

# Salmestone Primary School Behaviour Policy



Salmestone  
Primary School



Date Policy Issued/Last Reviewed:	Sept 2020
Review Due:	Sept 2021
Name of Responsible Manager Headteacher: <b>Mr N Pantling</b>	

## **Our School Vision**

At Salmestone, we are passionate about, 'Shaping The Future of Young Minds' We want our children to be equipped with the personal and academic skills to become successful individuals. *Everyone in the school community is responsible for the behaviour and discipline of our pupils and we must ensure that continuity exists between all personnel within the establishment.* In focusing on behaviour and discipline it is important that parental cooperation and support are there within the school in order that the school can move progressively forwards.

## **Aims**

- To encourage a calm, purposeful and happy atmosphere within the school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued and self-esteem is raised.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school and encourage a school/parental partnership which promotes children's education and maintain standards of behaviour.
- To resolve relationship conflicts and adapt poor behaviour choices through our use of restorative practices.
- For staff to project themselves as good role models, co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- To ensure that behaviour does not inhibit learning or impede potential.

## **Children's Responsibilities are:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To cooperate with other children and adults.

## **Staff Responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment both physically and emotionally.
- To use the agreed school rules and sanctions clearly and consistently.
- To be a good role model.

- To form a good relationship with parents and carers so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their (special) needs.

### **The Parents/Carers Responsibilities are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

### **Creating the right climate - practical strategies**

- Children are greeted each morning outside by a range of school staff. They are encouraged to enter school in a calm and purposeful way.
- Movement around school should be done in a calm and purposeful manner and at all times should be carried out quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the day. Lessons should begin promptly. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school should be clearly stated and frequently reinforced by appropriate rewards when followed. Children observed behaving appropriately, politely and considerately, for example, holding doors and lining up quietly, should be thanked, praised or rewarded with a house token.
- As children leave the classroom to enter assemblies, change rooms, go out to and come in from play, they should leave and enter the classroom with a sense of respect for others around them. Staff should position themselves at the most suitable vantage points. Good behaviour should be reinforced with praise.
- Play times and dinner times should be calm. Salmestone runs an active play and lunchtime with a variety of zones which pupils choose to play in. Each zone is supervised by adults. When on duty, staff should take the opportunity to interact with children and promote positive behaviour whilst maintaining an overview of the play area and endeavor to spot potential problems before they escalate. Children are not allowed back into school during play times unless visiting the toilet. Children are not allowed to remain in the building unsupervised apart from year 6 school prefects who patrol the corridors to ensure no other pupils are inside.
- At the end of the school day, all children should be escorted safely and in a calm manner to the playgrounds where they are collected by parents and guardians thus ending the day in the right tone. The Senior Leadership team and middle leaders should be highly visible to ensure that all these procedures are operative.

- A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

### **Rewards and Praise**

At Salmestone we recognise that a great emphasis should be placed upon praise and reward in recognition of pupils' good efforts. We believe that pupils will achieve more, have increased motivation and improved behaviour when staff praise and reward their successes. Salmestone whole school praise and rewards include:

<b>General Rewards</b>	
Verbal praise and encouragement	Given by all staff members both in and out of lessons.
Stickers	Any member of staff can award a sticker as a reward for good or improved work, behaviour and attitude.
Recognition of success outside of school	Given for success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards.
Children's work on display	We aim to display pupil work in both the classroom and corridors of the school.
A visit to a Leadership Team member <b>SUSPENDED FACE TO FACE UNTIL AFTER COVID UNLESS VIRTUAL</b>	This may be to share good work or in recognition of good behaviour. Often included on our school face book page to be seen and celebrated by our whole school community

