Slindon Church of England Primary School

Behaviour policy and statement of behaviour principles

Approved by:	Headteacher (Laura Webb) and Governing Body
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Next review due by:	April 2025

Contents

Introduction

Slindon Church of England Primary School is led by four overarching principles. These principles run through the ethos of our school and feed into our policy and pedagogy.

Within our behaviour policy, we recognise that all children are **unique** and whilst this behaviour policy governs how we manage behaviour, we recognise *that some children may at times need a more individualised approach.*

The **positive relationships** that we are able to develop in our small community enable children to be supported and encouraged in making the right choices with regard to their behaviour, and in respecting both their rights and the rights of others.

We respect that everybody **learns and develops** in different ways. Our behaviour policy respects the developmental needs of children in understanding behavioural expectations.

As a school, we develop **positive relationships** with other agencies to support children and families, such as the Learning and Behaviour Advisory Team (LBAT) and Integrated Prevention and Early Help (IPEH). This ensures that we maintain an **enabling environment**, ensuring that both pupils and staff feel happy, safe and supported.

As a Christian school, the Christian values that guide us every day are intrinsic to how we behave.

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is Unique and want to ensure they are able to Learn and Develop in a high quality learning environment. We enrich the spirit in an Enabling Environment, in which Positive relationships foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Let Your Light Shine ~ Matthew 5:16

We use the fruits of the spirit, along with our Christian values and 'British' (although we prefer to call them 'Human') values, to guide our behaviour. The blessings guide us in our attitude to God, to other people and ourselves. They sit above and separately to behaviour management, though we are recognised and rewarded for being mindful of the fruits of the spirit and inherent values within each.

As a Rights Respecting School, our Behaviour Policy is underpinned by the following articles of the UN Convention on the Rights of a Child.

- ➢ Articles 3/ 5: The adults in our school community, including our parents/ carers and families will act as role models.

- ➢ Articles 2/ 12/ 30: We respect the right to be listened to and listen to others, to give an opinion and have the right to protection against discrimination.

- ➢ Article 13: We respect the right to find things out and share what we think with others, through art, talking or writing, unless it breaks the rights of others.

- ➢ Article 17: We respect the right to collect information from radio, newspapers, television and the internet, but to also be protected from information that could be harmful.

- ➢ Articles 19/ 24: We respect the right to feel safe at school and help others feel safe, to not be hurt or badly treated.

- ➢ Article 28: We respect the right to learn and let others enjoy their learning.

- ➢ Articles 15/31: We respect the right to join in and be part of a team, to join or set up groups, as long as it isn't harmful to others.

- ➢ Article 29: We respect the right to develop our potential.

- ➢ Article 27: We respect the right to look after our own and other's property.

Statement of Principles

- • Every pupil understands that 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 act as role models to pupils at all times.

- • Our behaviour policy is used consistently amongst staff and is understood by children, staff and parents/ carers.

- • All pupils are supported in taking responsibility for their actions.

- • There is an open dialogue between school and home, parents/ carers are kept informed of behaviour incidents.

1. Aims

It is a primary aim of Slindon Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy aims to:

- Provide a consistent approach to behaviour management whilst promoting an awareness of everybody's individual needs, recognising the value of each of us within the school community.

- Ensure that every child is aware of their rights and responsibilities and how they have contributed to their class charter.

- Ensure that all adults understand their responsibility to act as role models in and around our school community.

- 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 consequences.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour 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
- Keeping Children Safe in Education 2023

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. Behaviour management

3.1 Class Charters

Our journey to becoming a rights respecting school requires a move away from a traditional model of school rules which focus on how children need to behave in the classroom. School rules often use the language of 'do' and 'don't' and are used as a direct behaviour management tool.

Our class charters are based on an International agreement, the United Nations Convention on the Rights of the Child (UNCRC). Our charters are reviewed regularly and agreed by staff and pupils together. We use our class charters to make the UNCRC a real and meaningful guide to action on a day to day level and to encourage the use of language which refers to rights and positive actions rather than rules.

