



Behaviour Management Policy

Date: September 2022

Review: September 2024

The School's Christian Vision

To provide all our children with knowledge, perseverance and the imagination to develop their God given talents, living out Christian values in order to live happy, fulfilling and considerate lives. We uphold the right of every individual to learn, be valued and achieve their full academic potential.

In God's hands we love, learn and grow.

At Keston CE Primary School we set high expectations of behaviour. Together, we promote positive behaviour in our pupils and create an environment in which this can flourish. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school.

Discipline within our school stems from our Christian vision and values of friendship, love, trust, forgiveness, thankfulness and wisdom for each other. Our Vision Statement underpins our School Behaviour Policy as it aims for children 'to live happy, fulfilling and considerate lives'. As a school community we endeavour for our children to 'love, learn and grow in God's hands.'

AIMS AND VALUES

We strive to:

- To promote good relationships, so that people can work together in an effective and considerate way, with the common purpose of helping everyone to learn.
- Explain the school rules, sanctions, rewards and ensure these are understood
- To help children grow in a safe and secure environment and to become independent learners and thinkers, responsible for the consequences of their own actions
- Develop a respectful, forgiving and nurturing environment with an understanding of reconciliation
- We expect every member of the school community to behave in a considerate and polite way towards others.
- Foster Equality and Christian values
- To reward and promote good behaviour, as we believe that this will develop an ethos of kindness and cooperation.
- To promote open and effective communication between all parties: children, parents, staff and external agencies for the benefit of the children.

School Rules:

I will always tell the truth

I will always do my best

I will always be polite

I will be kind and caring

I will look after property

I will always listen

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. Behaviour Ladders are a school strategy to praise good behaviour. A child may move up or down the ladder dependant on their behaviour. Up for good and down for poor behaviour. If poor behaviour continues then a sanction is applied.

Rewards:

- We praise and reward children for good behaviour in a variety of ways:
- Staff congratulate children in a variety of forms: verbal, written, gesturing
- Staff give children house points or Dojos
- Staff may have their own class reward systems, such as golden time, stickers, Dojos
- Children may be sent to another staff member (particularly members of the Senior Management Team) to show good work/share good behaviour
- Children are rewarded by being given roles of responsibility
- The lunchtime report sheet shares good behaviour/kindness with the Lunchtime Manager, Headteacher and Parents
- Staff will share good behaviour, work, kindness or progress with parents

- Certificates are given to individual children when they gain 5 house points. These points are then accumulated towards the whole school house team weekly and term competition. Trophies are awarded for weekly/team winners.
- Headteacher awards are given to children, either for outstanding work, behaviour, or to acknowledge outstanding effort or acts of kindness in school. This is recorded for all to celebrate on a board in the entrance hall.
- Each week there is an achievement assembly where children are able to show: certificates/awards gained from both in and out of school, good examples of work, perform to the school.

Sanctions

Children have to take on the responsibility of following the rules. If they break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions. Children are offered opportunities for quiet reflection where they can reconcile their behaviour choices and ask for forgiveness. We employ a variety of sanctions to ensure a safe and positive environment. They will vary according to the offence. All offences should be dealt with immediately and sanctions applied immediately if possible. Staff will take account of the child's age, personality and circumstances in deciding on the appropriate sanction required.

Minor bad behaviour will be dealt with by the staff member in charge of the class or group. They will be reminded of the rule or task and what they should have done. Various sanctions could include:

- Verbal reprimand by staff member.
- Moving the child to a place nearer the teacher or to sit on their own.
- To redo a task.
- Withdrawal of privileges ie class job of responsibility
- Isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- Prevent the child from taking part for some or the rest of that session.
- Miss some playtime or golden time minutes.
- Children may be moved down the behaviour ladder or lose a Dojo

More serious/persistent bad behaviour- where a child threatens, harasses, hurts or bullies another child or if a child repeatedly acts in a way that disrupts or upsets others, it will be initially dealt with by the staff member and other sanctions then apply:

- The class teacher/staff member records the incident in the purple behaviour management folder and electronically on SIMS.
- If the incident occurs at lunchtime the Lunchtime Report Form is completed and signed by the child, Midday Supervisor and Headteacher. It is to be returned signed by the parents the next day to the Headteacher and recorded on SIMS.
- Loss of house points or Dojos
- The child may be given a sanction.
- Parents are informed either verbally or via a note.
- Exclusion from playtime/s.
- Exclusion from their own class and sent first to a Senior teacher, then to the Deputy Head.

