

Aldingbourne Primary School



BEHAVIOUR POLICY

Document Change History.

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1.0	09.10.2024	Curriculum Committee	Policy adopted
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Document Review History.

Review Date	Reviewed by	Comments
26.11.25	Full Governors	Approved with no changes



Introduction



At Aldingbourne Primary School, we believe that we have a duty to develop the whole child, socially, emotionally, academically, physically and spiritually. We want our children to develop a sound understanding of what is right and wrong to be able to make decisions in later life. Children also need to understand that their actions have consequences for others and that they are responsible for their own behaviour. We expect high standards of behaviour both in the classroom and on the playground, and we have school rules that are based on principles that are general and far reaching and prepare pupils for life. We encourage children to talk through conflict or issues and to restore or reconcile their relationships with others. We believe that positive relationships allow everyone to develop and grow. By catching children being good and rewarding good behaviour this is a positive and successful way of promoting expectations for behaviour and developing positive relationships in our school community. When we refer to behaviour, we use positive terminology. The aim of our policy is to promote a happy, caring and secure school environment, through a clear code of conduct which children, parents and staff understand and support. A positive approach to behaviour and the choices children are encouraged to make, is to enable all children to experience 'life in all its fullness'. This policy recognises that behaviour is a complex issue and that children exhibit a range of behaviour for different reasons.

We have adopted three clear 'dos':

Do always follow instructions given by all school adults

Do keep my hands, feet and objects to myself

Do speak kindly to everyone (No name calling, teasing or swearing)

The school acknowledges its responsibilities under the Equality Act 2010, and its responsibility in terms of the safeguarding and support for pupils with special educational needs. We recognise that some pupils require a more sensitive and differentiated approach and thorough monitoring.

The aim of this policy is to improve educational outcomes for all pupils by promoting and supporting their engagement with education and to communicate to stakeholders the way staff at Aldingbourne Primary School promote positive behaviour, manage difficult or dangerous behaviour and work together with each other and with families to understand what behaviour might be communicating.



Positive Behaviour



In seeking to define expectations for positive behaviour, we acknowledge that young children's ability to regulate their behaviour varies from child to child. Children and staff bring to school a wide variety of behaviours based on differences in home values, attitudes and parenting. We know that children's experiences may be different, by this we mean they may have been in an environment rich in positive experiences, allowing them to feel good, raise self - esteem and therefore behave in a positive way. We also know the opposite of this can be true. We have agreed rules that are well known across school. These are goals to be worked towards rather than standards which are either fulfilled or not. The school has a central role in supporting the development of every child's social and moral development just as it does their academic development. At school we work with shared, consistent expectations of behaviour based on the school's golden rules: be friendly, be honest, be co-operative, be gentle, be kind, be careful, be thoughtful, be loyal and be respectful.



Our School



Roles and responsibilities



The Governors have overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of inappropriate behaviour
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a whole-school culture where safe, calm, dignity and structure encompass school life
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy



The Headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school
- Determining the school rules and any disciplinary sanctions for breaking the rules
- The day-to-day implementation of this policy
- Manage all serious incidents of misbehaviour and all children showing persistent misbehaviour.
- Investigating all allegations of bullying or racism
- Publishing this policy and making it available to staff, parents and pupils at least once a year
- Reporting to the governing body on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.



The SEND Coordinator is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties
- Collaborating with the Headteacher, SLT and Governors to outline and strategically develop behavioural and SEMH policies and provisions for the school
- Co-ordinating with outside agencies (such as CAMHS) and other mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour
- Liaising with Headteacher on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services, to receive additional support where required
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Liaising with potential future providers of education, such as secondary school teachers, to ensure their parents are informed about options, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned
- Organising CPD on mental health and behaviour;
- Collaborating with Governors and Headteacher as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school;
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND;
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.



