

# Stoke Fleming Primary Behaviour Policy

Achievement

Community

Opportunity

Character

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<b>Author Initials</b>	GT
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**Our vision:**

Set sail in the world... **Our**

**Values:**

Considerate, Confident, Creative and Cultured **Our**

**mission:**

Our 'charted curriculum' inspires everyone to explore, dream and discover the world around us

**Introduction**

The UNCR has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how

**adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. At Stoke Fleming we work with these rights to guide everything we do, we feel the following rights are particularly pertinent to this policy:**

**Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 2 (without discrimination)** The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

**Article 12 (respect for the views of the child)** Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

**Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Aims

Our policy is based on choices and our aims are:

- To provide a safe and secure environment for all our pupils and staff.
- To experience responsible and independent learning and encourage self-discipline.
- To be positive in our approach to promote considerate, respectful relationships between all members of the school community.
- To have a consistency of approach across the whole school.
- To provide the best atmosphere for learning.
- To be consistent about what is acceptable, ensuring that all members of the school community work together to provide a secure, safe and enjoyable learning environment.

## 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

## Our Values

We believe all members of our school community should aspire to values we hold as a school:

*Considerate, Confident, Creative and Cultured*

### Behaviour System- 'Good to be Green' for Phase 1, 2 and 3

So pupils can develop a sense of pride in themselves and the school, we give a range of rewards for positive choices, example of which are listed (but not limited) below:

- Verbal rewards
- Stickers
- Positive messages/notes home to parents
- House Points
- Star of the week

House points are awarded for demonstrating academic achievement, whole school awareness, values - helping peers, supporting outside and at lunchtime, picking up litter, supporting younger children, Respecting Rights etc. These points are accumulated and calculated half termly. At the end of the year, the winning house will receive a reward. E.g. a day out, provision bought into the school.

On Fridays, there will be a celebration assembly which is designed to provide opportunities for all staff to acknowledge the following:

- Excellent achievements in a child's learning
- Outstanding or sustained improved behaviours
- Contributions to the life of the class or the school community
- Success in extracurricular activities and activities which take place outside school
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### Sanctions

There is a whole school system of rewards and sanctions which is explained to the pupils and applied consistently by all members of staff within the school community. See Appendix 1: consequence chart.

All staff will strive to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner, using restorative language. In cases when the Stoke Fleming values are broken a series of sanctions will be applied. It is the responsibility of the member of staff who is involved, witnesses or experiences the break in standards to issue the sanction.

1. Look/check behaviour (saying name, reminding of expectations etc).
2. Verbal warning (recorded by moving a pupil from green to blue, with an explanation as to why).  
IMMEDIATE.
3. Orange card warning (recorded by moving a pupil to yellow on the Good to be Green chart followed by 5-minute session at the next natural break with the member of staff issuing the sanction, explaining the behaviour seen and why it doesn't meet the Stoke Fleming values).  
IMMEDIATE
4. Red card (recorded by a red card on the Good to be Green chart and further recorded on BromCom. The person giving the red card will discuss the behaviour seen with the pupil, which has led to the red card. IMMEDIATE This is followed by a playtime sanction. Parents will be informed either in person, or by telephone as well as receiving a 'red note' home)
5. Time out in a partner class until the end of the session with work (no child should be left in an unsupervised area).

<u>Card Colour</u>	<u>Consequences/ Rewards</u>
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Green	House points/stickers/verbal praise
Blue	Talk with your teacher briefly at break/lunch/end of the day about your behaviour. This can be returned to green if behaviour is corrected.
Orange	Miss 10 minutes off break/lunch time
Red	Talk to Parent/ Carer + RED NOTE home Miss 20 minutes of break time/lunch time
Second Red (in one day or three in one week)	Parents notified and Isolated Reflection Time.
<p><b>Cards must be returned to green after lunch time. RED CARDS STILL STAND. Cards up to Orange may be returned to green at the teacher's discretion when the children have modified their behaviour. Any card changes will be recorded by the adult who issued it and notify the class teacher.</b></p>	

### Lunch and Break time

The GTBG system applies and children will be dealt with in line with the sanctions and rewards system. School leadership groups such as House Captains and School Parliament are in place to encourage children to support friendship and games during playtimes. Blue, orange or red cards issued during the lunch breaks are recorded by the Lunchtime staff and reported to the pupil's class teacher. It is the class teacher's responsibility to monitor blue, orange and red cards due to misbehaviour and early intervention is key.