3.2 House Points

On entry to the school each child is given a house, which they are part of for the whole of their school career. The children can earn house points for displaying behaviours that show they are positive role models to those around them, this includes, but is not exhaustive of:
- Being polite to others.
- Completing an excellent piece of work.
- Going above and beyond in their day to day behaviour.
- Being a wonderful friend.
- Being a role model to others.

The house points are collected in each class and every two weeks the house captains will adjust the score on our house point display. At the end of each term, the winning house get to choose a special event that they can take part in.

3.3 Table of consequences

As a school, we understand that all behaviour is a response. As a school we take a therapeutic approach to behaviour management, and recognise the need for learning consequences.

Rights and responsibilities inherent within class	Behaviours that demonstrate disregard for the class charters	Consequences given by staff

charters		
The right to learn and let others enjoy their learning	• Disrupting the learning of others • Not engaging with their own learning	Teacher will talk quietly with the child and remind them to do their work. Offered a quiet space. Work with the headteacher.
The right to be listened to and the right to be heard. The right to have an opinion.	• Not listening to their friends • Not listening to their teacher or another member of staff. • Not respecting the opinions of other's (as long as the opinions are not harmful to others)	Reminded of how we listen to one another.
The right to be protected against discrimination.	• Being unkind or using discriminatory language (e.g. homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words). • Using discriminatory language such as "that's so gay", "stop being such a girl!"	Any discriminatory language will be referred to the headteacher and then recorded as part of the schools procedures.
The right to join in and be part of a team, to join or set up groups, as long as it isn't harmful to others	• Not being inclusive and purposely not letting a child join in.	Modelling structured play by the teacher or teaching assistant. Reminder of how to play and the rules of the game.
The right to collect information from radio, newspapers, television and the internet, but to also be protected from information that could be harmful	• Not following the school's acceptable use of ICT policy. • Being subjected or subjecting others to information deemed harmful.	E-Safety lessons. Discussion with parents around E-Safety, using the schools filtering and monitoring systems.
The right to develop our potential	• Discouraging or not allowing others to pursue their interests, or to try different things.	Role model the behaviours we want to see from the children. Use peer mediation to discuss the issue and to try and resolve it.
The right to look after our own and other's property	• Disregarding school property. • Not looking after our own, or others property carefully. • Breaking/ vandalising property.	Role model the behaviours we want to see from pupils. Positive praise when apparatus is used properly. Discussion with the class teacher or headteacher, if

		property has been vandalised.
The right to find things out and share what we think with others, through art, talking or writing, unless it breaks the rights of others.	• Not allowing someone to pursue their own interests. • Disrupting the learning of others • Impeding someone from finding things out.	Role model the behaviours we want to see from the children. Use peer mediation to discuss the issue and to try and resolve it.
The right to feel safe at school and help others feel safe, to not be hurt or badly treated.	• Using physical violence. • Using unkind words. • Not letting a member of staff know when they see children hurting someone or being unkind.	Physical and verbal abuse will be referred to the headteacher. Parents will be asked to attend a discussion about their childs behaviour.

Slindon Church of England Primary School has a zero tolerance policy on physical violence and discriminatory language which is supported by the Governing Body.

It is important to remember that all behaviour takes place in a context and has a reason, which must be taken into consideration when dealing with incidents. The teacher's knowledge of and relationship with the pupil is vital to this and their professional judgement must be given high priority when applying these principles.

If there is repeated inappropriate behaviour over a matter of weeks rather than days then the following strategies will be employed:

• Establish behaviour contract with pupil, involving parents/carers and a home/school reward, e.g.

make a cake or go swimming with a specified parent/carer.

• Individual Learning Plan (ILP).

• Individual Behaviour Plan (IBP).

• Formal meeting between teachers and parents/carers.