Teaching staff are responsible for:

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment;
- Planning, communicating and reviewing support for their pupils with behavioural difficulties in collaboration with parents, SLT and where appropriate, the pupils themselves (Assess, Plan, Do & Review)
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.



All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too;
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- Recording behaviour incidents
- Creating a calm and a safe environment



Pupils are responsible for:

- Their own behaviour inside school;
- Reporting any unacceptable behaviour to a member of staff.
- Creating a calm and a safe environment



Parents are responsible for:

- The behaviour of their child (ren) inside and outside of school;
- Helping their children understand and keep the school rules
- Praising and encouraging good behaviour
- Supporting school consequences
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Take part in any pastoral work following misbehaviour
- Not discussing issues or concerns they have on social media but to engage with the school to resolve them.

PRINCIPLES of GOOD PRACTICE

Our school draws on the following principles of good practice:



• **Setting good habits early:** to help children establish regular, punctual attendance and good behaviour from the start we share this policy and our expectations for attendance at transition meetings in the summer & autumn terms.



• **Clear consistent adults:** agreed scripts and strong routines result in children who are clear about the expectations of them and how they behave.



• **Clear consistent school rules:** agreed rules that are clearly displayed and shared with all stakeholders.



• **Positive behaviours:** regular positive recognition of individual children, classes and year groups through specific praise and a culture where children are listened to and valued, encourage children to choose and display positive behaviours.



• **Early intervention:** staff will be clear about the expectations for behaviour and know that all behaviour is communication. At the earliest opportunity we will work together, with families, to understand what a child is communicating to us.



• **Logical consequences:** any consequence given for breaking a school rule will be linked to the rule that was broken and will work towards changing the child's behaviour and teaching them how to behave differently.



• **Working in collaboration with external agencies:** on occasions we may seek the support of agencies including CAMHS and specialist teachers.



• **Physical Intervention:** the agreed ways we use physical intervention.



• **Use of indirect language:** staff will use direct language for example:-

I wonder if

I am here to help you

I am here to keep you safe.....

I can see that you are

I can see that you are feeling

Tell me about what has happened

How can I help you?

What can we do to fix things?

Let's talk about this later

Shall we go for a walk?

Use of coded language: staff will use a in-house code to support staff who may need help :-

'WE NEED THE KEY' - This is a code that will be used by staff to call for help in moments of crisis when child(ren) become dysregulated and out of control. This code will inform allocate staff or a member of the SLT that they are needed ASAP. This call for help will be acted on immediately.



Behaviour Consequences

Stage 1: Minor Low Level Disruption

Examples:

- Calling out/interrupting
- Chatting or unfocused behaviour
- Distracting others
- Not Following Aldingbourne's Golden Rules

CONSEQUENCE: Immediate verbal warning/child discussion with adult concerned (all members of school staff)

Stage 2: Persistent Low Level Disruption

Examples:

- Repeated Stage 1 behaviours
- Using unkind words on the playground/or in free flow areas/whole area
- Not following instructions from an adult
- Misuse of school equipment

CONSEQUENCE: Playtime / classroom zoning areas / use of time-out time / Missed break/lunch/ agreed by adult concerned and class teacher. Class teacher to decide if low level form needs completing.

Stage 3: Continued Poor Behaviour/ More serious individual incidents

Examples

- Repeated stage 2 behaviours or prolonged stage 1 behaviours
- Disrespecting a member of staff
- Swearing or inappropriate language
- Refusing to complete classroom activities

CONSEQUENCE: Co-ordinators to decide consequence as necessary (including removal from the classroom for a period of time), contacting parents if appropriate. Recorded on child's Bromcom record

Stage 4: Repeated Stage 3 incidents/Serious individual incidents and Child on Child abuse

