



SELLINDGE PRIMARY SCHOOL

BEHAVIOUR POLICY

Introduction

We endeavour to foster an environment in which children learn to respect the ideas, opinions and feelings of others including other cultures and religions. We also teach children to look after the environment, their own property and the property of others.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- to promote and ensure appropriate behaviour, respect and language throughout the school
- to encourage effort in both work and behaviour
- to ensure a whole school approach to behaviour management is developed and used by all the staff
- to ensure that parents are informed and are aware of the procedures used to manage behaviour
- to provide a system of incentives to encourage good behaviour and to modify inappropriate behaviour through the use of Assertive Discipline techniques
- to ensure a safe, caring and happy school
- to promote good citizenship, the school values and British values
- to promote self-discipline
- to prevent all forms of bullying (see DfES definition of bullying and our anti-bullying policy)
- to ensure pupils are able to learn
- to ensure positive handling of behaviour

Responsibilities

All members of the school community – teaching and non teaching staff, parents, pupils and governors, work towards the school aims by:

- providing and promoting well-ordered environments in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life
- encouraging, praising and positively reinforcing good relationships and behaviours
- preventing bullying or harassment
- providing children with strategies to apply self-regulation
- promote positive behaviour choices beyond the school environment
- ensure all members of staff use positive handling strategies in dealing with behaviour issues

<u>Staff should:</u>	<u>Pupils should:</u>	<u>Parents should:</u>
▪ Treat all children fairly ▪ Create a safe, secure and pleasant environment ▪ Use incentives and consequences clearly and consistently ▪ Form good relationships with pupils and their parents ▪ Follow the school behaviour policy. ▪ Be aware of factors that may affect or trigger a child's behaviour ▪ Teach appropriate behaviours, including behaviours for learning ▪ Manage situations in a calm and non-confrontational way ▪ use positive handling strategies in dealing with behaviour issues	▪ Work to the best of their ability and let others do the same ▪ Treat others with respect ▪ Follow the instructions of the school staff ▪ Take care of property and the environment both in and out of school ▪ Co-operate with other pupils and adults ▪ Make positive behaviour choices in and out of school ▪ Contribute to a safe and pleasant environment	▪ Support our behaviour policy ▪ Form good relations with the school ▪ Encourage high standards of behaviour in their children

PROMOTION OF POSITIVE BEHAVIOURS

At Sellindge we believe in the prevention of unacceptable behaviour through positive recognition. This includes reward systems, praise, clear agreed boundaries, celebrating achievement and the way adults model positive behaviours. Classes use a 'Good to Be Green' approach which can be adapted for individuals as needed.

VALUES AND EXPECTATIONS

A set of school values is used throughout the school and these form the basis for high behaviour expectations. Other behaviour expectations are put in place to ensure the safety and well-being of all members of the school community. In certain circumstances, these expectations may be arranged as a set of rules.

INCENTIVES AND EXPECTED BEHAVIOURS

A range of possible incentives has been developed with all staff (Appendix A)

CONSEQUENCES

A range of possible consequences has been developed with all staff (Appendix B) and possible associated behaviours (Appendix C).

Guiding Principles

- Consequences will never humiliate children.
- A child will be left with avenues of good behaviour to try next .
- Consequences will avoid involving the loss of curriculum time.
- Consequences will be proportionate to the misdemeanour.
- Consequences will be applied consistently.

Behaviour Support Cycle Plans

If a children were to consistently behaviour negatively, the class teacher, alongside the SENCo and Senior Leadership would put in place a behaviour plan (Appendix D), which would be used to identify triggers, behaviours, support strategies and escalation steps. This would then be reviewed termly and any adjustments, or removal of plan, would be made in discussion with parents.

Positive Handling

The members of staff at Sellindge Primary School are trained in positive handling of pupils who require a physical intervention to safeguard themselves and others from harm. This can range, only where necessary, from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Any use of positive handling will follow the procedures laid down in the *Use of reasonable Force. Advice for headteachers, staff and governing bodies*.

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Exclusions

As a last resort, it may be necessary to exclude a child but this is only relevant after other measures have been unsuccessfully employed and where the child places themself or others at risk of harm; disrupts the safe and secure learning of others or is likely to cause damage to property.

Any exclusion will follow the procedures laid down in the *Kent Exclusion Guidance for schools and governors April 2017*

https://www.kelsi.org.uk/__data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf

THE PROMOTION OF APPROPRIATE BEHAVIOUR

Through:

- talking with class teacher or other appropriate member of staff
- Personal Social and Health Education lessons
- focussed intervention either in a small group or one to one

- assemblies and other shared events and activities
- expectations of role modelling by older pupils
- positive reward systems that may be personalised for individuals
- appropriate behaviours modelled by staff

Routines need to be promoted across the school in order to establish and maintain high standards of behaviour. At Sellindge Primary, the key routines we promote within the school include how the children line up at the end of play times, in the dinner hall and during transition times. How children move around school, go into assembly and carryout Morning Mile are also key times when expectations are reinforced. We also promote and encourage good manners and expect politeness from all members of the school community. (See Appendix E).

