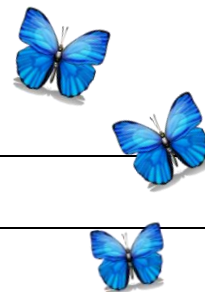


CHALK RIDGE PRIMARY SCHOOL



Last reviewed October 2024. Next review October 2026

Headteacher: Miss Sue Jackson

This is a school policy produced in line with the DfE Behaviour in Schools guidance

Relationships and Positive Behaviour Policy

Introduction

At Chalk Ridge Primary School our vision is that we will inspire, learn, care and succeed together and we believe that good behaviour is central to a good education. Within our school community, we strive to provide a calm, safe and supportive learning environment where all individuals are valued and cherished, nurtured and cared for, where they want to come to school and can learn and thrive. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential and to develop skills, knowledge and attributes through encouragement and challenge from each other, and all adults who work here.

Our school vision is based on five core values which are aspiration, inclusion, respect, resilience and independence. These values are shared by our staff, governors and children and affect all that we do and how we do it.

Our vision and values enable our children to develop the personal qualities that result in a sound understanding of the essential need for an agreed code of conduct that allows all children to access a calm, safe and happy learning environment.

Children are expected to show a caring and respectful attitude towards other people and for their surroundings. We believe that pro social behaviour is based on mutual respect between children and adults. Therefore, everyone that comes to Chalk Ridge must adopt this philosophy. We believe positive relationships within our school community are vital and that people should always treat others in the way they would like to be treated themselves.

We have high expectations of children's conduct and behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their actions. It is important that our behaviour expectations are clear and well known by all children and parents and is consistently applied.

Purpose

The purpose of this policy is to provide clear guidelines to ensure all staff are able to consistently apply the policy on a daily basis and that governors and parents have the necessary understanding of the policy and the systems in place to deal with behaviour.

The Governors believe that high standards of behaviour lie at the heart of a successful school that enables all its children to make the best possible progress in all aspects of their school life. All children and staff have the right to feel safe at all times in school and staff should be able to teach and promote good learning without undue interruption or harassment.

Chalk Ridge Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010 and in our Equality

Policy). We have a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents are recorded on CPOMS. Measures to protect children from bullying and discrimination as a result of gender, race, religion, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.

Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to children's behaviour is outlined in the Home School Agreement which is given to a pupil when they join the school.

Aims of the Positive Behaviour and Relationships policy are to

- promote mutual respect and tolerance among pupils and staff
- foster a real sense of community based on our core values
- ensure that there is a whole school responsibility for behaviour
- provide a consistent approach to behaviour management
- ensure that children take responsibility for their actions and know that there are consequences to the choices that they make
- enable all staff and parents to ensure that children learn to their full potential
- enable children to become kind, caring and considerate citizens
- help children to learn new skills such as compromise and how to resolve conflicts when they occur
- develop a home-school partnership with parents that supports the school's behaviour policy
- 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

There will be a consistent approach to behaviour management throughout the school

At Chalk Ridge Primary School, pupil behaviour does not normally disrupt teaching, learning or school routines. If there is disruption this will not be tolerated, and proportionate action is taken to restore acceptable standards of behaviour.

A clear set of simple expectations are agreed, known, displayed and adhered to by everyone. This will include guidance for children, staff and other adults.

Wherever the children are they will always be encouraged to behave in a calm, safe and controlled manner, accepting responsibility for their own actions.

With adults' help, children need to be encouraged and guided to help them deal with any peer conflict or if they are dysregulated.

Language

Consistent and clear language should be used when acknowledging positive behaviour and addressing anti-social behaviour. At Chalk Ridge we use these terms: -

- Pro-social, anti-social or dangerous behaviour
- A child is dysregulated or distressed
- A child is needing attention - not attention seeking
- A child has additional needs
- Restorative conversations

- Time to reflect
- Consequences to your actions
- Making the right choice/poor choices
- We will talk to children about the difference between equality and equity
- Each day will be a fresh start

Positive, trusted relationships are paramount at Chalk Ridge

'Kids don't learn from people they don't like.' Rita Pierson (2013)

'I've learned that people will forget what you said, people will forget what you did but people will never forget how you made them feel.' Often attributed to Maya Angelou.

Rewarding children who demonstrate the school values

The expectation at Chalk Ridge Primary School is that all children will make the right choices and behaviour will be good. We do not reward children for being prosocial as that is our expectation but we will reward children for demonstrating the school values and making the right choice.

