



# **SMARDEN PRIMARY SCHOOL**

*Ambition Respect Kindness*

## **Behaviour Policy**

**September 2023**

**Policy edition: 2**

**Adopted by the LGB: Sept 2023**

**This policy will be reviewed annually: Sept 2024**

## 1. Expectations

As a TKAT school / academy we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are a school / academy that:

- Works together inclusively
- Respects and cares for each other
- Has ambition and is aspirational to all

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, Smarden Primary will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. Smarden Primary will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

## 2. Policy Implementation

Staff are responsible for: Implementing the school's policy consistently and fairly throughout Smarden Primary by setting the standards required to promote positive behaviour.

The senior leadership team of the Smarden Primary will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for conducting themselves in-line with Smarden Primary's policy. This includes in lessons, when moving around the school grounds, representing the school in other activities, and when in the community and wearing the Smarden Primary uniform.

## 3. Behaviour expectations

At Smarden Primary School, we expect everyone to show our ARK Values and follow our 4 school rules:



Respectful	Kind	Safe
Show respect to everyone.	Be kind to everyone.	Keep yourself and others safe.

### We expect children to:

- Behave in an acceptable, courteous manner at all times
- Demonstrate respect for themselves and others
- Take responsibility for their own learning
- Demonstrate our 3 school values - **Ambition, Respect, Kindness**
- Follow our 4 school rules - Ready, Respectful, Kind, Safe

- Follow our Smarden Learning Charter (rights and responsibilities)

**We expect staff to:**

- Behave in an acceptable, courteous manner at all times
- Treat all children with respect, consistency and fairness
- Foster an environment where trust is built, and positive relationships are established
- Use positive and consistent behaviour management strategies to set clear and firm boundaries for behaviour
- Model the school values
- Address all behaviour consistently and quickly in line with our behaviour policy

**We expect Governors to:**

- Behave in an acceptable, courteous manner at all times
- Treat all children, parents and staff with respect, consistency and fairness
- Foster an environment where trust is built and positive relationships are established
- Model the school values and rules

**We expect our parents and carers to:**

- Conduct themselves in an appropriate and responsible manner within the school environment
- Work with the school in the management of their children's behaviour
- Take an active interest in their children's education and in the school
- Inform teachers of any issues that might affect their children at school
- Adhere to school values and rules
- Adhere to the school's communication policy

**Positive Behaviour Management:**

Our primary goal is to ensure the wellbeing and success of all our pupils. All members of staff are responsible for the behaviour of pupils and always will be fair and consistent, taking into account individual needs. All members of staff will encourage children to make good learning and behaviour choices throughout the school day, both inside and outside the classroom. All adults will challenge undesirable behaviour as soon as it is seen and will make clear that poor choices have consequences. Staff have high expectations of children's behaviour and have a variety of sanctions and rewards in place. We take less positive behaviours and bullying seriously; please see our Anti- Bullying policy to see our school ethos in full.

**At SMARDEN, we promote positive behaviour by:**

- **Consistent respect from the adults:** building positive relationships between staff and pupils.
- **Consistent language:** in all dealings with behaviour, referring to the rules of being kind, respectful and polite, and our core values.
- **Consistent modelling of positive behaviour:** promoting the wellbeing of all and encouraging children to take responsibility for their own actions.
- **Consistent expectations:** being clear, ensuring certainty both in and outside the classroom.
- **Consistent rules:** defined, agreed, and understood by all members of staff and all children.
- **Consistent positive reinforcement:** encouraging and celebrating appropriate behaviour.

In the Early Years we follow the expectations of the school and uphold the ARK values and school rules. We also have a consistent and positive behaviour management. We use a Restorative approach which is appropriate for younger children.

#### Our practice

- We organise the children's play opportunities so that they have a positive impact on behaviour in terms of space, access and choice of opportunities
- We promote and encourage good manners including the use of Makaton to support this.
- We use a positive, consistent approach and establish clear expectations and boundaries for behaviour, appropriate for the child's level of understanding
- We record all significant incidents relating to behaviour using CPOMS
- We identify and implement strategies that encourage positive behaviour
- We deal with negative behaviour at the earliest opportunity

#### Use of rewards and sanctions

The Nursery school approach is focused around the use of the Sunshine and Rainbow. All children have their photograph placed on the sunshine at the beginning of each day and displays of good behaviour will be rewarded by the child's picture moving up onto the rainbow. These children will receive a sticker and a review of their good behaviour at the end of each session. This reward must be used consistently and used as a positive reinforcement by all staff during the session. The goal is for all children to move up to the rainbow each session.