Parents

Where parents have a concern about their child's behaviour, they should initially speak to the class teacher. Some concerns may need the involvement of the SENCo, Headteacher or, in some circumstances, the support from external agencies such as Early Help, School Nurse or the Specialist Teaching and Learning Service. The school and parents will work together to enable the best outcomes for the child concerned.

Monitoring

The SLT will continually monitor the behaviour throughout the school. This will be done through learning walks, playground observations and regular monitoring of the Incident Log. Staff should also record any behaviour concerns on CPOMS and include any ERR forms or other written notes. Feedback will also be sought from pupils, parents, governors and other visitors to the school.

Adaptations

The behaviour modification and encouragement strategies can be adapted and differentiated for individuals to create a personalised behaviour plan as needed. This should be completed in collaboration with the class teacher, the SENCo and Parents and reviewed regularly. We will work with the child, where appropriate to write and review the plan and targets. It is recommended that this is shared with all members of staff in order to maintain consistency for the focus child.

Support

Incidents of poor behaviour choices will be dealt with using a restorative approach; an ERR form may need to be completed to gather all views. If needed, time will be provided to help all parties to work through any problems. This could be completing a series of mentoring sessions, friendship groups or 1:1 support.

Equality

This policy should be read in conjunction with other related school policies and complies with 'The Equality Act 2010 and the Public Sector Equality Duty.

Related Policies and Guidance

Mission statement, School Values, SEN Policy, Anti-Bullying Policy , PSHE Scheme, Child Protection Policy, Positive Handling Policy, Equality Statement , Kent Exclusion Guidance

Developed by J Wren and D Clark: 10th September 2019

Approved by Teaching Staff: 19th September 2019

Approved by The Full Governing Body: 28th November 2019

Reviewed September 2021

Reviewed September 2022

Reviewed and updated JANUARY 2023

Reviewed November 2024

Reviewed November 2025

Next Review Date: November 2026 or sooner if needed

Incentives

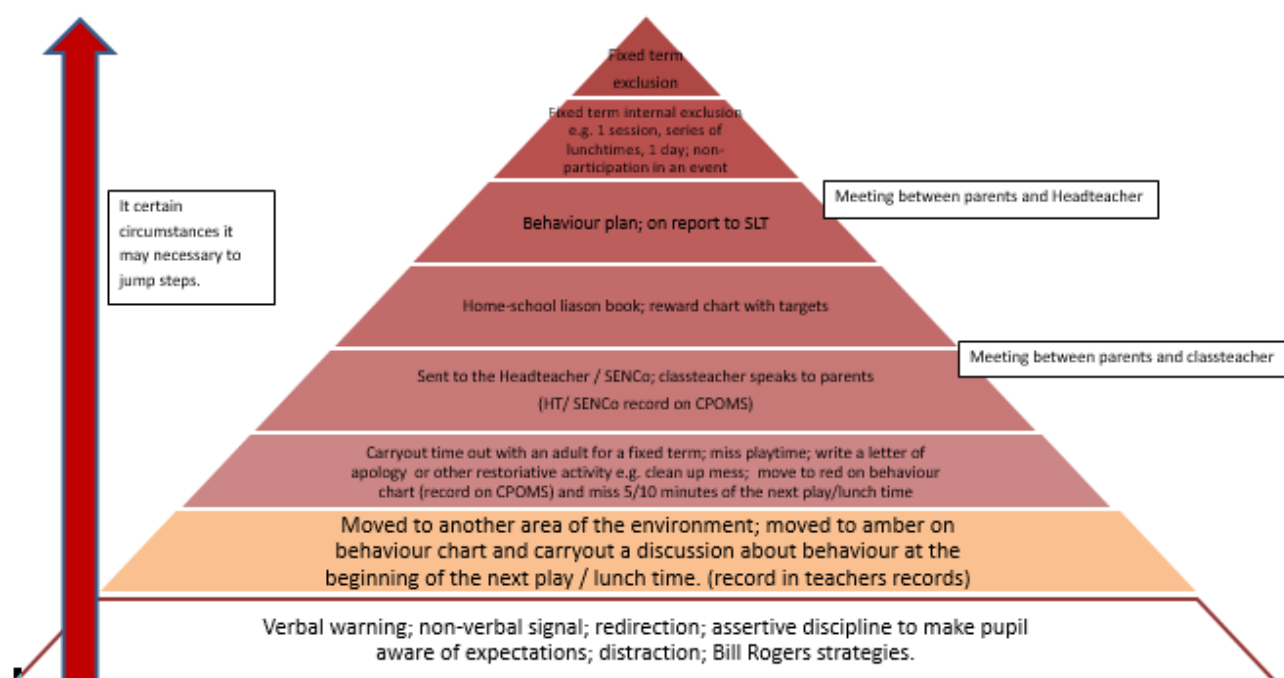


Expected behaviours promoted across the school include:-

- Using kind words, speak in a mutually respectful way, completing work, focussing on a set task, appropriately asking for support, waiting for your turn, looking after property, sitting in seats during learning time, responding to questions with hands up or similar, good manners demonstrated, everyone is respectful to one another.