During the week, teachers will praise children who are demonstrating our school values and expectations. House Points may be given. We may also communicate praise to parents via the telephone, at the end of the day when they collect their child or via email.

In Year R parents will know if their child has been 'on the rainbow' as they will be wearing a rainbow sticker at the end of the school day.

Each Friday, every class teacher will nominate a child in their class to receive a Headteacher's Award in our Celebration Assembly. The certificates will be awarded to children who consistently demonstrate our school values.

All children have an opportunity, on a daily basis, to collect house points for their house. When a house achieves a multiple of 500 points they will receive a house reward which will be a non-uniform day and the overall winning house, at the end of the year, will have an extra special treat.

Children who are role models in school will be given extra responsibilities such as House Captains, School Councillors and Play Leaders.

Classes are encouraged to work together to earn pom poms, which then earn them a class reward, chosen democratically by the children. At the beginning of each half term, as a class, the children agree on their class target. They choose how many points they think would be acceptable to achieve the award and democratically vote from a 'menu' of rewards. This promotes working collaboratively to achieve their reward.

Positive Behaviour Modelling

Positive attitudes and behaviour are encouraged and modelled by all school staff. All members of our school community will:

- Always meet and greet each other with recognition, positivity and mutual respect.
- Model the behaviour we want to promote through our relationships with children, parents/carers and all members of staff, governors and visitors.
- Praise pro-social behaviour, showing it is noticed and valued.
- Build strong, positive relationships with all our pupils.
- Celebrate and reward positive behaviour i.e. 'deliberately catch people being good'.
- Treat all children fairly (this does not necessarily mean that all children are treated exactly the same – equity v equality).

- Make adaptations to support children with particular learning, social and behavioural difficulties.
- Make adaptations to support children and families where English is an additional language. (EAL)
- Allow children to make a fresh start each lesson.

Anti-social/unacceptable Behaviour

Staff across school need to respond in a consistent, fair and proportionate manner so pupils know with certainty that anti-social/unacceptable behaviour will be addressed.

Anti-social/unacceptable behaviour is defined as any behaviour that contravenes school, class, and playtime expectations. Examples of such behaviour include: -

- Rudeness, walking away when someone is talking to you, answering back, swearing and defiance.
- Violence towards anybody or anything.

In Year R the Sun and Rainbow system is used. They have a set of three cards, with two of the three cards representing the sun and a rainbow. All children begin each day on the first card representing a new day. The child's name/peg can be moved up or down the behaviour cards during the day. Children can move up the cards if they are able to turn around their behaviour.

If children make poor choices a behaviour tracking system is used beginning with a reminder: -

R – The child will be given a reminder of the desired behaviour and then given time to change their behaviour eg:- (child's name) put your pen down, look this way and listen. Thank you.

In most cases the above is enough to remind a child about pro-social behaviour. However, should persistent low-level behaviour occur the following systems will be used;

1 - The child will be given another verbal warning with an explanation of how and why their actions are unacceptable relating this to the school expectations. They will be told what they need to do to correct the behaviour. They will be told that should they not make the right choice they will need to move to another seat in the classroom.

2 - If the child has been given a verbal warning (with a clear explanation) the class teacher will provide the opportunity for the child to regulate their behaviour by moving to a separate space to reflect on their choices and complete their work.

3 – If the low-level behaviours continue the child will need to spend 10 minutes of their play/lunch time completing their work and reflecting on the choices they have made. In Year R the children will spend their age in minutes reflecting during free choice time.

Parents will be informed by the class teacher that this action has been taken at the end of the school day.

4 - If the anti-social behaviour continues the child will need to complete their work for that lesson in their partner classroom. If the child continues to make poor choices the child will be found an alternative classroom/space to complete their work. This will be until the work is completed, the child has regulated and just before the next lesson has begun. This class teacher will record this on CPOMS and parents will be informed by the class teacher. The class teacher will ask to speak to the parent/guardian again.

If the child is unable to regulate and follow the school expectations the Phase Leader will be made aware and they will arrange a meeting with the parent/guardian of the child with the class teacher. This meeting should be recorded on CPOM's by the Phase Leader.

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

5 - On the second occasion where the child has had to complete work in a partner class, the child will be referred to the Deputy Headteacher or Inclusion Leader and they will ring and ask for a meeting with the parent/guardian of the child where they will discuss ways to support the child in school to enable them to follow the school behaviour expectations. This will be recorded on CPOMS.