Examples

- Repetition of any stage 3 behaviour or prolonged stage 1 or 2 behaviours
- Racism (recorded separately on Racist Incident Log)
- Aggressive behaviour towards each other/violence/fighting (may be exceptions for self-defence)
- Repeated swearing incidents
- Threatening another child
- **Child-on Child Abuse:** bullying (including cyberbullying), physical abuse e.g. hitting, kicking, shaking, biting (this may include an online element which facilitates, threatens and/or encourages physical abuse), sexual harassment or violence (such as sexual comments, homophobic comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse)
- **Sexual Violence/harassment:** It is important incidents of this nature are captured and recorded in the child's own words and shared immediately with a DSL.
- Abuse or threats towards staff/serious challenges to authority

CONSEQUENCE: Recorded on child's Bromcom record, 'Child-on-Child abuse' incidents added to school log, parents informed and meeting arranged if necessary. Member of SLT (Miss Webster, Mrs Maysey, Mrs Reed) to be informed and appropriate further action taken as necessary. The most serious incidents could lead to one or more of the following:

- Removal from the classroom for a period of time (Internal Exclusion)
- Individual Support Plan (Appendix 1)
- Behaviour Management Plan (Appendix 2)
- Risk Reduction Plan (In danger of exclusion) (Appendix 3)
- Internal Exclusions
- External Exclusions
- Reduced peer contact
- Referral to outside agencies



Bullying



The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, 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.

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 and 2 Assistant Headteachers support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher and Assistant Headteachers keep records of all reported serious incidents of misbehavior.



Developing a Risk Reduction Plan

If a pupil is identified as displaying inappropriate behaviour and who is at risk of exclusion and needs specific strategies to address behaviour then a Risk Reduction Plan will be completed.

This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:-

- Involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
 - A record to be kept in school of risk reduction options that have been examined and discounted, as well as those used
 - Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict.
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
 - Ensuring a system to summon additional support
 - Identifying training needs

Training is essential in this area. We need to adopt the best possible practice at school and recognise that it is essential that it is arranged for all staff at a number of levels including:

- Awareness of issues for governors, staff and parents,
- Behaviour management techniques for all staff
- Managing conflict in challenging situations - all staff



Exclusions

What is meant by 'exclusion'?

There are three types of exclusion:

1. Internal Exclusion - Children will be removed from the classroom and asked to sit quietly in the school medical room or other quiet area to regulate their thoughts.
2. Fixed period (Suspension) - Short term exclusion for one or more periods up to a maximum of 45 days in any one school year. The pupil returns to school once the exclusion is completed. A period of exclusion should be for the shortest time possible and cannot be for an indefinite period. Lunchtime exclusions can be imposed.
3. Permanent exclusion - Following a serious breach of school discipline. It is not intended that the pupil will return to the same school.

When is exclusion appropriate?

A decision to exclude a pupil for a fixed period (suspension) should be taken in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion and lesser sanctions are not appropriate. A thorough investigation should first be carried out considering all the evidence and allowing the pupil concerned to give their version of events. Exclusion is the only route to removing pupils from school if they have committed a disciplinary offence. The time that the pupil is not in school is used by staff to review a pupil's risk assessment and risk reduction plan, consult with external agencies and work with parents/carers on reintegration to reduce the risk of further serious breaches of the school's behaviour policy.

A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion will usually be the final step in the disciplinary process. However, there will be exceptional circumstances when a pupil may be excluded for a first or one off offence such as violence, sexual assault, supplying an illegal drug or carrying an offensive weapon.

When is exclusion not appropriate?

Exclusion should not be used for:

- minor incidents, for example lack of homework;
- poor academic performance;
- lateness or truancy;
- punishing pupils for the behaviour of their parents;
- breaches of school uniform.

Exclusion should be avoided, if at all possible, for pupils with special educational needs or who are looked after. Schools must not discriminate against pupils on disability or racial grounds.

What happens when a decision is made to exclude a pupil?

