

Shoreham Beach Primary School



Behaviour Policy

Revised: September 2023
Next revision: September 2024

BEHAVIOUR POLICY FOR SHOREHAM BEACH PRIMARY SCHOOL

The school behaviour policy aims to ensure our school is a safe environment, built on positive relationships, a positive climate for learning, rewards and good communication.

Good behaviour will be encouraged at all times:

- The beginning of the day
- The end of the day
- Moving around school
- Assembly
- Break times
- Lunchtimes
- Wet breaks
- Use of Library, Hall, Bus and other teaching areas
- Use of cloakrooms
- Leaving the class during lessons
- Going to the toilet
- PE and getting changed for PE
- Clubs
- School visits and events off site

As a school we will all use the following agreed expectations to encourage good behaviour:

- Follow instructions safely and sensibly
- Respect others' personal space
- Look after your own equipment, school resources and play equipment
- Be responsible and helpful
- Play carefully and kindly
- Include everyone.

To encourage good behaviour, we will use the following incentives and rewards:

- Praise and positive compliments
- Stickers
- Class rewards
- Star of the Week (where applicable)
- Golden Tickets
- Gold Awards
- Oscars
- A mention in the Log Book
- Merits
- Whole School Treat every term
- Positive contact with parents

If you choose to demonstrate undesirable behaviour:

1. You will be given a verbal warning
2. You may be moved to a different space in the classroom
3. You may be asked to remove yourself to calm down
4. If you continue to misbehave, a member of the Senior Leadership Team may be called to speak with you and deal with the situation
5. A phone call home by your teacher

Staff should take account of any contributing factors that are identified for example if the pupil has suffered bereavement, experienced abuse, neglect or has needs including SEND.

All poor behaviour is recorded on CPOMs.

Possible support procedures may be:

- Involvement of Inclusion Support Team
- Use of a Pastoral Support Programme
- Daily Behaviour Card
- Discussion at SEND Planning and Review Meeting

The adults in the school will not tolerate undesirable behaviour that is extreme

Extreme behaviour is:

- Seriously upsetting or hurting another person (this includes physically hurting, verbal abuse including swearing and serious threats of physical abuse)
- Deliberately destroying property
- Behaving in a way that stops others from learning
- Bullying in any form
- Refusal to enter into a dialogue about their behaviour
- Behaviour that targets the differences between people - including race, religion or homophobia
- Carrying or being in possession of, or bringing in from home, any object which could be harmful to others e.g. knife.

Staff have the power to discipline pupils beyond the school gate.

Any child involved in any of the above will bypass the usual sequence of consequences and be sent immediately to the Headteacher or Deputy Headteacher. When dealing with children in this category take time to discover what has happened and record this. This may involve the screening and searching of pupils (see Positive Handling Policy)

Exclusion

- The authority to exclude a child lies with the Headteacher.
- The exclusion of a child will only come into effect when the Headteacher and the Leadership Team have assessed the evidence and are sure the child is responsible for the extreme behaviour and that exclusion is the best course of action (possibly in consultation with the Inclusion Officer at WSCC). (See Government statutory guidance.)
- Parents will be informed of the decision by phone if possible but all parents will receive an official letter of exclusion.
- On return to school, there will be a meeting between a member of the Senior Leadership Team the parent and the child previously excluded; the meeting will focus on planning future strategies to deal with similar situation.
- A Pastoral Support Programme will be set up with a view to supporting and monitoring the pupil's progress over the next 16 weeks. The Senior Leadership Team and SENDCo will be involved with this and it may be considered appropriate to put the pupil on the SEND register and explore specific ways of supporting the pupil.
- If it is appropriate a home school contract will be set up.
- The pupil will be put on school report for one week on return to school and the parents will be contacted at the end of the week to discuss the child's behaviour. Every attempt will be made to make the report positive.

Positive Handling (Reasonable Force)

The term reasonable force covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

(Government Advice: Use of Reasonable Force Advice for Headteachers and Governing Bodies July 2013)

Use of Restraint (TEAM Teach - positive handling)

- If a child leaves the school premises without permission, they will not be pursued or restrained. The school will inform the parents immediately and the police.
- A teacher can restrain a pupil using reasonable force, if they are behaving violently towards themselves, another person or property. Whenever possible two members of staff to be present.
- The child will be told to stop the extreme behaviour but if they do not, they will be restrained with reasonable force. The teacher will send for another adult immediately and as soon as possible the incident will be recorded on CPOMs
- The school will inform the parents of the incident and the Inclusion Officer at WSCC if thought appropriate.
- It may be considered appropriate to explore specific ways of supporting the pupil.
- Staff who may be put in a position where positive handling is necessary will be sent on appropriate training (Team Teach training).

The school will work together with the home to promote good behaviour

- Parents will be informed at every opportunity of their child's good behaviour e.g. positive contact, notes, phone calls.
- Parents will be informed of a child displaying unacceptable behaviour when necessary
- The school will, at all time, adopt an encouraging and supportive style with the parents.

All staff at sometime will experience children whose behaviour is undesirable and deserve support and encouragement.

The behaviour of some children will be unaffected by the whole school behaviour policy. It is important to address their behaviour and work towards changing it. This will be done through an individual behaviour plan and risk assessment.

- Staff will be encouraged to share the situation with other members of staff so that pastoral care and support can be given and strategies discussed.
- The school will request support from outside agencies when necessary and provide INSET opportunities when appropriate.
- The SENDCo will advise on preparing EHCPs for pupils on the SEND register.
- Multi-agency assessments will be considered for pupils who display continuous disruptive behaviour.

Health and Safety

Relevant training will be undertaken. Individual risk assessment for staff and pupils will be written when there has been judged to be a specific safety need.

This policy has been written using the following DfE Statutory Guidance documents:

- DfE Use of Reasonable Force – Advice for headteachers, staff and governing bodies.
- Government Statutory Guidance September 2023: Exclusion from main stream schools. [Statutory guidance for those with legal responsibilities in relation to exclusion.](#)
- Equality Act 2010
- Behaviour and discipline in schools.
- Dealings with allegations of abuse against teachers and other staff.
- COVID19- Returning to school risk assessment (September 2021) • Government documentation for the reopening of schools

Other Relevant Documents:

- SEND policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Accessibility Policy
- Positive Handling Policy (Reasonable Force)
- EEF Improving Behaviour in Schools (see below)

Sections are colour coded for ease of reference:

Proactive

Reactive

1

Know and understand your pupils and their influences



- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour



- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine



- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school



- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

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