

# **Behaviour Policy**

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**Reviewed by: Mark Hunter**

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# BEHAVIOUR POLICY

## 1. Introduction

- The aim of the school's Behaviour Policy is for every member of the school community to feel valued and respected, safe and for all persons to be treated fairly.
- We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.
- The primary aim of the behaviour policy is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.
- We want to create in our school a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- The aim of the policy is also to provide a consistent approach to behaviour management.
- This policy includes children in the **Early Years Foundation Stage (EYFS)** unless stated otherwise.
- **No form of physical or other corporal punishment is used or threatened** by those responsible for the behaviour of children at the school.

## 2. Reference

This Policy has been written with reference to ***Behaviour and discipline in schools: advice for headteachers and school staff (DfE) September 2022***

Other relevant policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Exclusion Policy

## 3. A Positive Approach to Good Behaviour

We believe that an effective behaviour policy is one that seeks to lead children towards high self-esteem, self-discipline and self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

## 4. Rewards

We do not use a system of extrinsic rewards (stickers, stars, points), rather we reinforce good behaviour through intrinsic rewards helping our children feel good about themselves, raising their self-esteem and developing self-discipline.

- All members of the school community are committed to the school's core belief that celebrating success helps children to achieve more;
- Teachers use every opportunity to praise success and good behaviour;
- Children are shown how to praise each other's successes;
- Teachers regularly encourage children to share their successes with other classes, teachers and the Principal;
- Gatherings give opportunities to celebrate success and to provide a forum to raise expectations of the school.

## 5. Respectful Communication and Problem Solving

Relationships between children and staff are based on a strong ethos of respect and communication.

- Mutual respect is maintained through active listening and encouraging children to express their feelings both to adults and to each other;
- Teachers model respect and co-operation by showing respect for the children and other adults and by a caring and friendly attitude;
- Relationships are free of judgement and evaluation and staff take care not to use labels for the children;
- Adults at the school take an active role in helping children to resolve their problems constructively without bullying or blame.

## 6. Acceptable Behaviour

Children and teachers discuss and set clear 'rules' of acceptable behaviour. The school also sets clear boundaries and behaviour expectations.

The school believes that through the strong emotional intelligence model children learn to respect each other and the adults around them and learn to communicate their needs and feelings appropriately.

Regular use is made of circle time as an opportunity to talk about feelings, to discuss expectations of behaviour and resolve problems as a group.

## 7. Unacceptable behaviour and consequences (sanctions)

At Annan we believe that children should learn that there are consequences for their choice of actions.

Therefore, the term 'consequence' is often used in place of 'sanction'. The child must see that the consequence is a result of their action, rather than an arbitrary or unconnected 'sanction'.

Where a child fails to display acceptable or appropriate behaviour, the consequence (sanction) must be reasonable and proportionate. Regard must be given to the age of the child, disability, special educational need, race and other equalities and rights.

The recommended steps staff should take are as follows:

- 1) The child is given **a clear indication of any behaviour that the teacher/other member of staff considers to be inappropriate or unacceptable** and the expectation that the behaviour will stop immediately;
- 2) If the behaviour continues and is affecting the learning or behaviour of other children, the child needs to be removed from the group to continue their work/activity on their own. In the Early Years, however, this may involve being asked to join a different group activity or sit with an adult.  
The child should be given **a clear reason for the decision to remove them from the group** and, if appropriate, when they can return to the group;
- 3) If the behaviour takes place **outside the classroom**, for example at playtime, and the child has been reminded that their behaviour is inappropriate or unacceptable then they should be removed from the activity or group of children they are playing with. The child should be **given a clear reason and know under what conditions they can return to the group/activity**. Staff should ensure that any children who have been affected by the behaviour have been supported (i.e. if the behaviour involved bullying, etc).

***The following steps and consequences are not applicable to children in the EYFS***

- 4) In class, following on from step (2) above, a continuation of the behaviour will result in the child being required to **continue their work/activity** in another class or under the supervision of another teacher/teaching assistant;
- 5) A child may be required to work in the **Principal's office** if it is considered inappropriate for the child to work in another class or where they may cause further disruption to the learning of others.