6 - Should there not be an improvement in the child's behaviour the parents will be invited to a meeting with the Headteacher. The aim of this meeting is to set a more formal agreement/contract with the child about behaviour in school. Timescales for the review of the agreement/contract will set with the parents of the child, class teacher, LSA if appropriate and the Headteacher. This will be recorded on CPOMS.

We recognise that for some children a Personal Support Plan will be needed and in some cases a risk assessment may be required (see Restrictive Physical Intervention Policy).

If the support plan does not meet the child's need, the Inclusion Lead and Headteacher will be informed and will meet with parents to seek external agency support, for example Primary Behaviour Support.

Other sanctions that may be used

Reflective written activity to take account of their behaviour

Loss of privileges (for example representing the school in a football tournament)

School based community service for example tidying up an area they have disrupted

Behaviour charts

Internal suspension

Suspension

In the most serious of circumstances, permanent exclusion

Following a sanction, a pupil should be offered a targeted conversation including explaining what they did wrong, the impact of their actions and how they can do better in the future and what will happen if the behaviour fails to improve. This may also include advising them to apologise (in person or writing) if appropriate. Staff may also be given reflection time or a debrief when needed for their own mental health and wellbeing.

This behaviour policy will apply to every part of the school day. Therefore, issues at lunchtime need to be recorded and given to the teacher concerned. Lunchtime staff will record any incidents

directly on to CPOMS and, when appropriate, ensure that appropriate consequences are completed during lunch time. Lunchtime staff will pass to the class teacher any additional information (when required) about incidents that have occurred.

Should children not be able to make the right choice at playtime they will need to miss their age in minutes, where possible, the same day or the next day when this is not possible. We will always aim to have a fresh start each day.

Preventing and tackling bullying

Bullying is distinct from other unkind or hurtful behaviour and has the following characteristics:

- intentional – the hurt was caused on purpose;
- repeated – it has happened more than once to the same person or group.

Another common characteristic is an imbalance of power: those doing the bullying have more physical or social power than those being bullied.

Bullying can take different forms including:

- verbal bullying;
- physical bullying;
- cyberbullying;
- relational bullying, such as excluding others or spreading rumours.

It should be recognised that some forms of bullying constitute a crime, e.g. assault. Sometimes, an individual will experience different types of bullying simultaneously.

Section 89 of the Education and Inspections Act 2006 sets out an expectation that all schools will have measures in place to prevent bullying. Please see our Anti-Bullying policy).

Key roles and responsibilities

All staff

- ❖ All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.
- ❖ Shouting and shaming should never be used and is not tolerated at Chalk Ridge Primary School.
- ❖ Staff will always endeavour to have a discussion with pupils in order to help support any issues that are arising.
- ❖ They will encourage children to take increasing responsibility for their own learning and conduct, intervening where necessary.
- ❖ Model the behaviour we want to promote through our relationships with children, parents, and all members of staff.
- ❖ Endeavour to build positive relationships with all our pupils.
- ❖ Treat all children fairly (this does not necessarily mean that all children are treated exactly the same).
- ❖ Make adaptations to support children with particular learning, social and behavioural difficulties.
- ❖ Allow children to make a fresh start each lesson and each day.
- ❖ Ensure lessons are appropriately scaffolded so that all children can access the learning.
- ❖ They should look for every opportunity to praise and highlight pupils' achievements both academic and social.

Teachers

- ❖ Teachers should promote the agreed behaviour code consistently.

- ❖ They should use circle time/class assemblies/PSHE time regularly to explore issues and give opportunities to discuss feelings.
- ❖ Ensure parents are contacted when a child is having ongoing issues or where there has been a 'one off' issue.
- ❖ On some occasions, a member of SLT or a Phase leader will liaise with parents for significant one-off issues.
- ❖ For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

Phase Leaders

- ❖ Phase Leaders are responsible for taking a lead in establishing and maintaining a positive school ethos, particularly in their own key stages.
- ❖ They should be aware of challenges children are facing within their Key Stage as well as throughout the school.
- ❖ They should ensure behaviour concerns are reported using CPOMS by staff and that parents have been contacted.
- ❖ They should use whole school and Key Stage assemblies to raise awareness of emotional health and wellbeing and ways to promote good mental health.
- ❖ Induction support relating to this policy for all new staff within their Key Stage should be provided.
- ❖ Phase Leaders should be able to offer advice to staff so they can better identify and help vulnerable children and those who may be more at risk of mental health issues.
- ❖ They are responsible for supporting staff in the practical application of this policy and procedures.

