Caroline Haslett Primary School & Faraday Club

Behaviour for Learning Policy

Date of Issue: **March 2023**

Date of next review: **March 2024** (or earlier in the event of legislation changes**)**

Approved by the Headteacher on:_____

Signed: _____(Headteacher) **Date: _____**

Approved by the Governing Board on:_____

Signed: _____(Chair of Governors) **Date: _____**

Contents

Written statement of behaviour principles

At Caroline Haslett Primary School

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 for Learning Policy

- The Behaviour for Learning 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 suspensions and 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 annually by the governing board.

1. Aims

This policy aims to:

Provide a consistent approach to behaviour management

Define what we consider to be unacceptable behaviour, including bullying and discrimination

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

• Keeping Children Safe in Education

• 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 must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

Disruption in lessons, around the building and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude both to schoolwork and to others

Serious misbehaviour is defined as:

• Repeated breaches of the school rules

• Any form of bullying

• Vandalism

• Theft

• Fighting

• Racist, sexist, homophobic or discriminatory behaviour

• Possession of any prohibited items [eg. knives, tobacco, stolen items]

Peer on peer abuse:

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. It can happen inside and outside of school and online. It is most likely to include, but may not be limited to:

Bullying [including cyber bullying and prejudiced-based and discriminatory bullying

abuse in intimate personal relationships between peers

physical abuse

sexual violence

sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, jokes or taunting, physical behaviour or online sexual harassment

non-consensual sharing of nude/semi nude images or videos

up skirting

initiation/hazing-type violence and rituals

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/ biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Our response to bullying:

Children are taught what bullying is, that it is wrong, and what to do if they experience it or suspect/know someone else is being bullied. This is done throughout the year through assemblies and the PSHE curriculum [not just in anti-bullying week].

We ensure all children use caring hands to identify adults who they know they can go to to report incidents. These are introduced in classes at the beginning of the academic year.

All staff are approachable.

Staff listen and take children's concerns seriously.

When an incident of bullying is reported, Staff immediately inform a member of the SLT who investigates thoroughly.

The victim offered support. They are monitored to determine whether further, longer term support is required.

Evidence is collected from all parties involved including witnesses.

Incidents are recorded on CPOMs to ensure that there is a clear chronology of reported incidents. This enables the immediate identification of any persistent offenders .

Parents are informed and meet with members of the SLT.

The perpetrator is punished. This could involve loss of privileges, and, in some cases, exclusion [internal or external].

5. Peer on peer abuse

At Caroline Haslett School, 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. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

In line with the school's Child protection Policy and Digital Technologies Policy, all allegations are taken seriously and investigated thoroughly.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

• Proportionate

• Considered

• Supportive

• Decided on a case-by-case basis

Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

• Staff must record the allegation and tell the DSL [but not investigate it].

• The response to reports of such behaviour will be decided on a case-by-case basis. Risk assessments will be recorded and kept under review. Reports will be immediately responded to in line with established procedures.

• The DSL will contact the MASH and follow its advice, as well as the police if the allegation involves a potential criminal offence

- School will take action to ensure the safety and welfare of all pupils. The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

- Staff will not view any photos or videos of a sexual nature. If an offence has been committed, it will be reported to the police.

- Parents and carers will be informed at the earliest opportunity.

- The needs and wishes of the victim are paramount. It is important they feel as much in control of the process as is reasonably possible. Wherever possible, they should be able to continue their normal routine. Overall, the priority should be to make their daily experience as normal as possible, so that school is a safe place for them.

Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

Ensure pupils are able to easily and confidently report abuse using our reporting systems

Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports

That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"

That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A child's behaviour might indicate that something is wrong

That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it

That they should speak to the DSL if they have any concerns

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and monitoring the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing board.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 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

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

• Support their child in adhering to the pupil 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

7. Pupil code of conduct

Positive Learning Behaviours

Pupils are expected to:

• actively engage in their learning by listening, questioning, responding and thinking

• respect and respond positively to both written and verbal feedback

• respond to suggestions about how to improve and develop

• work with other pupils cooperatively and respect different opinions

• always communicate with other pupils and adults in a respectful way

We will promote positive learning behaviours by:

• modelling and teaching, throughout the whole curriculum, the required learning behaviours in whole class teaching and group sessions

• recognising and rewarding positive learning behaviours

• using Personal, Social, Health and Economic Education [PSHE] themes to explore behaviours for learning

• modelling and teaching pupils positive ways to deal with differences of opinion or conflict

• encouraging pupils to be polite and assertive in responding to other pupils

Promoting Positive learning Behaviours in the Early Years Foundation Stage

We expect children to:

• play cooperatively, take turns and share

• build positive relationships with adults and other children

• listen to and follow instructions given by adults

• learn to recognise and take responsibility for their own feelings and behaviour

We will promote and support the children with these expectations by:

• recognising, praising and rewarding

• teaching and modelling routines and expectations eg. Tidying up, story time, sharing toys

• using stories and songs to support teaching and modelling of expectations

• providing prompts and reminders [visual and verbal] that will be gradually reduced

• regularly reviewing provision, resources and activities to ensure children are following the Behaviour for Learning policy

Behaviour around the School [including playtimes]

We expect pupils to share responsibility for our school by:

• walking quietly around the school

• adhering to our uniform policy

• being responsible for belongings and ensuring they are prepared for learning

• respecting the school community by keeping it tidy

• showing respect to other pupils and adults by responding politely

• contributing to the support and ethos of our school

• not physically or verbally hurting others

We will promote these behaviours around the school through modelling including the demonstration of positive relationships.

