



South Lake Primary School

Behaviour Policy

Version	Date	Approved by Governors	Description
1	September 2020	1 st October 2020	Covid Security Update added
2	November 2021	15 th December 2020	Sexual Harrassment Added. Changes to refelect Therapeutic Thinking Training.
3	September 2022		Review with staff
4	October 2023		Review, addition of 3Rs curriculum.

Next review date: October 2025

Aims and Objectives

- To create and maintain an environment of mutual respect and understanding
- To create a consistent and positive approach to behaviour management throughout the school
- To create an environment in which all pupils and staff can feel safe, secure and respected
- To establish an ethos of accepting differences and tolerance across the school
- To help pupils understand, moderate and manage their own behaviour in ways that will be acceptable in the wider society in which they live
- To enable pupils to develop their own sense of self-worth as well as tolerance and respect for others
- To engender positive learning behaviours; which allow the children to succeed

Statement of Principles

It is the responsibility of the whole school community to support the development of a safe, caring and supportive ethos. We expect every child and adult to be treated with respect.

Our behaviour expectations are based on the principle that our children are:

Responsible, Respectful and Ready.

In understanding children's behaviours, we apply these principles:

- That children's learning is understood developmentally
- The classroom offers a safe and consistent base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- Behaviour can be a communication
- The importance of transition in children's lives
- There may be adverse experiences that impact of on children's ability to regulate their behaviour

The school has zero tolerance of bullying and any form of harassment.

The policy is applied fairly and consistently by all members of staff

Everyone is responsible for:

- Being positive role models
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).

- Consistently promoting pro-social behaviour
- Facilitating learning about relationships and behaviour.

The Governors and Headteacher are responsible for:

Monitoring and evaluating the impact of the Policy.

The SLT are responsible for:

- Establishing a positive school ethos by establishing a happy, safe, secure and well-maintained school environment for pupils and staff.
- Training and supporting staff.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need or identity and ensuring the safety of all.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.

The staff are responsible for:

- Creating a positive classroom ethos using the language: Responsible, Respectful, Ready
- Using the school's 3Rs curriculum to establish and maintain high expectations at all times and praising when expectations are reached or exceeded.
- Using positive behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing), both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of PSHE to promote prosocial behaviour.
- Ensuring PHSE activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Recording serious incidents on CPOMS where a child's behaviour is deemed to have a serious effect on themselves and others.

Parents are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school.

- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school
- Attending meetings when requested.

Pupils are responsible for:

- Following school expectations and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences those actions will have for others.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning and actions.
- Valuing each other's opinions.
- Being Responsible for their actions and their community, Respectful towards others and the environment and Ready to learn.

Supporting Positive Behaviours

We use praise and positive reinforcement and give replacement behaviours and strategies to help children make positive choices.

The curriculum will actively promote appropriate behaviour through the 3Rs curriculum and in subjects and other areas i.e. PSHE and Assemblies.

Adults around the school will use a consistent language to promote these behaviours, for example "Thank you for being responsible by walking down the corridor"

Dealing with Unacceptable Behaviours

As a school, we believe in therapeutic practice when considering behaviour incidents, in order to prevent a recurrence of the event and keep all our children and adults safe.

Most low-level anti-social behaviours, such as talking in class, leaving a seat instead of working, need only a reminder of the classroom expectation. A repeat of this behaviour would require a quiet word with the child.

If this low-level disruptive behaviour continues, parents/cares will be informed and strategies discussed with them such as missed work being completed at other times. Teachers will record this behaviour using CPOMS, if they feel that it would be beneficial for a member of the pastoral team to be aware of it.

Support from the pastoral team will be offered such as exploring what any underlying reason might be and helping to plan provision and reduce risk.

Consequences

Protective and/or Educational

It is essential that there is always an element of restorative practice. We aim to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Behaviour which disrupts the learning of others will result in a linked consequence, such as missed work being finished or objects being tidied up in the child's own time.

If there is no natural linked consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term. It is the removal of freedom, to prevent harm. An example of this would be sending a child to a safe space so that a lesson could carry on safely, or asking a member of the pastoral team to come and give support.

Children who have recognised behavioural needs may have individual behaviour support arrangements. The parents/carers, class teacher, the school's pastoral team and the pupil may all be involved in the creation and oversight of these and they are confidential.

Staff will deal sensitively with children who have been affected by another's poor behaviour, without breaching the confidential nature of sanctions that may have been given.

Most cases of pupils hurting other pupils will be dealt with under this behaviour policy, but our Child Protection and Safeguarding policy will apply to any allegations that raise safeguarding concerns.

Exclusion are used as a last resort for the most serious of incidents. We adhere to the DfE guidelines for exclusion.

The use of Positive Restraint Intervention

In order to avoid the immediate threat of harm to a child or adult, or to disengage them from unsafe or dangerous act, a positive restraint intervention may be used by a staff member. Any such incidents are recorded in a bound book kept for the purpose and reported to the restrained child's parent or carer. PRI numbers are reported to the school's Governing Body. Physical intervention must be as brief as is possible and restorative activities must take place afterwards, for instance through de-briefing, discussion or rehearsing a situation.

At all times, the DfE advice* on the use of physical restraint is adhered to, which states that:

- all members of school staff have a legal power to use reasonable force.
- reasonable force can be used to prevent pupils from hurting themselves or others...

*extract from *DfE Use of reasonable force Advice for headteachers, staff and governing bodies July 2013*

Before using physical intervention, where it is possible to do so safely, other de-escalation techniques will be used that are designed to defuse the situation.

Examples of this are:

- distraction,
- offering support,
- the use of humour,
- redirecting the child to their safe space
- an alternative activity
- removing other children.

In these cases the incident can be dealt with later when emotions are no longer running high.

Sexual Harassment and Child –on -Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Expectations of Behaviour Off-Site

South Lake Primary School expects that all pupils will behave in an exemplary manner when on educational visits and sporting events and school procedures and consequences will be applied. Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school and when wearing school uniform in a public place. Parents/carers will be informed of incidents of anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents/carers will be expected to collect pupils if behaviour falls below acceptable standards.

Recording of Incidents

Incidents of disruptive or dangerous behaviour are recorded using our CPOMS system, they are overseen by the Behaviour Lead, Miss Stickley. Incidents will be analysed annually to seek patterns of behaviours or unsafe spaces and this will be reported to governors through the Headteacher’s report.

Any allegations of bullying should be reported to the Headteacher.

Other Relevant Policies:

Anti-bullying Policy
Safeguarding Policy
Mobile Phone Policy