The children are made aware of what constitutes good behaviour through the class rules which are clearly displayed and regularly reviewed with all.

If unwanted behaviour occurs, the child will be given opportunities to modify their behaviour, then if needs be accompanied and removed from the group in order to calm down and helped to reflect on what has happened in our Reflection Corner. We use social stories and calm down toys to assist this process.

In Reception all the children start the day on green. They move to gold for outstanding effort, and parents are informed. When children need support with their behaviour we ask them to 'stop and think' with a verbal reminder and with Makaton. If the behaviour continues, staff use a 'stop and think' card. The last resort is a red card. Violent or destructive behaviour means a child gets an immediate red card. The 'stop and think' and red cards are shown to the child, and a restorative conversation will take place. Parents will be informed of red cards.

All behaviour incidents, which have required the child to be removed from the group or red card must be recorded on CPOMS as a 'Behaviour Incident'. Parents will also be informed of such incidents. All CPOMS logs must be completed by the member of staff who deals with the behaviour and on the day it occurs.

#### Use of physical intervention

Staff should only use physical intervention to manage a child's behaviour if it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).

If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. This should also be recorded on CPOMS and recorded as a 'Behaviour Incident' and 'Parental Contact'.

### **In the classroom:**

Staff will promote positive behaviour by ensuring that all pupils can succeed in their learning. Staff will actively promote a classroom ethos in which children are responsible for their own learning and the learning of others – including ensuring an appropriate level of noise and that children do not disrupt the learning of their classmates.

In addition, staff will adapt lessons and make use of technology to enable pupils to access learning in a way that suits them. Active listening will be encouraged, and staff will make use of a range of strategies to engage pupils who are struggling with their behaviour. Staff will use circle time, as appropriate, to teach positive behaviour and to discuss ways to improve behaviour.

Pupil voice opportunities are encouraged through participation in the school council, discussions during circle time and, where teachers find it useful, strategies such as class “suggestions” boxes may be put in place.

In addition to this staff will:

- Meet and greet all pupils at the door at the beginning of the day, after break and after lunch.
- Make learners feel important, valued and like they belong.
- Recognise and praise behaviour that is over and above.
- Display the school rules and values in the class and ensure that the pupils and all members of staff in the room know what they are.
- Have a recognition board in the classroom.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Understand pupils’ special needs.
- Give first attention to those doing the right thing.
- Have clear routines for transitions and for stopping the class (hand up signal).
- Teach children the class routines.
- Give feedback to parents about their child’s behaviour – let them know about the good days as well as the bad.
- Stay calm and remove negative emotions from behaviour interventions.
- Have an individual plan for children who find it difficult to follow the school rules.

The *Good to be Green* Behaviour policy will be displayed in every classroom and will be regularly discussed during class circle times.

### **Restorative approach:**

A restorative conversation is more than a process or set of questions, they are used to teach better behaviour. A restorative conversation takes place when one of our 4 rules are broken (Ready, Respectful, Kind, Safe).

### **The Restorative 5**

1. What happened?
2. What were you thinking at the time?
3. Who else has been affected?
4. What can we do to put things right?
5. How can we do things differently in the future?

Younger Children:

1. What happened?
2. Who else has been affected?
3. What can we do to make things right?

## Rewards

We want students to be Ambitious, Respectful and Kind and follow our four school rules Ready, Respectful, Kind, Safe.

Pupils' reward for good behaviour should be first and foremost their own self pride as a model young citizens and choosing to do the right thing because they know it is the right thing to do.

Rewards will focus on attitude to learning as well as academic achievement. They will seek to promote a 'Growth Mindset' and a 'can do' attitude towards learning. Children will be praised for effort and the learning strategies used rather than ability. Staff will focus on behaviours such as being willing to have a go, persistence, resourcefulness and resilience and will value positive behaviours, such as consideration for others, honesty and empathy.

Children may be rewarded in variety of ways:

- Specific positive verbal feedback.
- Gold cards for going 'above and beyond' (parents informed via Dojo and recorded on CPOMS).
- Headteacher Awards for academic achievement (presented in our weekly Medals Assembly and shared in the weekly newsletter).
- Headteacher stickers for outstanding work or achievements (a sticker given to the pupil and a note sent home).
- Jigsaw certificates linked to our PSHE curriculum (presented in our weekly Medals Assembly and shared in the weekly newsletter).