### Severe Behaviour

Severe behavioural issues must be reported to a member of the Leadership Team (Head, Phase leader) who will deal with the incident. Severe behaviour can include, but is not limited to:

- Inappropriate/dangerous items being brought onto school premises
- Racist abuse
- Bullying
- Physical assault
- Homophobic abuse
- Sexual misconduct
- Theft
- Damage to property
- Persistent disruption to learning

All incidents will be recorded on BromCom. In the case of bullying and prejudice related incidents, an Anti-bullying and PRI form will also be used to record the incident.

### Vulnerable Groups

It is recognised that some children need a more individual approach to independently display positive behaviour. To do this we offer the following approaches:

- Time out opportunities
- Modified timetable
- Social support groups
- Targeted interventions

**Home-School Report** – If persistent poor behaviour occurs over time a home-school report will be started. This will consist of a behaviour log completed daily by school staff and sent home for parents/carers to review and add their observations. School staff will always have had discussions around concerns with the HT before placing a child on report.

### **Isolated Reflection Time (IRT)**

Where the situation persists beyond a red card the pupil may be given an isolated reflection time where they work away from their peers for the remainder of the session or day, in another room. Restorative practices will take place with a view to allowing empathy and good behaviour choices to develop. Following this, pupils will be expected to complete the class work assigned for that day to ensure they do not fall behind. For Phase 1 and 2 an IRT will last for 1 hour, for Phase 3 it will be 3 hours. IRT's will only start when the pupil has shown he/she is ready to learn. This time may be split over two days depending on when the incident took place.

### **Partner Classes for IRT**

Challenger-> Victory

Invincible -> Discovery

Victory -> Endeavour

Discovery -> Invincible

Endeavour- Victory

Classes will keep a paper copy (book) in addition to BromCom of RED behaviours to ensure the behaviour policy is being upheld consistently and accurately.

### **Isolated Day (Internal exclusion)**

Three isolated reflection times (IRTs) within a half term will result in an in-school isolated day (internal exclusion day) There is a maximum of three isolated days within a half term; any incidents beyond this will result in a fixed term exclusion.

### **Fixed Term and Permanent Exclusions**

Fixed term or permanent exclusions will only be used as a last resort. It will be used where there is a serious breach of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. Exclusions After the implementation of a personal behaviour support plan and a period of monitoring, or following 3 isolated days, then exclusion procedures may commence in accordance with the DfE Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance 2017 (updated 2021).

In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupil's, the sanctions in the behaviour policy will be escalated immediately the child may receive a fixed term/ or permanent exclusion at the discretion of the Head Teacher. Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil, s/he informs the parents without delay giving reasons for the exclusion. 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 parents how to make any such appeal. The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion;
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term;
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the Headteacher must notify the local authority and governing body once a term. In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

### **Lunch-Time Exclusions**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents still apply. Lunchtime exclusions are counted as a half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

### **Procedure Following a Major Infringement and/or Exclusion**

Following a major infringement of the behaviour policy or a fixed term exclusion, the child, with their parents/guardians will attend a re-integration meeting upon returning to school and a PSP will be put in place to support the pupil. Pastoral Support Plans (PSPs) Where there are more serious behavioural concerns, the school, in conjunction with the pupil, parents or carers of the pupil and outside agencies eg: Educational Psychologist and Behavioural Support, will work together to draw up a PSP. This will run for 8 weeks addressing the pupil's behaviour through a detailed action plan. It will be reviewed at regular intervals (as agreed at the initial meeting) with those concerned to discuss progress and may be extended if required. From this a Behaviour Plan for use in the classroom is drawn up to help the pupil with their future behaviour. This is a positive behaviour plan. Comments for every lesson and playtime are made and the pupil can also collect points/rewards on their behaviour plan. The behaviour plan is shown to parents to read and sign. The frequency of this is personalised for each pupil. The behaviour plan will run for four weeks after which time staff and parents will decide whether to resume normal monitoring or continue. This will be fed back into PSP meetings. Dependent on the behaviour shown, if necessary the matter is referred to the Home School Link Worker in order to engage with and support the family. If external agencies have worked with the school and the pupil, and the pupil continues to misbehave, the school would then consider a permanent exclusion.