If the behaviour persists or is very serious the child is sent straight to the Headteacher, and parents are informed either verbally or via a letter.

- Children may have to write an apology letter, seeking forgiveness in reconciling their behaviour
- A chart/ contact book may be set up where good and bad behaviour is recorded throughout the day. It must be signed by the parents and comments made and returned each day.
- Parents may be requested to attend a meeting to discuss the situation with a view to improve the behaviour of the child. Targets, Behaviour Plan or Individual Provision Map will be decided upon. Outcomes will be recorded and may in some cases be signed by all parties.
- The school may seek help from external agencies such as the Outreach Behaviour Team, Advisors/ Educational Psychologist.
- In extreme cases the Headteacher may decide that a child must be restrained using reasonable force.
- Period of suspension may be necessary. (Following set procedures)

Bullying- Please refer to our Anti-Bullying policy

The school does not tolerate bullying of any kind and prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The children are taught through various events, assemblies, activities what bullying is and that an adult must be told. On discovering an act of bullying or intimidation, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Children are encouraged to inform a responsible adult either verbally or in written format through the Class Worry/Thought Box from Y2.

Use of force-Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Refer to the Trust Positive Handling Policy.

The role of the Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- The class teacher in line with the school vision will always offer forgiveness to a child after the act of reconciliation so that all parties can start anew.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher informs and seeks help and advice from the SLT
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- The teacher will listen to the children and be approachable

The role of the Headteacher

- It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Serious incidents of behaviour are recorded in the Class Behaviour Management Folder and electronically.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently suspend a child.

The role of Parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the school governors should be contacted. If the problem is still not resolved then finally a formal grievance or appeal process can be implemented.
- Parents will inform the school immediately if circumstances change at home which may impact on their child's behaviour.

Special Educational Needs

Children with Special Educational Needs in relation to behaviour will be set an Individual Provision Map in accordance with our Special Educational Needs Policy. All parties will be involved and endeavour to support the child in a positive and encouraging way.

Monitoring

- The Headteacher and all of the staff monitor the effectiveness of this policy on a regular basis.
- The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records serious/persistent classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour in the Purple Behaviour Management File and electronically. We also keep a record of any incidents that occur at lunchtimes with the use of the Report Form. At the end of the academic year, they are filed in the purple Behaviour Management File.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently suspended.

Equality

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents, staff and external agencies together with any statement of special educational need or Education, Health and Care Plan. We will also ensure compliance with the Trust's equality policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. This policy should be read in conjunction with the Trust's Equality Policy <https://www.aquinastrust.org/about/policies>.

Suspension and Permanent exclusions

Keston is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Suspensions and permanent exclusions are used sparingly and only as part of the overall Behaviour Management Policy. However, suspensions and permanent exclusions may be used when other strategies and sanctions have not been effective.

The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Suspension and Permanent Exclusion from Maintained Schools, Academies and pupil referral units in England published by the Department for Education.

Fixed Term Suspensions

In all cases the Headteacher gathers evidence and takes advice from colleagues who are working with the pupil. Suspending a pupil from school is a serious step to take. The Headteacher alone has the statutory power to suspend a pupil from school. Where the Headteacher is temporarily off-site or absent from school they must be consulted and have access to relevant evidence and information prior to the final decision being made. In the case of the Headteacher being absent for an extended period of time the Deputy Headteacher will have the power to suspend in place of the Headteacher.

The Headteacher will decide on the length of suspension in all cases. The length of the suspension will depend on a number of different factors which may include, but are not limited to, previous suspension record, severity of incident, risk to others and where and how the incident arose. Parents will be informed either by telephone, letter or email on the day the student is suspended. The student will be seen by the Headteacher and sent home with details of work to undertake in their suspension letter.

In exceptional circumstance, where further evidence comes to light, a further period suspension can be issued or a permanent suspension to take effect after the initial fixed term ends.