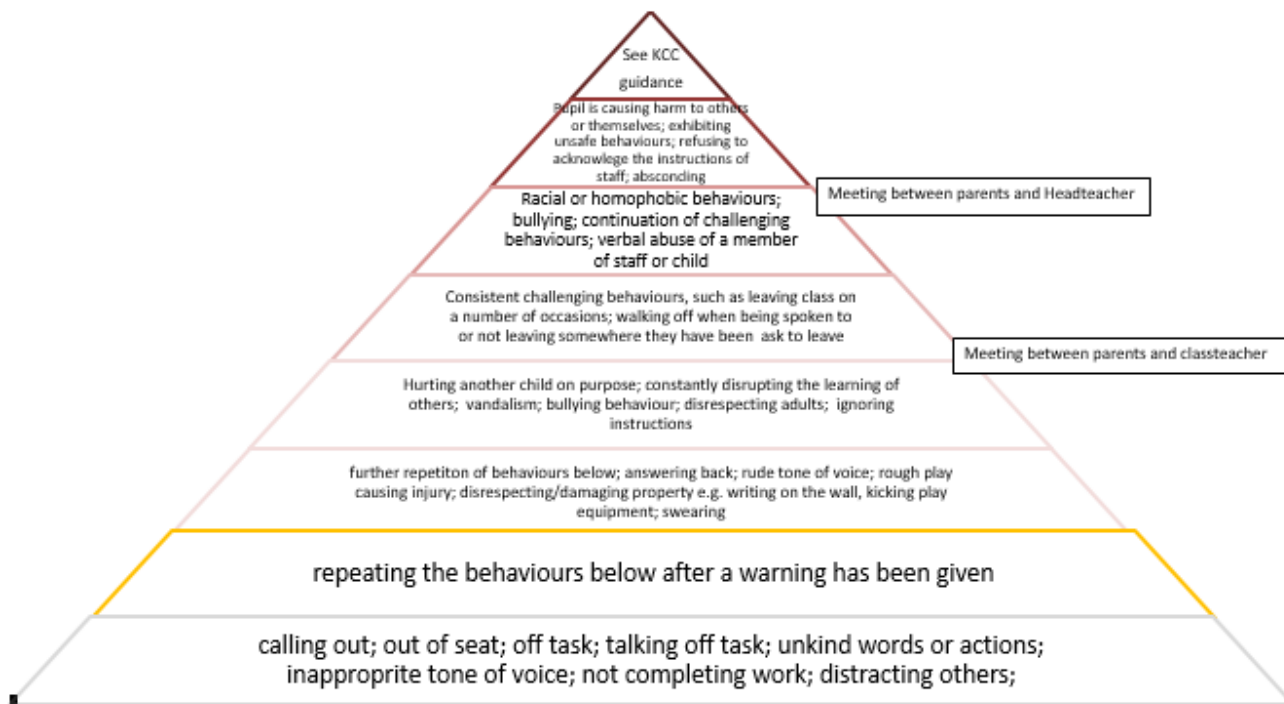
Appendix B

Consequences



Appendix C

Unacceptable or inappropriate behaviours



Appendix D

Behaviour Cycle Support Plan		Pupil	
		Age / Class	
		Start Date	
		Review Date	
Behaviour Support Strategies			
Green – Proactive (calm and relaxed)	Amber – Active (start to feel anxious / distressed / agitated)	Red – Reactive (incident / crisis / stressful situation)	Blue – Post Reactive Recovery (calming / relaxing)
SETTING/TRIGGERS •	SETTING/TRIGGERS •	SETTING/TRIGGERS •	SETTING/TRIGGERS •
BEHAVIOUR •	BEHAVIOUR •	BEHAVIOUR •	BEHAVIOUR •
SUPPORT STRATEGY •	SUPPORT STRATEGY •	SUPPORT STRATEGY •	SUPPORT STRATEGY •
ESCALATION STEPS:	ESCALATION STEPS:	ESCALATION STEPS:	ESCALATION STEPS:

Appendix E

Examples of Routines

1. *Morning Mile* – Children should walk or run around the set course only.
2. *Lining Up* – The children should stand quietly facing the front with their arms by their sides.
3. *Assembly* – Sit silently during assembly and whilst waiting for it to start, come into the hall quietly and sit in lines.
4. *Dinner hall* – Wait quietly in line, say please and thank you when given the meal, use knife and fork, put hands up to ask if they can 'scrape', clear all plates and cups away.
5. *Transitioning around school* – Walk quietly and if with the whole class stay in a line.
6. *Storage of coats and bags* – always make sure bags and coats are hung up on pegs.