<p>Positions of greater responsibility</p>	<p>Towards the end of every year, children from years 1,2,3,4,5 and 6 are nominated by their class teachers to become a prefect based on their demonstration of our school values throughout the year. These children attend a presentation and receive special jumpers which can be worn during the year ahead.</p>
<p>A special mention on the school Facebook page</p>	<p>With over 800 likes, the school facebook page is an extra special place to have your successes shared.</p>
<p><b>Whole School Rewards</b></p>	
<p>House tokens</p> <p><b>TO BE AWARDED VIRTUALLY DURING COVID</b></p>	<p>As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of house tokens. Every child is a member of one of our 4 houses which are named after well-known authors. Children are able to earn house tokens in a variety of ways such as:</p> <p>Persevering when you find something tough, Achieving your best, Inspiring others, Being a valued member of our community, Having good manners (saying please and thank you and holding doors open for others), Showing kindness to others, Being welcoming to visitors and new members of our community, Making the right choices, Improving, Displaying good behaviour for learning, Following requests, Having good presentation in your books, Reading at home, Completing homework, Being a good listener, Making contributions during discussions and Taking turns.</p> <p>Each class has a pot for each house. When a child earns a token they will be given a token by a member of staff which they place into their class house pot. Once a week every class will bring jars from class and empty the tokens that have been collected into the school token collection point. There will be lines on each tube. Once a team's counters reach each line all children in that team</p>

	<p>will receive a house reward. All houses can receive all rewards if they earn enough tokens. Once awarded, house tokens can never be deducted.</p>
<p>Attitude certificates</p>	<p>Children are nominated for these awards by their class teacher (awarded in weekly assemblies) <b>AWARDED IN CLASS DUE TO COVID</b></p>
<p>School values badges</p>	<p>All staff are able to nominate pupils for a school values badge if they have demonstrated one of our school values (Perseverance, Achievement, Community and Inspiration). They are awarded during our weekly School Value assemblies.</p> <p><b>AWARDED IN CLASS DUE TO COVID</b></p>
<p>Classes who achieve 97% or above attendance in a week</p>	<p>These classes receive an attendance certificate which is displayed outside of their classroom for all to see. They will also be permitted to wear a non-school uniform the following Friday.</p>
<p>Individual rewards for achieving 99% or above attendance</p>	<p>These children will receive a termly certificate awarded to them in assembly time.</p>

Classes who achieve 100% attendance in a week	These classes receive a class reward to be agreed with the class.
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## Sanctions

### **DURING COVID PUPILS WILL NOT BE SENT TO SLT MEMBERS**

Sanctions are applied consistently by all staff, but with the provision for the flexibility to take account of individual circumstances. We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially during teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, Senior Leaders and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

Children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the incident, this may include immediate, permanent exclusion, however this is rare. As a rule the following sequence should be adhered to, with steps 1 and 2 being compulsory:

#### Step 1

**Give a warning. Move green card sideways.**

#### Step 2

**Give a yellow card.** Children should be fully aware that this means they have now lost the next available playtime. At playtime, the child is escorted to the detention area. At this stage a decision may be made to reposition, separate or move the child in class to encourage improved behaviour if required. \*

### **Step 3**

**Give a red card** A red card slip will be completed by the adult. A red card may be earned immediately without the need for steps 1 and 2 (racist comment, swearing, physical or verbal assault or damaging property). Children should be fully aware that this means they have now lost the next available lunchtime. At lunchtime the child is escorted to the detention area where they have a restorative conversation with a member of staff, sit in silence and eat lunch, after all other children have been served. At 12.45, at the earliest, pupils are released onto the playground at the discretion of the adult leading the detention. Their red slip is then given to office staff who record onto CPOMS and send a text home informing parents of the red card. After receiving a red card the child's card is put back to green. If a child receives further Red Cards in the same day, if necessary, they will need to come to see a member of SLT who will initiate a restorative conversation and form an agreement on how behaviour will now change from the child. This allows the child to take responsibility for their actions. **DUE TO COVID WHERE A CHILD RECEIVES ADDITIONAL RED CARDS MEMBER OF STAFF FROM THE BUBBLE NEEDS TO TAKE THE PLACE OF THE SLT**

### **Calm down**

Once a child has received a card turn adults must ensure that there is sufficient opportunity for the child to calm down before issuing further card turns.