Permanent Exclusion

A decision to exclude a pupil permanently is a very serious one and therefore can only be taken by the Headteacher. It can be the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed to secure improvement. Where a pupil is permanently excluded for a build-up of negative events, it is an acknowledgement by the Headteacher that the school has exhausted all support strategies and interventions for the pupil and that to allow the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

The decision to exclude permanently may also be taken by the Headteacher when there has been a one-off serious breach of the school's published Behaviour Management policy and where the Headteacher believes that to allow the

student to remain in school would seriously harm the educational welfare of the student or others in the school. Such a decision may be taken as a result of any serious incident of any of the offences listed below and includes assault towards a member of staff or student, fighting, bringing offensive weapons into school, and the use or distribution of controlled substances within the school and its immediate vicinity.

Incidents for which fixed term suspension or permanent exclusion will be considered, but are not limited to, include:

- Persistent low/mid-level disruption of the learning environment;
- Verbal abuse of adults and others;
- Verbal abuse to pupils;
- Physical abuse of/attack on adults and others;
- Physical abuse of/attack on pupils;
- Indecent behaviour;
- Damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Theft;
- Serious actual or threatened violence against another pupil or adult;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Unacceptable behaviour over time for which previous sanctions and other initiatives have not been successful in modifying the behaviour.
- Any other behaviour which may bring the name of the school into disrepute

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Incidents of misbehaviour occurring outside school

The school may impose an exclusion on a pupil for non-criminal misbehaviour occurring outside school where it is reasonable to do so including:

- Misbehaviour which occurs when the pupil is taking part in a school organised or related activity, or travelling to or from school, or wearing the school uniform, or can be identified in some other way as a pupil of the school; or
- Misbehaviour at any time that could have repercussions for the orderly running of the school, or pose a threat to another student or member of the public, or could adversely affect the reputation of the school.

The school may also sanction pupils for criminal behaviour occurring outside school even where the police have decided to take no formal action against the pupil.

Exclusion Procedure

Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. Most periods of exclusion are for a fixed term and short in duration. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year); or permanently. In exceptional circumstances, where further evidence comes to light, a further fixed period exclusion can be issued or a permanent exclusion to take effect after the initial fixed term ends. The Trust has established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination. The Trust has established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations. Following exclusion parents are contacted immediately, where possible. A letter will be sent giving details of the exclusion and the date the exclusion ends save for in the case of a permanent exclusion. Parents have a right to make representations to the review panel.

In the case of a fixed term exclusion, a reinstatement meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the leadership team and other colleagues where appropriate.

During the course of the fixed term exclusion, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility. It is the school's responsibility to provide work for the pupil for the first five days. If the fixed term exclusion is in excess of 5 days, suitable full time education must be arranged from the

sixth day. In the case of the a permanent exclusion, the school is responsible for providing work for the pupil for the first five days, on the sixth day it is the responsibility of the local authority to provide suitable full time education.

General Factors the School Considers Before Making a Decision to Suspend or Exclude

Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account all relevant policies;
- Allow the pupil to give their version of events, where possible;
- Collect evidence from a range of sources and/or witnesses, where reasonable.

When establishing the facts in relation to an exclusion decision the Headteacher will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'. If the Headteacher is satisfied that on the balance of probabilities a pupil did what they are alleged to have done, an exclusion will be the outcome.

Exercise of Discretion

In reaching a decision to exclude, the Headteacher will look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- i. the gravity of the incident, or series of incidents as detailed in the behaviour log, and whether it constitutes a serious breach of the Behaviour Management Policy; and
- ii. the effect that the pupil remaining in the school would have on the education and welfare of other pupils and adults. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

Preventing Exclusion

Alternative strategies to avoid exclusion are included in the Behaviour Management Policy. The school works closely with the local authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

The school endeavours to avoid both fixed term and permanent exclusions. However, if the strategies implemented by the school have failed, then there will be a final interview with parents or carers where the possibility of exclusion will be discussed. This will be followed by a final written warning stating that the pupil is 'at risk' of exclusion/ permanent exclusion.

This policy should be read in conjunction with the following policies;

- Anti-Bullying Policy;
- Trust Equality Policy;
- Trust Positive Handling Policy;
- Trust Safeguarding Policy and Academy Child Protection Policy;
- Special Educational Needs and Disabilities (SEND).

Data Protection Legislation

As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.