### **Support Agencies**

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

### **Use of reasonable force**

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with training that staff have received and in accordance with the guidance set down to the teaching staff by the governing body.

### **Screening and Searching Pupils**

The school reserves the right to screen and search pupils for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the guidance set down to the teaching staff by the governing body.

When a pupil is searched at least two members of staff will be present. Pupils will be searched by a staff member of the same sex. Parents will be notified that their son/ daughter has been searched and the reasons as to why this was undertaken.

### **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 be emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying. Details of our school's approach to preventing and addressing bullying are set out in our Antibullying policy.

### **Racist and sexist Behaviour**

This behaviour is not tolerated at Stoke Fleming. Such occurrences will be dealt with in line with the schools policy. Racist incidents will be recorded and reported according to policy.

### **Off site behaviour**

It is expected that Stoke Fleming pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

### **The power to discipline beyond the school gate**

The Head Teacher has the right to discipline pupils beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

### **The Head Teacher in dealing with the incident outside school will consider the following:**

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.

The Head Teacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate. If the Head Teacher feels the misbehaviour is linked to the child suffering then the school's safeguarding policy will be followed.

### **Misconduct of Parents on school site**

In the event of a parent displaying misconduct on school property the Head Teacher will notify the parent with a written warning about the behaviour or in a serious breach of misconduct ban the parent from physically setting foot on school property.

### **Misconduct of staff members:**

In the event of a staff member being accused of misconduct the Head Teacher will follow the guidance and advice in "Dealing with Allegations of Abuse against Teachers and Other Staff." Staff

members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter. The decision will be made in line with the Local Authority.

### **Roles Responsibilities**

The Headteacher and the governors have overall responsibility for the implementation of the school's Behaviour Policy. However, everyone in the school community has a role to ensure that Stoke Fleming Primary School is a safe place to work, learn and play.

### **The role of Governors**

The governing board is responsible for reviewing and approving the written guidelines of behaviour principles support the Headteacher in carrying out these guidelines. 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.

### **The role of the Headteacher**

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing body and to implement this policy consistently throughout the school. 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. The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for major infringements of misbehaviour. For repeated or very serious breaches of the school's behaviour policy the Headteacher may permanently exclude a pupil.

### **The role of all staff**

Staff at Stoke Fleming School have the right to teach and work in a safe and supportive environment. The class teacher has overall responsibility for all pupils in their classes during the teaching school day. All adults who have contact with children reinforce school expectations and are responsible for implementing and promoting the Behaviour Policy. All staff should act as role models.

### **The role of the pupil**

Pupils have the right to work, learn and play in a safe and supportive environment. They are expected to follow the school rules and act in accordance with the Home School Agreement. Pupils are expected to show good manners and be polite at all times, behaving in an orderly and self-controlled way. They should show respect to members of staff and each other and in class make it possible for all pupils to learn. Pupils are expected to move quietly around the school and treat the school buildings and school property with respect. They are required to wear the correct school uniform at all times. Pupils are encouraged to have a clear understanding that all behaviours have consequences in terms of rewards and sanctions and refrain from behaving in a way that brings the school into disrepute, including when outside school.

### **Monitoring and Evaluation**

All behaviour is monitored by staff and rewards and sanctions applied accordingly. If behaviour deemed to warrant a red consequence is displayed this incident will be recorded to provide a record of incidents. As stated in the policy the parents will be notified if their child receives a red card.

Behaviour and attendance are audited on a half termly basis. This audit leads to the identification of targeted training and intervention for staff and pupils to address any priorities in the policy application.



**Review** This policy, which will be reviewed and updated as appropriate, should be read in conjunction with:-  
**Anti-Bullying Policy.**  
**Equal Opportunities policy**

**Date agreed by Staff:** September 2022 **Date**  
**agreed by Governing Body:**  
**Review Date:**

Signed: \_\_\_\_\_ (Head)

Signed: \_\_\_\_\_ (Chair of Governors)