

# **Selwyn Primary School: Behaviour Policy**

Last updated: November 2021

Approved by: CEO

## Contents

<b>1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS</b>	<b>3</b>
1.1. Document history	3
1.2. Review and approval	4
<b>2. THE POLICY</b>	<b>5</b>
2.1. Introduction	5
2.2. Relevant legislation and statutory guidance	5
2.3. Aims	6
2.4. How we promote good behaviour	6
2.5. How we manage inappropriate behaviour	7
2.6. Our Code of Conduct	7
2.6.1. We expect our children to:	7
2.6.2. We expect our staff to:	8
2.6.3. We expect our parents and carers to:	8
2.6.4. We expect our Governors to:	8
2.6.5. How do we ensure that all SEND children are included in our approach?	9
2.7. Safeguarding	9
2.8. Exclusion (consequences of serious unacceptable behaviour)	9
2.8.1. Internal exclusion	9
2.8.2. Fixed term external exclusion	10
2.8.3. Pastoral Support Plans (PSPs)	10
2.9. Health and Safety	11
2.9.1. Physical intervention	11
2.10. Confiscating items	11
2.11. Incidents outside of school	12
2.12. Malicious allegations	12
2.13. Appendix 1 - Visible inconsistencies	13
2.14. Appendix 2 - House Point systems	13
2.15. Appendix 3 - Inappropriate behaviour and steps systems	13
2.16. Appendix 4 - Examples of inappropriate behaviour	15
2.16.1. Misbehaviour is defined as:	15
2.16.2. Serious misbehaviour is defined as:	15
2.17. Appendix 5 - Zero tolerance approach to sexual harassment and sexual violence	16

# 1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

## 1.1. Document history

Date	Document title	Version
November 2021	<p>Reviewed in light of updates to <a href="#">Keeping Children Safe in Education - September 2021</a></p> <ul style="list-style-type: none"> <li>- Added section on relevant legislation and statutory guidance</li> <li>- Section 2.8 - added an explicit section on safeguarding for additional clarity</li> <li>- Section 2.12 - reworked slightly in line with DfE guidance</li> <li>- Section 2.13 - added a new section re malicious allegations - both against staff and against peers (references to managing allegations against adults policy included)</li> <li>- Section 2.20 - added appendix 4 with list of inappropriate behaviours as per KCSiE</li> <li>- Section 2.21 - added appendix 5 which describes our zero tolerance approach to sexual harassment and sexual violence (this appendix is replicated in our updated anti-bullying policy)</li> </ul> <p>Note that the provisions of KCSiE have also been reflected in the Trust's anti-bullying policy, updated at the same time.</p> <p>Section 2.5 - Promoting Positive Behaviour</p> <ul style="list-style-type: none"> <li>- Updated to incorporate both Trust wide and school-specific (the latter specifically referenced as examples) arrangements and practices</li> </ul>	1.0

## **1.2. Review and approval**

The Behaviour Policy applies to Selwyn Primary School. It is reviewed by the School Leadership Team and is then presented to the Local Governing Body for approval. School leaders are responsible for the review and updating of this policy.

## 2. THE POLICY

### 2.1. Introduction

At Selwyn Primary School, we aim to deliver a Behaviour Policy that is simple, highly effective and utterly consistent. This document will outline how our adults react to and acknowledge outstanding behaviour; intervene and correct poor behaviour; and structure restorative conversations when dealing with conflict. This will create a consistency that will empower our adults as well make our children feel happy, safe and secure.

We work in caring communities, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore designed so that every member of the school community will feel valued and respected, and each person will be treated fairly. At our school, we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others, including those with Special Educational Needs. This is in accordance with the 2010 Equality Act.

### 2.2. Relevant legislation and statutory guidance

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children. Paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. At the Newham Community Learning, we have a separate written anti-bullying policy: as per statutory guidance, both are published on our school websites.

Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

This policy complies with our funding agreement with the DfE and with our Articles of Association.

## 2.3. Aims

- Outline visible consistencies in adult behaviours and interactions.
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers.
- Ensure pupils, staff and parents have a shared sense of direction and a feeling of common purpose.
- Create simple and effective ways to promote positive behaviour.
- Create a calm, purposeful and happy atmosphere within the school.
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour.
- Establish clear boundaries around appropriate and inappropriate behaviour and ensure that safety is paramount at all times.

## 2.4. How we promote good behaviour

At our school, our primary focus is always on supporting and encouraging good behaviour to ensure that the learning our staff have planned can be successfully delivered.