In cases where these strategies have little or no effect then the pupil would be considered to be at risk of internal suspension. This would involve the pupil being moved temporarily to another class or workroom.

Therefore, a PSP (Pastoral Support Plan) would be considered with the involvement of the Headteacher, parent/carer, and a member of the behaviour Support Team, and other agencies as appropriate.

Emphasis must be on the behaviour being unacceptable, not that the pupil is unacceptable themselves. The school feels that the focus should be on the certainty of consequences rather than their severity. The fact that matters will be followed up is more important than the severity

of the punishment. The pupils will understand that incidents will be followed up and the consequences will be fair and clear to all concerned.

Although a range of strategies is preferable there may be times when an incident is potentially dangerous or the pupil's behaviour is so extreme that a progressive hierarchy of sanctions is not appropriate. In these cases the member of staff needs to be able to take immediate action to ensure the safety of pupils and themselves so that a learning environment can be restored and maintained. Such serious disruptive behaviour would include:-

• Physical assault or threatened physical assault when the teacher has concerns about the safety of the pupils or themselves.

• Misuse of equipment, furniture or vandalism that makes the classroom unsafe.

• Running away from adults causing concern for the safety of themselves.

However, it is unusual for behaviour to be so severely disruptive that it cannot be managed through the strategies outlined previously. It may be necessary to consider other options should a child continue to behave inappropriately and cause persistent disruption. A PSP would be put in place and this would involve the Headteacher, parent/carer, a member of the Behaviour Support Team and other agencies as appropriate. Depending on the progress made it may be necessary to consider a "managed move" or the most severe sanction, which is suspension. This may be for a fixed term (1-5 days up to a maximum of 45 per academic year) or on a permanent basis in compliance with the Behaviour Guidance manual from WSCC.

Suspension should be used:-

• To protect the safety of staff and pupils at immediate risk of harm.

• In response to serious breaches of the school's behaviour policy.

• Once all interventions/strategies are shown to have been tried and failed.

• If allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or the other pupils.

The school and governors will keep the parents/carers of the pupil informed at all stages of the process, within the permitted timescales, and the parents/carers have the right of appeal in line with County guidance.

3.4 Confiscation

Any prohibited items (listed in Appendix 1) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

3.5 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 each child.

The school's SENCO (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.

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

4.1 Types of bullying

Bullying can include:

Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures.
Gender based	Gendered bullying is any unwanted behaviour that enforces traditional, heterosexual gender norms. It is related to homophobic, bi-phobic, or transphobic bullying; and bullying for gender-nonconformity.
Social	Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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.

4.2 Our Curriculum

Our curriculum approach is central to our anti-bullying strategy. Whilst we are a small, village Primary School, we have a global outlook. We know, understand and have an opinion on what goes on in the world. We learn how to stay safe online through participating in online safety learning in PSHE and Computing.

Our PSHE, RSHE curriculum ensures that we address topics related to mental health and bullying. Our P4C (Philosophy for Children) sessions ensure that we have time to reflect on specific issues, listening to and giving our opinions.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Strategy and Policy.

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (page 4).

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 (page 4). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff implement this policy 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 on CPOMS (Child Protection Online Management System)

The Headteacher will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to their class charter
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Support staff in the teaching and modelling of appropriate behaviour choices, with respect to the developmental needs of each child

6. Pupil code of conduct

The code of conduct in our school is incorporated into each class charter.

7. Physical Restraint

Keeping Children Safe in Education 2023 recognises that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Paragraph 113 of Keeping Children Safe in Education 2023 encourages Headteachers, Principals, Governing Bodies to adopt sensible policies, which allow and support their staff to make appropriate physical contact.

Our school promotes the use of de-escalation techniques to manage negative behaviour choices, ensuring that the use of 'reasonable force' is incredibly rare. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the trained member of staff and either a teacher or the Headteacher, and will always depend on individual circumstances.

The school has trained staff, who have completed the certified 'Team Teach' course, if physical contact is needed. Staff will use their professional judgement if restraint is needed.