## Consequences:

Behaviour that does not meet with the expectations set out in the behaviour policy and the school rules will be discussed in terms of the choices that the child has made, and the consequences attached to that choice.

All classes will display and use the *Good to be Green* behaviour chart and children will start each day on green. Consequences for specific behaviour are displayed in the whole school summary that can be seen in Appendix 2. The rules and consequences are differentiated with regard to the age of the children, but the overall ethos and policy must be consistent.

Blanket class punishments are not acceptable.

If a situation arises where a child is given a red card, this will be recorded by their class teacher on CPOMS. This helps record, monitor and manage the overall behaviour across the school.

## 5. Graduated Approach to Support Pupils

The school has a graduated approach to supporting behaviour as detailed below:

- i) Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.

ii) Personal Support Plans (PSP) are in place for students unable to conform to level 'i' and this involves interventions, adaptations to timetables and curriculum, other external agency involvement, and alike

iii) Students and staff have school wide systems which are in place to ensure good behaviour with imposed sanctions for classrooms and learning and around the wider school. These include removal from normal learning to reflect on behaviours, internal exclusions and fixed term exclusions.

iv) Students with the most significant behaviour profiles are referred to any internal or external alternative provision for placements of varying duration dependent on need.

## **Suspensions and Exclusions**

When considering suspensions and exclusions we will follow the guidance set out in the Department For Education's ["Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(Sep 22\)"](#)

Only the headteacher will suspend or exclude a pupil (or the deputy headteacher in their absence). When a child is suspended or excluded the Headteacher or a member of staff that they designate will inform the parent / carer immediately and clearly set out the reasons for the decision. If the child is supported by other agencies, they will also be informed as quickly as possible and typically within 24 hours. The local authority and local governing body will also be informed of all suspensions and exclusions as quickly as possible and typically within 24 hours.

Following any suspension there will be a reintegration meeting with the aim of supporting the child's future behaviour and a clear strategy to achieve this to ensure a 'fresh start'. Parents / Carers and other agencies will be actively encouraged to attend the meeting, however, should they not be able to attend, the child will continue to return following the period of suspension and the absence of other parties clearly recorded and retained. Any behaviour plans in existence will be updated.

Before the school uses a suspension or exclusion, they will consider the implications of the Equality Act 2010 and Families Act 2014. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable\* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

*\* Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.*

***See appendix A for examples of graduated sanctions implemented by the school***

## **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. The school has a 'zero policy' on

bullying incidents and all reported incidents will be dealt with in accordance with the school's bullying policy.

### **Incidents relating to Protected Characteristics**

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

All incidents relating to Protected Characteristics will be logged and reported to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools.

### **Incidents relating to Sexual Harassment and Sexual Abuse**

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school / academy starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

### **Use of social media**

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.



Any misuse of social media will be investigated by the school's Designated Safeguarding Lead.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions on pages 3 and 4.

In accordance with the prevent duty, the school uses extensive and effective filtering of the school's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

### **Prohibited items and searches**

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the school / academy rules which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

### **Use of reasonable force**

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the school will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school / academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded including any training that staff have had.

### **The power to discipline beyond the school gate**

The school may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This includes bullying and cyber-bullying.

### **Appendix 1 - The SMARDEN Code of Conduct**

**In order to be the best learner we can be, we are**

1. **Ready**
2. **Respectful**
3. **Kind**
4. **Safe**

**In class:**

- We arrive promptly at the beginning of the school day.
- We take pride in our appearance by wearing the correct school uniform and by bringing in the correct PE kit.
- We listen to others when they are talking.
- We are kind and respectful at all times to every individual in the school.
- We show respect for all people, property and places.

**Outside of class:**

- At the end of break and lunch time we stand silently without distracting or talking to anyone.
- We walk silently back to our classrooms.
- We go into the assembly in silence and sit quietly.
- We walk quietly and calmly around the school.
- In the dinner hall, we are sensible and respectful at all times.

**At all times:**

- We treat school property with respect and we do not touch property that is not ours.
- We respect others' right to learn and will not disrupt their learning.
- We take responsibility for our own actions and words.
- We are honest and truthful when speaking to one another.