ELSA/TALA

- ❖ Provide specific support for children experiencing difficulties, whether this is an ongoing need or a short-term difficulty a child may be having.
- ❖ Provide support in class and at break and lunchtimes when needed.
- ❖ Provide 1-1 or group work to support emotional health needs and mindfulness/calm club.

Deputy Head and Inclusion Leader

- ❖ Lead the ethos of this policy.
- ❖ Ensure the policy is implemented effectively and consistently.
- ❖ Ensure effective training for staff.
- ❖ Oversee the specific needs of pupils across the school.
- ❖ Provide support to staff, pupils and parents as necessary.
- ❖ Link with outside agencies to offer additional services.
- ❖ Ensure that all tracking and reporting of incidents and additional needs are up to date on CPOMS.

Headteacher

- ❖ Lead the ethos of this policy.
- ❖ Is the only person authorised to suspend a child.
- ❖ Review this policy considering new legislation and government guidance.
- ❖ Monitor the effectiveness and consistency of the policy.

Pupils

- ❖ Attend school regularly and punctually.
- ❖ Be organised - taking letters home promptly, returning homework, having home/school book available, ready to begin lessons on time.
- ❖ Contribute to the development of the school's behaviour ethos.
- ❖ Take a growing responsibility for their environment and their own learning and conduct.

- ❖ Walk away from any situation where a child is showing inappropriate behaviour and report to an adult.
- ❖ Report incidents to their class teacher or any member of staff – children must feel confident that any incident can be resolved satisfactorily.
- ❖ Respect the adults.

Parent/Carers

- ❖ Inform the school of any concerns (class teacher, phase leaders, Inclusion Lead, DHT, HT)
- ❖ Have an open dialogue with the school.
- ❖ Provide support for the school when working together to minimise any challenging behaviour.
- ❖ Ensure children attend school in good health, punctually and daily (this involves taking holidays outside term time whenever possible).
- ❖ Provide prompt explanation of all absences through a note or telephone call to the school office.
- ❖ Respect the staff.

Governors

- ❖ The Full Governing Body will set down the general guidelines of this policy and review the effectiveness of this policy.
- ❖ Have a duty to consider parents' representations about a permanent exclusion.
- ❖ Curriculum Committee 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.

How do we support our children who find it more challenging to regulate their behaviour or who repeatedly disrupt the learning of others?

Peer and adult support may be used across the school to support some children with their specific behavioural difficulties.

When a child either persistently breaks the school agreement, or is involved in a serious incident, a Risk Assessment may be written around the child. This is shared with all staff, as well as discussed with the child and parent(s). Risk Assessments are reviewed regularly, and support both the child and the school, and are sometimes backed up with scripts, which are also shared with all staff and with parents to ensure a consistent approach;

In some extreme cases, it may be necessary for a child to face a period of either internal or external suspension:

In the case of internal suspension, a child may be asked to complete work, supervised indirectly by an adult, in an internally isolated room in the school for a specified amount of time. Parents will be informed of any periods of internal suspension.

When a child is suspended from school, the parent is contacted and asked to collect the child immediately. It is the school's responsibility to provide work for a child to complete. External suspensions are followed up in writing to a parent, detailing the incident, the reason(s) for exclusion and the length of time for which the child is excluded. The school generally takes advice from the County Inclusions Team about external exclusions.

Following a suspension (either internal or external), reparative work and reintegration will be necessary to enable a child to return comfortably to class. In the case of an external suspension, this will take the form of a reintegration meeting with parents in attendance.

Violence and aggression towards staff and/or children is not acceptable and may result in a fixed-term suspension. Any violent incidents are recorded and kept on file. Violent incidents also have

to be reported to the County. Following any such incident, it may be necessary to offer a debrief to the child and to staff, and it may also be appropriate to discuss it with the class.

In some instances, physical intervention may be necessary, but will only be used as a last resort. See policy for the Restricted Physical Intervention.

Use of reasonable force

Reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This is explained further in the Restrictive Physical Intervention Policy. Reasonable force means using no more force than is needed. All incidents of reasonable force must be recorded in the Restraint Book which is kept in the Headteachers office.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among pupils. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Only those who are trained should ever use Team Teach in order to keep a child safe who is at danger of harming themselves or others.