## 8. Further consequences (not applicable to children in the EYFS)

- a. If the inappropriate or unacceptable behaviour involved activities outside the classroom, and the behaviour is repeated, or the initial behaviour is regarded as more serious than simply requiring a 'reminder' then a more 'formal' consequence should be considered as an appropriate outcome. This might include restricting access to the activity involved (for example not playing football at playtime for a number of sessions if the incident involved football) or being asked to carry out an activity that helps them to care for the school environment (for example sweeping the stones off the playground for a child that has behaved in an unacceptable way at playtime).
- b. It may be sufficient that a warning be given that a course of action may follow (for example 'if this happens again you will not be able to use the minibus for a week'). However these **MUST NOT** be used as a threat but an enforceable and appropriate outcome if the behaviour happened again.
- c. **Lost Learning**  
Where the inappropriate behaviour has been during 'learning time' and the child has wasted time when they were meant to be engaged in a learning activity, then the child will be required to make up the time, referred to in school as '**lost learning**'. This can take place in the child's own time (i.e. playtime) or during other activities as appropriate. 'Lost learning' will usually take place during the school day. The teacher will decide the appropriate amount of 'lost learning' time to be appropriate based on each individual situation.

## 9. Recording incidents (including the EYFS)

- Where a child fails to display acceptable or appropriate behaviour, this should be recorded on an Incident Record (IR). Teachers should use their judgement about whether to record low-level occasions of misbehaviour or disruption. Recorded incidents, even those that may be considered 'low-level' may over time show patterns of behaviour which cumulatively may give rise for greater concern. Not all incidents that are recorded on an IR form are reported to parents, this decision is made by the SLT/Principal.
- Where an incident has resulted in a 'consequence' (i.e. a 'sanction') this should be noted on the Incident Record (IR form). The school no longer uses separate 'sanction record' forms. This may be as simple as "it was agreed that xxxx would clear up the mess" or "xxxx moved to a different group to continue with their activity", to more serious sanctions such as "xxxx will not be able to continue with the archery club this term".
- An Incident Record (IR) may also be used for recording the incident as it applies to any **children affected by the behaviour** (i.e. a child who has been harmed by aggressive behaviour). When completing the IR form in these circumstances it should not contain the names of other children involved in the incident or the child who caused the incident. The 'any consequences' section of the form should relate to the child named on the form, i.e. the outcome for **that** child, and not the 'consequence' for the child who caused the incident, other than reference to appropriate action being taken. This section does not need to be completed if not applicable.
- Completed IR forms should be given to the office as soon as possible, on the day of the incident, or on the day the incident was reported to the member of staff.
- The school office will confirm with the Principal (or member of the SLT) if a copy of the IR form needs to be sent to the parent. For example, in the case of a serious incident, act of violence or if a 'consequence' may affect the child's parent (i.e. withdrawal from an after-school club etc), in these circumstances the IR form will be scanned and emailed to the child's parent for information.
- The IR form is then kept (See sections 14 and 15 below) and a scanned copy uploaded to individual files (Teams/The Keep). Incident Forms relating to behaviour are not included in the 'school record' transferred to a child's next school when they leave Annan (i.e. secondary school at the end of year 6). There may be exceptions to this policy, for example where the IR form has been included as part of a child protection concern (stand-alone file), which the school has a statutory duty to pass on to the receiving school.

## 10. Acts of violence or aggressive behaviour (This applies to all children including the EYFS)

**The school does not tolerate acts of violent, aggressive or threatening behaviour towards other children or adults within the school community**

- Acts of violence or aggressive behaviour such as hitting, kicking, biting, scratching or aggressive pushing towards other children or adults should always be recorded on an IR form, and should be given to the school office as soon as possible.
- Appropriate sanctions should be considered, in consultation with a member of the SLT if appropriate, such as **working in the Principal's office** or contacting a parent to take the child home. This decision would be made by the Principal (this is referred to as a **Temporary or Short Term Exclusion**).  
**Regard will be given to the age of the child and any Special Educational Need.**
- In the case of incidents involving aggressive behaviour or acts of violence, the scanned IR form should be emailed to the child's parent. This should be done on the day of the incident (or the day the incident is reported if different).
- As with other incidents, an IR form should also be completed for the child who has been harmed or affected by the violent or aggressive behaviour (see **Recording incidents** above).