8. Rewards and sanctions

8.1 Sanctions system

The following table shows the system of consequences that are consistently applied across the whole school [including at Faraday Club].

Behaviour	Consequence
First behaviour incident Minor incidents such as not listening when required, wasting time, talking in class, not trying.	A gesture or 'look' is given to focus the child. If the behaviour continues, the child receives an initial verbal warning. For most children this is all that is ever required. We will then praise the child for correcting their behaviour. In Foundation Stage and Key Stage 1, use a system of moving to different warnings using pegs with the child's name on. In this case, the peg moves to white.
If there is a repeat of a behaviour incident.	In Foundation Stage and Key Stage 1, the peg moves to the next colour - yellow. In Key Stage 2, the child receives a written warning [noted on the board].
If there is a further repeat of a behaviour incident.	The child is sent to a different classroom with a 5 minute timer. This may involve the child taking their work with them to be completed or it being completed at break or lunch time. They then miss 5 minutes of their playtime. If the warning is given at break or lunchtime, the child will stand by the teacher/TA or lunchtime supervisor on duty. In Foundation Stage and Key Stage 1, the peg is moved to red to indicate they have been sent out of class. In Key Stage 2, the child will have an 's' by their name on the board to indicate they have been sent out of class. **Focus card** Children who are persistent offenders may be placed on a focus card - either green, amber or red. Parents are informed at this stage. Separate cards can be issued for just breaks if

	behaviour needs refocusing at these times. Whilst on a focus card, a child reports to a member of the SLT at the end of both the morning and afternoon sessions to discuss behaviour.
If concerns continue.	The Deputy Head would be involved in the first instance with any serious incidents of misbehaviour. These are then reported to the Head teacher. Parents are informed and a meeting takes place. The teacher, SENDCO and parent may agree an Individual Behaviour Plan and the involvement of the Behaviour Support Team is sought.
Severe behaviour Certain behaviours require children to be automatically removed from the class or playground. This includes serious physical or verbal abuse to another pupil, persistent temper tantrums, bullying incidents, non-accidental damage to property/equipment and self-abuse.	When any of these behaviours occur, the head teacher, or a member of the SLT, will be involved in managing the incident. Such behaviour involves parents and MAY result in exclusion [either internally or externally] for a fixed term period.

Class teachers and Faraday staff record incidents on CPOMs [Child Protection Online Monitoring System].

8.2 Off-site behaviour

Sanctions will be applied when pupils are taking part in school trips, are taking part in extra-curricular clubs or representing the school at a sporting fixture or other organised event.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

• Travelling to or from school

• Wearing school uniform

• In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

• Could have repercussions for the orderly running of the school

• Poses a threat to another pupil or member of the public

• Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

8.3 Malicious allegations

Where a pupil makes an allegation against a member of staff, and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

8.4 Rewards system

There is a focus on intrinsic rewards. Staff give meaningful praise and 'catch the children being good'.

Each pupil in the school will have their own SMART card on which they accumulate SMART spots in the form of small stickers, stamps or the initials of a member of staff.

SMART spots are awarded for positive learning behaviours, politeness, caring for others, good work, extra effort, perseverance etc, which link to the whole-school growth mindset initiative and our SMART charter.

The SMART CHARTER

Smart learners are:

• Sensitive

• Motivated

• Attentive

• Responsible

• Truthful

At Faraday Club, SMART spots are recorded on a board. Staff then inform the teacher, so the reward can be recorded on the SMART card.

As they move up through the school, pupils work towards seven distinct awards:

25 SMART spots - bronze award

50 SMART spots - silver award

75 SMART spots - gold award

125 SMART spots - platinum award

200 SMART spots - titanium award

300 SMART spots - diamond award

375 SMART spots - ruby award

These rewards are in the form of badges [bronze, silver, gold] and prizes. When they achieve an award, pupils are presented with certificates in the weekly celebration assemblies.

9. Behaviour management

9.1 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 classroom rules

• Develop a positive relationship with pupils

• Establish clear routines

• Communicate expectations of behaviour in ways other than verbally

• Highlight and promote good behaviour

• Conclude the day positively and start the next day afresh

• Have a plan for dealing with low-level disruption

• Use positive reinforcement

9.2 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 in line with our Policy on the Use of Physical Restraint

9.3 Confiscation

Any prohibited items [see section 3] 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 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.

9.4 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.

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.

9.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

10. 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.

11. Training

Behaviour management forms part of staffs' continuing professional development. This includes details regarding the proper use of restraint and the reporting process.

12. Monitoring arrangements

This policy will be reviewed annually by the full Governing Board annually.

13. Links with other policies

This Behaviour for Learning Policy is linked to the following policies:

Child protection Policy

Policy on the Use of Physical restraint

Digital Technologies Policy