### **Earn back a turn back \***

At Salmestone we recognize the need for second chances. For this reason, all pupils are able to earn back either a warning card (sideways turned green card) or a yellow card once per day. A turn back must be earned via improved behaviour over a period of time deemed suitable by the pupil's class teacher. Once a turn back has occurred a green counter will be placed into the child's pocket on the class good to be green chart as a record that a second chance has been given.

### **Serious Incident Forms**

For all serious incidents, a serious incident form must be completed by members of staff.

Instances requiring a serious incident form include:

- Serious physical assault against another pupil Physical assault against a member of staff
- Extreme verbal abuse or threatening behaviour against another pupil or member of staff
- Bullying
- · Racist abuse

- · Sexual misconduct
- · Drug and alcohol related incidents
- · Incidents involving offensive weapon
- · Serious deliberate damage to property
- · Theft
- · Incidents where classrooms have needed to be evacuated.

A serious incident form must be completed when a child has been excluded (both internally and externally).

Members of The SLT must be informed of all serious incidents immediately. A copy of the serious incident record is to accompany the red card issued and be recorded on CPOMS with the red card by office staff. For pupils on the SEN register, additional forms may be required to track triggers of behaviours. The SEN team will advise on this. All such records are to be handed to the office staff to be recorded on CPOMS

### **Fixed term and permanent exclusions**

Exclusion is used only for very serious incidents when other methods of support have not been effective. Only the headteacher has the authority to exclude a child from the school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. If the headteacher excludes a pupil for a fixed term the parents/carers are informed immediately and asked to collect their child. They will be given the reasons for the exclusion as well as a date and time for a reintegration meeting on the day the child comes back to school. The headteacher informs the LEA and the governing body about any exclusions. The headteacher may also exclude a pupil permanently. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

### **Internal exclusion**

**USE OF SISTER SCHOOLS WILL BE SUSPENDED DURING COVID**

**INTERNAL EXCLUSIONS WILL BE CARRIED OUT WITHIN EACH BUBBLE SEPARATE FROM ALL OTHER PUPILS (USE OF THE BUBBLE'S 'SPARE' CLASSROOM AREA).**

Sometimes members of the SLT may make the decision to internally exclude a child. This will be either within Salmestone school or at one of our sister TKAT schools (whichever is deemed by the SLT most appropriate for each individual pupil). This decision is not made lightly and is often as a result of either excessive or prolonged periods of poor behaviour from a child. Internal exclusion means that the child will continue with their learning away from their classroom under adult supervision. The pupil will not have contact with other pupils in their class. The length of an internal exclusion is at the discretion of members of the SLT. Parents/carers will be informed that their child will serve or has served an internal exclusion. If the decision is made to hold the internal exclusion at another school

parents will be informed beforehand. All internal exclusions will be recorded on CPOMS by the office staff as directed by The SLT.

### **Playtime and Lunchtime Supervision**

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

#### **Sanctions**

##### **Step 1**

*Child is given a verbal warning.*

##### **Step 2**

*If the behaviour persists, the child takes appropriate time out in the playground.*

##### **Step 3**

*If the child has had time out twice in one playtime or continues to break the rules referral is made to a MEMBER OF STAFF ON DUTY.*

##### **Step 4**

*Continued inappropriate behaviour or behaviour which is in the form of deliberately hurting, swearing, damaging property, inappropriate language, racism or homophobia then children will receive an immediate red card, be taken to the member of staff on detention duty. The pupil will serve a lunch detention and contact with parents made.*

#### **Incentive charts**

For those pupils who need to have an additional incentive to enable them to adhere to our behaviour rules, we will make the decision for them to have an incentive chart. With incentive charts, we aim to encourage pupils to make the right choices to stay green. Incentive charts have clear/realistic 'SMART' targets, which are bespoke to the individual child's needs. Targets, if achieved, should have a positive impact on the number of yellow and red cards. Incentive charts break down the school day into small chunks. Each chunk being scored with a smiley face if the child has achieved all of their targets. If they have achieved most of their targets a straight face is recorded. If they have not achieved any of their targets an unhappy face is recorded. **All children on incentive charts should make visits to members of the SLT to share their charts and receive stickers when appropriate (the regularity of visits and stickers is to be agreed with the child, class teacher and member of SLT).**

There is not a set period of time that a child remains on an incentive chart, however, to remain on one the chart must be acknowledged to be having a positive impact on the child's behaviour (child's behaviour improves, fewer card turns received etc).