## 11. The role of Parents

- The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the schools' approach to behaviour through our ethos of respectful communication and where possible, take part in the life of the school and its culture.
- We believe parents have an important role in supporting the school's policy and reinforcing it at home.
- We aim to build and maintain positive relationships with parents, for example by making parents aware when their children are exceeding, meeting, or missing behavioural expectations.
- Parents who are concerned that their child has been affected by the behaviour of another child, or who suspect that their child may be the perpetrator of unacceptable behaviour, should contact their child's class teacher immediately. The concern and response should be recorded in the child's communication log. If the parent is not satisfied with the response, they should contact the Principal who will ensure that the incident has been fully investigated and dealt with in accordance with the school's Behaviour Policy.

## 12. Keeping parents informed following incidents of unacceptable behaviour

- In the case of incidents involving sanctions that may affect parents, or in the case of incidents of a serious nature, including acts of violence, the scanned IR form will also be sent by email to the child's parent. This should be done on the day of the incident (or the day the incident is recorded if different).
- If a problem with a child does not resolve at school or if there are recurring problems, the class teacher will arrange a meeting with the parent or carer to discuss what might be causing the behaviour and agree a common strategy for dealing with the problem and methods for recording. Commonly this may include setting up a regular 'reporting' meeting involving the child as well as the parent and teacher.
- The next step is for a meeting to be arranged with the parent, teacher, Principal and/or Learning Development co-ordinator to discuss appropriate **'next step' strategies**. This may involve considering whether a multi-agency assessment is necessary, exploring a possible underlying Special Educational Need (SEN) which may require specific paediatric/psychologist assessment or if there is a need for therapeutic support i.e. play therapy or joining a social skills group.
- As a last resort, the Principal may decide that a temporary, short term or full exclusion may be an appropriate course of action.

See **Exclusion Policy**. Our Exclusion policy should be seen as an integral part of our Behaviour Policy.

### 13. Child-on-child abuse

- Acts of bullying, aggression, threats of aggression or sexual harassment between children at the school are never acceptable.
- The school recognises that child-on-child abuse can also take place on-line.
- It is our policy that all inappropriate behaviour between children at school is challenged. With specific regard to sexually inappropriate behaviour, language or harassment we never pass this off as acceptable or as 'banter' as this can lead to the normalisation of an unsafe environment for our children.
- In the case of any report of child-on-child sexually inappropriate behaviour, whether this is offline or online, we follow the general safeguarding principles set out in *Keeping Children Safe in Education* (KCSIE) - especially Part 5. The Designated Safeguarding Lead (or deputy) advises on the initial response.  
**The age of the child is always taken into account when assessing individual responses.**
- We recognise that responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.
- The way in which children relate to one another online can have a significant impact on the environment at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.
- This policy reinforces that the same standards of behaviour are expected online as apply offline, including the importance of respect for others. 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 are treated with the same principles as offline behaviour.
- Acts of child-on-child abuse should be dealt with in accordance with *section 10* of this Policy.

### 14. Record Keeping

Records of incidents are retained by the school, in line with the retention policy below. This enables the school both to ensure that the policy has been applied fairly and consistently and so that patterns of behaviour for individual children can be tracked.

Completed Incident Record (IR) forms are scanned and uploaded to individual children's records on Teams>The Keep as soon as they are received. This allows teachers access to incidents relating to individual children and can be cross-referenced with the communication log on Teams as well as being available when meeting with parents. These scanned forms are not forwarded to the child's next school.

Completed Incident Records are reviewed by the Principal (or member of the SLT) on the day they are completed. The Principal/SLT will decide if the child's parent/s needs to be sent a copy of the form, in which case the scanned copy should be sent by email the same day. This Principal/SLT will indicate this on the form as well as initial the form.

### 15. Behaviour/Sanctions Log and retention of Incident Records (IR)

All IR forms relating to **behaviour incidents** including **bullying** and **child-on-child abuse** together with any **sanctions** relating to these, will be filed in the **Behaviour/Sanctions Log**. Forms will be kept in chronological order for individual children. The Log will be held in the Principal's office.

All IR forms which **do not** relate to incidents of unacceptable or inappropriate behaviour, for example IR forms that have been completed for a child who has been harmed by another's actions, will be filed in the **pupil's file** in the school office.

Once children leave the school, all Incident Report (IR) forms for that child will be archived and retained, along with any other records held by the school, for 3 years following the date that the child leaves the school.

### Monitoring and review

This policy is monitored by the Proprietors and staff of the school and will be reviewed for changes in procedures and statutory guidelines in accordance with the school's policy review guidelines.