest of the day.  
Name stays on cloud for reflection

**Behaviour book is monitored by phase leader/SLT weekly to look at children with behaviour patterns. These children will go on to step 4 or have behaviour plans.**

**Further Steps**

Steps	Action Committed/Accelerated steps	Action to be Taken	Timescale
Step 4	<b>Serious Incidents</b> Kicking/punching/swearing/ Pulling hair or cutting hair <b>Breaking furniture or resources deliberately etc.</b>	Discuss with phase leader or Head (Parents could be called or told on that day)	Day 1 Loop back to step 1 following day. If a serious incident on to step5
Step 5	Repeatable behavioural issues	Behaviour plan drawn up with parent, teacher, child And Inclusion Manager Internal Referred to Learning Mentor	
Step 6		Referral to external agencies for behavioural support	

Appendix 3  
Behavioural Steps KS2



Steps	Action Committed/Accelerated steps	Action to be Taken	Timescale
Step 4	Serious Incidents Pulling hair or cutting hair Kicking/punching/swearing/ verbal abuse/unfriendly behaviour which causes alarm to other party and staff(fighting)/stealing	Discuss with phase leader or Head (Parents could be called or told on that day)	If a serious incident on to step 5

	Breaking furniture or resources deliberately etc		
<b>Step 5</b>	Repeatable behavioural issues	Behaviour plan drawn up with parent, teacher, child And Inclusion Manager Internal Referred to Learning Mentor	Loop back to 1
<b>Step 6</b>		Referral to external agencies for behavioural support	Loop back to 1

<b>Step 7</b>	Major incident: Racist remark Pulling trousers	Discuss with Head or Deputy (Parents could be called)	If a major incident go on to step 8
<b>Step 8</b>		Class exclusion (Parents notified)	3 or more visits in 1 week to see the Head  Loop back to step 1 following day. 3 class exclusions = step 9
<b>Step 9</b>		Privileges taken away-contract between Home /school	Period of time decided by the Head in consultation with the parents. Contract broken step 10
<b>Step 10</b>		Lunch time exclusion-LA	Loop back to step 5 or 6
<b>Step 11</b>		$\frac{1}{2}$ day exclusion- LA	Loop back to step 5 or 6
<b>Step 12</b>		Full day exclusion-LA	Loop back to step 5 or 6






<b>Date:</b>	<b>Name:</b>
<b>Teacher's name:</b>	
<b>Which Golden Rule have you broken?</b>	
<b>What have YOU done wrong?</b>	
<b>How could you make the situation better?</b>	
<b>How could you behave better in the future?</b>	
<b>What does the adult think about what you have written?</b>	

Signed (Pupil) \_\_\_\_\_

Signed (teacher/staff member) \_\_\_\_\_

(A copy should be given to phase leader and one copy in class file)



<p><b>What Golden rule did I break?</b></p>	<input type="text"/> : gentle 	<input type="text"/> : kind and helpful 	<input type="text"/> : honest 
	<input type="text"/> : 	<input type="text"/> : hard 	<input type="text"/> : after property 
<p><b>What I did</b></p>		<p><b>What I should have done</b></p>	

# COVID-19 AMMENDMENT

Due to the current situation involving the Covid-19 ongoing risk assessments and government guidelines, the following procedures will temporarily be in place until further notice.

## **Adjustments in schools:**

- Social Distancing
- Bubbles
- Increased handwashing

## **How have staff communicated this to children?**

- Staff have been given and contributed to the Risk Assessment so it is clear what can and cannot be done or used.
- Staff have explained the changes we have made to the children in the bubble groups and each has devised its own Bubble Charter- a shared principle of how to behave and expectations. These are on display in the Bubbles and pupils have a reminder each morning.
- Parents have been informed via website and leaflets

## **What happens if the rules are broken?**

If the rules are not followed it is likely that the pupil will be sent home.

Incidents where this would be certain are:

- spitting at people
- Deliberately/pretend to cough and sneeze
- refusal to wash hands
- Deliberately not adhering to social distancing

## **Communicating with parents:**

- Where teachers may need to communicate behaviour issues with parents, this may be done through phone calls or video conferencing.
- Where there is bullying being reported to the Head of school, or in their absence, the Executive headteacher, the meeting held with the parents/carers may be carried out either by a phone call or video conferencing.
- When communicating outcomes with parents and children, this will be done in line with guidelines of social distancing with the children and telephone or video conference with parents/carers.
- Where there is an issue that needs whole class or large group intervention involving parents, letters and emails will be sent out to these parents.