If there is an instance when the children are educated offsite, and an emergency occurs, the teacher/teaching assistant can use their professional judgement to stop/block a child.

Any incidents are recorded and reported to parents (see appendix 3).

9. Pupil transition

To ensure a smooth transition to the next class, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and parents/carers have the opportunity to meet their child's new teacher in the Summer Term.

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. Training

Our staff are provided with training on managing behaviour, including staff who are trained on proper use of restraint. All new staff and regular visitors to the school are familiarised with our Behaviour Policy.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

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

The written statement of behaviour principles (page 4) will be reviewed and approved by the full governing body every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Equality Information and Objectives
- Curriculum Policy
- Anti-Bullying Policy
- Anti-Bullying Strategy
- Acceptable Use Policy
- PSHE policy

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Appendix 1: List of prohibited items

Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 2: Staff Training Log

Training received	Date completed	Trainer/ training organisation	Trainer's signature (where appropriate)	Staff members signature	Suggested review date

Appendix 3: Behaviour Logs

Team Teach Incident Reporting Form

Team Teach Incident form	
Pupils Name:	**Staff Involved:**
Class:	**Date:** **Time:**
Setting:	**Reason for moving:**

Intervention:

Bandage wrap	☐
Single elbow	☐
Double elbow – one person	☐
Double elbow – two person	☐
Small child escort	☐
Response to deadweight	☐
Other	☐

Comments:

Signed:

Racial Incident Monitoring Form

Incident reported by:		Position in school:	
Incident reported to:		Position in school:	
Date and time of Incident:		Date report written:	

Section 1- Details of those involved in the incident

(Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary).

Subject			Perpetrator		
Name					
Pupil in School?	Yes	No	Pupil in School?	Yes	No
Class			Class		
Member of staff or Governor?	Yes	No	Member of staff or Governor?	Yes	No
Visitor?			Visitor?		
Other relevant information:			Other relevant information:		
Ethnic group(s) of subject(s) (please tick)			Ethnic group(s) of subject(s) (please tick)		
White British			White British		
White Irish Any other White			White Irish Any other White		
Indian			Indian		
Pakistani			Pakistani		
Bangladeshi			Bangladeshi		
Any other Asian			Any other Asian		
Black Caribbean			Black Caribbean		

Black African		Black African	
Any other Black		Any other Black	
White and Asian		White and Asian	
White and Black Caribbean		White and Black Caribbean	
White and Black African		White and Black African	
Any other mixed		Any other mixed	
Chinese		Chinese	
Traveller		Traveller	
Any other ethnic group		Any other ethnic group	
Please indicate if the subject(s) is/ are declared as refugee/ asylum seeker(s).		Please indicate if the subject(s) is/ are declared as refugee/ asylum seeker(s).	

Section 2- Type of incident

Location:

_____

What type of incident occurred? (Please tick)

Name calling		Threatened assault	
Verbal abuse		Attacks on property	
Physical abuse		Abuse by electronic means (Internet, Social Media, Texts or Instant Messaging)	
Refusal to cooperate due to cultural or religious reasons		Socially isolated	
Graffiti		Other (please specify)	

Seriousness of Incident (Please tick)

1.	No offence was intended or taken.	
2.	Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.	
3.	Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.	

4.	Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour is repeated.	

Brief description of the incident

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Section 3- Action to be taken to deal with the incident and details of support offered to Subject and Perpetrator

What actions were taken to deal with the incident?

Oral reprimand/ discussion with Perpertrator		Formal apology by perpetrator	
Discussion with Subject		Red Card (in line with school behaviour policy)	
Discussion with perpetrator's parents/carers		Internal exclusion	
Discussion with subject's parents/carers		Curriculum change or addition	
Referral to Police		Referral to other body	
Referral to ELSA		Other action (please specify)	

Signatures

Person completing form:		Date:	
Headteacher:		Date:	