## VISITS TO SLT SUSPENDED DUE TO COVID

### **Pastoral Support Plan (PSP)**

For those pupils who have been identified as having a significant behaviour need, the decision may be made to place them on a Pastoral Support Plan (PSP). These document the support the school and home will give to the child to enable them to have a successful time in school. PSPs will include: Clear/realistic 'SMART' targets, pupil strengths, weaknesses and areas of difficulty, what success will look like for the individual pupil, school support and strategies, support from outside agencies (if appropriate), parent support and agreed sanctions. Once written, all stakeholders are informed of the PSP. If the Pastoral Support Plan is deemed unsuccessful These pupils will be discussed at termly safeguarding meetings and the following avenues need to be explored:

- Consultation with outside agencies to consider provision and support that they can provide for example: Enterprise Learning Alliance (ELA) and Specialist Teacher Services. or Kent attendance and exclusion officer.
- Review all/any SEN avenues for support. The possibility of EHN support will be considered at this stage.

## DUE TO COVID OUTSIDE VISITORS ARE RESTRICTED

### **Physical intervention and Restraint**

Physical Intervention – 'the use of minimal force to briefly prompt, guide, contain or direct free movement, in circumstances in which there is no extended or extreme resistance..'

Restraint – 'To hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when 2 pupils are fighting and refuse to separate without physical intervention.....The use of proportionate force in an attempt to keep people safe, in circumstances in which there is extended or extreme resistance.'

(Bound and Numbered Book p9)

'All members of staff have a legal power to use reasonable force (section 93 Education and Inspections Act 2006).

'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.\*

On rare occasions, it may be deemed appropriate for staff to either physically intervene or use restraint.

At Salmestone we will use reasonable force to:

- - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.\*
- - Restrain a pupil at risk of harming themselves through physical outbursts.\*
- - Prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety.\*

At Salmestone we may use reasonable force to:

- - Remove disruptive children from the classroom where they have refused to follow an instruction to do so.\*
- - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.\*

(\*DFE Use of reasonable force advice for head teachers, staff and governing bodies July 2013)

All incidents where **restraint** has been used are logged in the 'Bound and Numbered Book'

### **Power to search pupils without consent**

'Headteachers and school staff authorized by them have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- - Knives or weapons
- - Alcohol
- - Illegal drugs
- - Stolen items
- - Tobacco and cigarette papers
- - Fireworks
- - Pornographic images

Any article that a member of staff reasonably suspects has been, or is likely to be used to:

- · commit an offence
- · cause personal injury to any person
- · cause damage of the property of any person'

DFE 'Searching, screening and confiscation'

Advice for headteachers, school staff and governing bodies'

January 2018

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### **Pupil Support Systems**

School based support is available to pupils who sometimes require additional guidance to maintain good behaviour. This manifests itself in a number of guises:

- Pastoral Manager. This includes: daily visits to pupils who have been identified as requiring additional support to manage their behaviour; liaison with parents, staff and child about different strategies which may be employed to support good behaviour as well as running small behaviour interventions.
- The counselling service Place2B supports a number of pupils who require additional support with behaviour and any parent with concerns.
- Pastoral Manager, Members of leadership team are available to support pupils for example liaising with pupils who are on incentive charts.
- We work alongside external support agencies. These include Educational Learning Alliance (ELA accessed via LIFT), Specialist Teaching and Learning Service (STLS) as well as other local authority representatives who offer individual support for pupils.

**DUE TO COVID THERE ARE CURRENTLY RESTRICTIONS ON VISITORS TO SCHOOL**

### **Managing pupil transition**

We appreciate that for children who sometimes struggle to manage their behaviour, transition into a new class, year group or school can be daunting. We ensure that all behaviour records and plans are passed onto the next teacher or school as well as organizing a variety of activities to ensure the smoothest transition possible.