The guidance states that parents should be informed of an exclusion 'without delay', ideally by phone followed by a letter. The letter will set out the reason for and length of the exclusion and how parents can access advice from the local authority and the Coram Children's Legal Centre. In addition it will explain:

- Parents have a duty to ensure their child is not present in a public place in school hours during an exclusion of up to five days in length.
- Either the school will arrange for the pupil to attend suitable alternative full time educational provision or work will be set by the school for a pupil to complete at home during an exclusion of up to five days in length. The school will be responsible for providing full time education off site from the sixth day of any fixed period exclusion and the local authority from the sixth day of any permanent exclusion.
- How parents can make representations to the governors of the school who have a duty to review exclusions.

In all cases, headteachers should keep a written record of their actions.

How are exclusions reviewed?

There are different rights for specified periods of exclusions:

- 0.5 to 5 days - The governing body are not required to meet but must consider any representation made by parents.
- 5.5 to 15 days - The governing body must meet to review the exclusion but only if requested to do so by a parent.

- Exclusions totaling over 15 days in one term and permanent exclusions - The governing body must meet to review these exclusions before the 15th day after notification of the exclusion.

Who attends these meetings?

- There are usually three governors representing the governing body who have had no involvement with the incident that has taken place.
 - A clerk to take notes and advise the governors on procedures.
 - A local authority representative (maintained schools).
- The headteacher.
- Witnesses, if appropriate.
- Parents and pupil can attend and are encouraged to do so, but the meeting for longer fixed period exclusions and permanent exclusions must take place whether a parent attends or not. Parents can be accompanied at the meeting.

What happens at the meeting?

The headteacher first presents the case for exclusion and can be questioned by parents, governors and local authority representative. Parents then present their case and in turn can be questioned by the headteacher, governors and local authority representative. After both sides have been given a further opportunity to sum up their case, everyone leaves the governors to consider the evidence and make their decision.

What decision can the governors make?

There are only two decisions open to the governing body:

- to uphold the exclusion; or
- direct the pupil's reinstatement either immediately or by a particular date.

LINKED POLICIES:

The Good Behaviour Book
Safeguarding Policy





INDIVIDUAL SUPPORT PLAN

CHILD'S NAME

Date of Birth YEAR GROUP CLASS TEACHER.....

<p><u>ASSESS</u> <u>What support does this child need?</u></p>	
<p><u>PLAN</u> <u>What do we want to achieve?</u></p>	
<p><u>DO</u> <u>How will we support this child to achieve this?</u></p>	
<p><u>REVIEW</u> <u>Date of review</u> <u>What did we achieve?</u></p>	

SIGNED CLASS TEACHER

DATE of PLAN.....

SIGNED PARENT



BEHAVIOUR MANAGEMENT PLAN

CHILD'S NAME

Date of Birth YEAR GROUP CLASS TEACHER.....

<p><u>ASSESS</u> <u>What does the behaviour look like?</u> <u>Any particular triggers?</u></p>	
<p><u>PLAN</u> <u>What do we want to achieve?</u></p>	
<p><u>DO</u> <u>How will we support this child to achieve this?</u></p>	
<p><u>REVIEW</u> <u>Date of review</u> <u>What did we achieve?</u></p>	

SIGNED CLASS TEACHER

DATE of PLAN.....

SIGNED PARENT

RISK REDUCTION PLAN

School: Aldingbourne Primary School Pupil:

Class Teacher: L.S.A:

Assessment of Risk

DATE Child started school in (add date). He/She has ?????????? and struggles with ???.

He/She previously attended ?????????????????? and prior to him/her starting school the class teacher spoke to the staff at Child's nursery to talk about his/her behaviour. They highlighted concerns about the child's ????????. They mentioned ????????????

In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Proactive Interventions to Manage Risk:	
Signs	Interventions
	Things to avoid:
Early Interventions to Manage Risk	
Signs	Interventions

Stage 1	
Stage 2	
Reactive Interventions to Respond to Adverse Outcomes	
Signs	Interventions
Stage 3	-
Stage 4	
Follow-up	

Staff Training Issues

Identified Training Needs		Date training completed:
Positive Handling Knowledge Required		