The use of reasonable force is further explained in the Restrictive Physical Intervention policy.

Screening, searching and confiscation

At Chalk Ridge, we reserve the right to screen and search our pupils. Searching and screening can be a helpful tool in keeping the school community safe. The Headteacher (along with staff that they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items are defined in the Education Act 1996.

Prohibited items are:

- knives or other potential weapons
- alcohol
- illegal substances/drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property

If anyone at the school has reasonable grounds for suspecting the pupil is in possession of a prohibited item, the Headteacher and members of school staff authorised by the Headteacher may search the pupil without their agreement. Any search by a member of staff for a prohibited item and all searches conducted by police officers will be recorded on CPOMS, this is irrespective of whether an item is found. Parents will be informed of all searches.

The Headteacher and authorised staff may also search for other banned items that the school rules identify as an item that may be searched for. At our school, these items are:

- over the counter medicines
- prescription medicines (unless the school has given consent)
- energy drinks
- aerosols

- e-cigarettes and related products
- lighters and matches
- chewing and bubble gum
- mobile phones
- smart watches
- jewellery (with the exception of that which is permitted in our uniform policy)
- glass bottles
- items that are inappropriate for the age of the child carrying them

An authorised staff member carrying out a search may confiscate any item that they suspect:

- it poses a risk to staff or pupils
- is prohibited
- is identified in the school rules as an item for which a search may be made
- is evidence in relation to an offence

When searching and/or screening pupils, or determining how to deal with a confiscated item, we follow the detailed guidance that has been published by the DfE (Searching, Screening and Confiscation July 2022).

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, the class teacher, alongside the leadership team, will speak to all children involved to gain a clear picture of the incident and then decide on an appropriate sanction which may include inviting in the Police, Fire or Ambulance Service (as appropriate) for some further education around being safe, whole class or year group assembly on safety and pro-social behaviours outside of school, verbal or written apologies, restorative discussions between the children.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident should be considered on a case-by-case basis.

At Chalk Ridge Primary School, we strongly believe that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff will challenge all inappropriate language and behaviour between pupils and ensure that all incidents are treated as unacceptable.

Children will know and understand that sexually abusive language or behaviour is not 'banter', or an inevitable fact of life or an expected part of growing up. Staff will ensure that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long

it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

At Chalk Ridge we recognise that the way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Through our online safety lessons and 1Decision PSHE lessons we make it clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance in paragraphs 124-126 of KCSIE.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and we will follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the children in school therefore, class teachers will ensure they revise and revisit online safety when any concerns arise with their class.

Mobile phones

Children are not allowed to use mobile phones in school or on the school grounds. We understand that for some children in Year 5 and 6 who bring themselves to and from school they may need to have contact with a parent/guardian when they leave school. If a child must bring a phone to school it must be handed immediately to the class teacher who will ensure it is locked away until the end of the day. The child will need to sign a sheet to confirm they have handed their phone to the class teacher and then sign it at the end of the day to confirm it is back in their possession.

Should a child be found to have a mobile phone on them it will be kept by a member of the leadership team and the parent will be asked to come and collect it so a conversation can take place about the expectations of not having a mobile phone in school. The school does not take responsibility for any damage or loss of a phone in school.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and logged onto CPOMS. Once a decision is made to report the incident to police, we will ensure any further action they take does not interfere with any police action taken. However, we do retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

How are parents involved in this policy?

We value and recognise the importance of working in partnership with our parents. Through developing and maintaining positive and honest relationships with parents, we are better able to support the children and their families. Through working with parents, we are able to gain a more rounded view of a child, in order to best understand them and their needs.

The expectation of parents is that they will support and uphold our decisions in school. When parents have areas of concern regarding particular incidences, the parents raise these appropriately, respectfully and being mindful that their child will still need to have a relationship with the adult in the school.

At the beginning of each academic year, the home school agreement is signed by the Headteacher on behalf of the staff, the parents and the child. When a new child joins the school at a different time of year, they are also asked to sign the home school agreement.

Parents are kept informed of their child's behaviour through annual reports, parents' evenings and, when necessary and appropriate, through regular discussions with the class teacher and or the Inclusion Lead.

If a child persistently breaks the school agreement, parents are contacted to discuss ways of working with the school to support the child. In cases of serious incidents of extreme behaviour, parents will be informed immediately and may be required to come to the school.

How are staff supported to implement this policy?