### **School Trips**

Our expectation is for all of our pupils to behave the 'Salmestone Way' across all aspects of school life. To be off site, on a school trip, the expectation is even greater. The children are representing our school and it is expected they follow the high standard of behaviour set whilst they are in school. The staff leading the trip must be confident that the children understand the importance of following our rules and routines. Therefore, behaviour leading up to trips must remain at the expected level.

Children who receive frequent red cards and their behaviour presents health and safety risks to themselves or others may be withdrawn from trips at the discretion of the HT. Parents will be informed.

## **SCHOOL TRIPS ARE CURRENTLY SUSPENDED**

### **Exceptional circumstances**

If a child absconds from school, staff will take steps to keep the child in view and will alert other staff to assist. A member of the SLT should be informed immediately and lessons returned to normal as quickly as possible. Parents will be informed immediately and if deemed necessary the police will be contacted.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in de-escalation techniques.

No child should ever be 'sent to the Head or Senior Leaders' as a sanction, as there is no guarantee that the child will arrive or that the SLT will be available. If, in exceptional circumstances, a child needs to be removed from class, a member of the Senior Leadership Team should be sent for (In the first instance an AHT, then the DHT and finally the HT. Where a child has a pastoral support plan the Pastoral leader should be the first member of staff to be contacted.)

### **Additional Provision**

The school acknowledges that a small minority of children need additional provision within school to enable them to have full access to their learning. In these circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as feedback to the child regarding progress is essential.

Children who are on the SEN Register or who are identified as requiring additional support will have reasonable adjustments made to the Behaviour and Discipline Policy if required, taking into account their individual needs. This provision will be planned by the Inclusion lead/pastoral/behaviour team, in discussion with the child and parents and will take into account the advice of specialist outside agencies. Reasonable adjustments will include a Pastoral Support Plan which will offer a range of strategies to support them in managing their behaviour successfully. Pastoral Support Plans are regularly reviewed throughout the year and updated where necessary to reflect their changing needs.

Examples of reasonable adjustments may include:

- Additional time from support staff.

- • Separate seating arrangements within the classroom.
- • Use of time out.
- • Additional support from named members of the SLT.
- • Use of Incentive charts.
- • Use of timers employed when asked to comply with a request.

### **Amendment to Behaviour Policy**

This addendum to the Behaviour Policy is for use during the arrangements for education of students in school during the Covid-19 pandemic. It is to be used in conjunction with, and read alongside Salmestone's Behaviour and discipline policy, Online-safety and our Child Protection policy

For pupils attending school:

In addition to the established roles, responsibilities and expectations of school staff and pupils, the following expectations are in place and sanctions will be upheld.

- Staff and pupils will adhere to the social distancing requirements in place.
- Staff and pupils will take every precaution to reduce the risk of virus transmission by regularly washing hands, using hand sanitizer and keeping work areas clean, making use of the cleaning materials provided.
- Any incident of spitting will result in immediate exclusion from school for a period of up to 3 days. (including internal exclusion)
- Use of threatening, aggressive language and behaviours towards staff from either pupils or families will result in immediate exclusion from school for a period of up to 3 days. (including internal exclusions)

For pupils accessing remote learning;

- Staff and pupils will continue to implement the expectations of safe internet usage stated within the online-safety policy.
- Use of inappropriate language within the Google classroom will result in a telephone call home to discuss.
- Use of threatening, aggressive language and behaviours within the Google classroom towards staff from either pupils or families will result in immediate access denied and a requirement from parents/carers to collect a paper copy of work set from the office weekly.
- Any use of racist, homophobic, discriminatory, or bullying language/behaviour within the Google classroom will result in immediate access denied and a requirement from parents/carers to collect a paper copy of work set from the office weekly.

Follow link for:

DFE (Department For Education) Statutory Guidance

Changes to the school exclusion process during the coronavirus (COVID 19) outbreak May 29th 2020

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>