**Appendix 2 – Rewards and Consequences**

Every day, every child starts the day on a positive note with a green card displayed on their name. If, during the course of the school day, a child has gone 'above and beyond' with their attitude and/or behaviour, they will be given a gold card. If the child has to be warned of inappropriate behaviour or has broken the school rules an appropriate consequence will be given.

**These consequences and rewards are applicable to all children and will be used consistently by all members of staff.**

**Recognition boards:**

Recognition boards in every classroom for those exemplifying positive behaviour, the school values, generally going 'above and beyond'. Intrinsic rewards to good behaviour (better learning, the value of the subject itself) should be prioritised in order to avoid 'reward fatigue' with children becoming desensitised to benefits. If a child is rewarded with a gold card, this will be recorded as an achievement on CPOMS and parents informed on Dojo.

**"Good to be Green"**

Children begin the day on a green card.

Gold cards are awarded for going 'above and beyond'.

If a child does not follow a school rule the following steps are taken:

*If the child has not responded to non-verbal signals, or praising behaviour you want to see from others then go to step 1.*

**Step 1** - Quiet reminder given to child.

**Step 2** - A further reminder given - Stop 'n' think card .

**Step 3** - Yellow - calm down time given. (calm corner in the classroom or suitable place agreed with the adult, ensure pupils are supervised). Ensure pupils are aware that they have a choice and what the consequence will be if they do not change the behaviour.

**Step 4** - Red card - loss of time. This is agreed between adult and pupil. Once the time is completed the child goes back to green. Restorative conversation takes place.

Red cards must be logged on CPOMS and on the weekly behaviour tracking spreadsheet. Parents must also be informed.

Instant red cards can be given for:

- Fighting or hurting someone intentionally
- Swearing
- Breaking property intentionally that belongs to the school or others
- Not keeping yourself or others safe
- Refusing to follow adult instructions
- Leaving the school site without permission

If cards are given during break times (by any member of staff other than the class teacher), it must be communicated to the class teacher as soon as possible.

Talking after the whistle:

- Praise a child nearby who has stayed silent - refer back to rules and reinforce using hand signals.
- Have a quiet word with the child inside to reinforce the rule and when you have seen the child following it.
- Say: "You now have a choice - I expect to see you not talking after the whistle again or you will have a red card".
- If this behaviour happens again, issue a red card and use a restorative conversation/practice walking back into the building in silence.

Staff members must consistently and relentlessly praise the behaviour they want to see.

All children must be given 'take up time' between each step: it is not possible to accelerate through each step.

Children will be expected to take full responsibility for their actions. There can be no excuse for violence, aggression or disrespect.

Where appropriate, children will be encouraged to apologise to their victim.

For children who are persistently on red, an appropriate strategy will be put in place (such as a behaviour plan) following discussions with the parents, class teacher and Senior Leadership.

There may be incidents that are so extreme that it is appropriate to refer the children immediately to Senior Leadership team where an Internal Exclusion, Fixed Term Exclusion or Permanent Exclusion may be considered. Each case will be considered on an individual basis following the DfE guidance <https://www.gov.uk/government/publications/school-exclusion>.

#### **Quiet reminder given to child.**

Make it clear what behaviour you expect to see e.g. "We show respect by listening to the person speaking." Link to our school values and school rules.

"You now have the chance to make better choices. Thank you."

#### **Stop 'n' think**

A further reminder given to the child.

"You showed great listening during maths today, you can show good listening now." Give a positive example of when they have shown the right behaviour previously.

"Think very carefully about the choices you are making. You are in charge of your behaviour and I know you can make better choices. Thank you."

#### **Yellow card - Calm Time**

Calm time offered. This can be within the classroom or somewhere agreed by the member of staff. Children can have calm time before this point if needed. Ensure the child is supervised.

Ensure pupils are aware that they have a choice and what the consequence will be if they do not change the behaviour. Agree a set amount of time between adult and child.

Class teacher informed at the earliest opportunity if applicable.

#### **Red card**

Children privately spoken to by the adult giving the sanction, not in front of other children if possible.

A restorative conversation between the pupil and appropriate member of staff must take place if a red card has been given. This may also involve other pupils. Time lost can be used to put things right e.g. writing a letter of apology, picking up items that have been thrown, carrying out an act of kindness. The consequence can be determined through the restorative conversation.

Class teacher and Headteacher informed at the earliest opportunity.

Child goes back to a green card once the red card is served.

*The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances*

*The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table*