Our staff are provided with training on managing behaviour as part of their induction process and we use Primary Behaviour Service to support this as well as work with them to provide training for staff working with individuals who need individualised support. Behaviour management will also form part of continuing professional development and in October 2023 we will work with our cluster schools to introduce Thrive into our school.

Support from external agencies

Supervision by Hampshire and the Isle of Wight Education Psychology Services (HIEPS) for TALA (Therapeutic Active Listen Assistant) and ELSA (Emotional Literacy Support Assistant)

PBS (Primary Behaviour Support)

Hampshire and the Isle of Wight Education Psychology Services (HIEPS)

Mental Health Support Team (MHST)

Thrive training to start on 20th October 2023

Transition for pupils

We recognise our shared accountability for the emotional development of the children in the school. Training and induction for all staff regarding behaviour management is provided. In

addition, robust end-of-year transition ensures that staff share good practice relating to individual children who may have difficulties self-regulating their behaviour. This is in addition to regular opportunities for staff to discuss children, and may take the form of a TPA or a transition meeting.

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

Keeping Children Safe in Education September

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.

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

Respectful School Communities toolkit

Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions/Suspension policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Restrictive Intervention Policy (Hampshire adopted policy).
- Relations and Sex Education Policy
- Equality Policy

Evaluating Behaviour and our policy

The following strategies will be used to evaluate the quality of pupils' behaviour in school.

- Talking to pupils and School Council members.
- Parent questionnaire
- Regular monitoring of expectations
- Governor visits to school to independently assess the quality of behaviour at the school
- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data;
- Use of pupil support units, off-site directions and managed moves;
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

APPENDIX A

EXPECTED BEHAVIOUR

Children who have transitioned into the school, between year groups or new joiners have rules, routines and expected behaviours shared with them.

Working together as a whole class

We would like the children to:

- listen to each other and to the teacher without interrupting
- follow directions the first time they are given
- respond appropriately to one another and to the teacher
- sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- be aware of and respect other people's personal space and equipment
- value other people's views and be aware of everyone's need for time to think
- be alert and attentive
- respect the classroom environment and equipment
- respect other people's belongings and work

Working together in groups

We would like children to:

- recognise and value one another's strengths
- support and encourage one another
- respect one another's views
- be sensitive to one another's feelings and needs
- concentrate and apply themselves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- communicate quietly, clearly and effectively with one another
- allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- try to sort out difficulties independently; seek support from an authorised adult if attempts to resolve difficulties are ineffectual
- share equipment
- care for equipment

Working alone

We would like children to:

- concentrate on the task given and complete it as well as possible
- work independently, without interrupting other people unnecessarily
- accept responsibility for individual behaviour and work

In the playground

We would like children to:

- respect the boundaries by playing on the playground, the EYFS area or the field and not in the bushes or anywhere out of sight of adults
- if the field is wet, play on the playground
- recognise the needs of different groups of children
- enjoy playing together, but not at the cost of someone else's enjoyment
- recognise that someone may want to be alone and respect that
- find ways of including other people who may feel lonely
- establish the rules of a game and ensure that everyone playing knows the rules
- care for people if they are hurt
- listen to adults on duty: respond courteously and obediently
- end any game as soon as the whistle goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

In the hall at lunch time

We would like children to:

- walk into and leave the hall quietly
- find a seat once they have got their lunch
- talk quietly
- put up a hand if help is needed and wait patiently until a member of the midday staff is at hand to attend them
- demonstrate good manners
- say 'please' and 'thank you' appropriately
- use the crockery, cutlery and cups correctly and carefully

In assembly

We would like children to:

- enter and leave the hall quietly and in an orderly way
- listen to the music, to adults and to others attentively
- respond appropriately with silence, comment, praise, laughter, action or song
- accept different styles of presentation and different expectations

On trips or at competitive events

We would like children to:

- be responsible for one another
- be responsible for their own possessions
- be aware of personal safety and that of others
- be aware of representing the school
- be aware of the needs of members of the general public
- act courteously and speak politely
- walk quietly
- stay together
- accept rules
- do as an adult asks, first time of asking
- encourage and support one another
- respond quickly to instructions

With visitors to the school

We would like children to:

- notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- be welcoming, courteous and helpful to any authorised visitor
- if someone is not authorised, tell known adult that you are concerned

At other times

When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:

- be respectful towards all adults
- be considerate towards one another
- take care of the environment
- leave equipment alone unless given specific permission to use it