- We outline a series of visible adult consistencies (Appendix 1).
- Our Trust Agreement and '5Cs' (**Care, Courtesy, Co-operation, Commitment & Consideration**) will be visibly displayed across the school.
- We then make clear our expectations of good behaviour through referring to the 5Cs'. We ensure that these behaviours are recognised and celebrated - for example, by the use of an 'Above and Beyond' display board in classrooms on which to display children's achievements; the use of a pinboard outside the Head teacher's office to similarly celebrate children's achievements.
- We use certificates to acknowledge when a child regularly displays positive behaviour and learning attitudes over the course of a term. Staff will monitor certificates to ensure all children are aware that their efforts are being rewarded. Parents and carers are also made aware of the awards via our school newsletters.
- We promote mutual respect through our school virtues each week

Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

during assembly.

- We encourage children to take responsibility for their own actions and behaviour.
- We actively attempt to praise and reward good behaviour publicly. We ensure that positive behaviour is recognised beyond the child's immediate classes - for example, by the use of 'Child of the Term' awards to recognise and reward positive behaviour, and our 'Wonder Wall' to celebrate positive behaviour.
- We use an objective and consistent house point system where children can earn points for their house with a weekly winner announced.
- The Head/Deputy will be made aware of exemplary behaviour or achievements in order to celebrate and give recognition.
- Adults will always use calm discussion and aim to encourage positive behaviours and constructive conversations.

## **2.5. How we manage inappropriate behaviour**

- Inappropriate behaviour will be dealt with quietly and where possible privately in an emotionless and if necessary scripted way.
- Our focus will be on immediacy of consequence rather than weight of punishment.
- Punishments and sanctions will be clear and consistent across the school.
- Structure conversations will be used when managing and resolving conflict.
- If there is inappropriate behaviour, a 'Steps' warning system will be used. This is progressive and children can move back down if behaviour improves or up to the next step if it deteriorates.
- A clear, progressive and restorative system will be used, to deal with children who regularly display inappropriate behaviour.
- We refer children to the Behaviour Support Service if serious and challenging behaviour arises.
- We have a Behaviour Team who focus on behaviour support. The Behaviour Team can work with a child, parents and class teacher when necessary.

## **2.6. Our Code of Conduct**

For a code of conduct to be effective it needs to be consistent and carried through by every member of the school community.

### **2.6.1. We expect our children to:**

- Follow the 5Cs at all times.
- Know, understand and follow the School Agreement.

Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

- Work to the best of their abilities and allow other children to do the same.
- Treat all adults and children with respect and politeness.
- Look after equipment and the environment as well as keeping the school tidy.
- Take responsibility for their own learning and actions.

#### **2.6.2. We expect our staff to:**

- Create a culture of respect for all people.
- Provide positive role models at all times.
- Implement the school's agreement, rewards and consequences fairly and consistently.
- Raise all children's self-esteem and help them to develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment in the classroom and elsewhere, both physically and emotionally.
- Establish classroom routines and procedures to prevent negative behaviours.
- Form a positive relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that children are individuals and be aware of their needs.

#### **2.6.3. We expect our parents and carers to:**

- Support children to realise the importance of learning and to praise them for their efforts and achievements.
- Show respect for all members of the school community.
- Be aware of the School Agreement, rewards and consequences which are displayed in the school entrance and classrooms, and to refer to these at home.
- Ensure children attend regularly and punctually.
- Support their child's learning and to co-operate with the school, as set out in the Home-School Agreement.
- Support the actions of the school when we have to use reasonable consequences with a child. If parents have any concerns about the way that their child has been treated, they should contact the school immediately.
- Support their child in learning to resolve difficulties in a positive manner.

#### **2.6.4. We expect our Governors to:**

- To ensure that Selwyn Primary School has a Behaviour Policy and procedures in place that are in accordance with local authority guidance and Government guidance.
- Promote and monitor the implementation of this policy.

Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.



- Promote whole school adherence to the practices within this policy.
- To ensure that staff undertake appropriate behaviour management training.
- To ensure that our schools have procedures for dealing with allegations of abuse

against staff and volunteers that comply with guidance from the local authority and Government guidance. Our Trust has a separate managing allegations against adults policy in place.

- Ensure equality of delivery to individuals and groups through monitoring exclusions.
- To nominate a Governor to be responsible for liaising with the LA and in the event of allegations of abuse being made against the Head teacher.

### **2.6.5. How do we ensure that all SEND children are included in our approach?**

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand, in order to have a positive approach for all children.
- We may have positive behaviour strategies including a Behaviour Support Plan for individuals where a child needs extra support.
- The Learning Mentor and Teaching Assistants will work closely with teachers to monitor and support, through individual or group work.

## **2.7. Safeguarding**

Our school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow the guidance in our Trust wide child protection and safeguarding policy (available on the [Policies Page](#) of the Trust website).

## **2.8. Exclusion (consequences of serious unacceptable behaviour)**

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify his/her behaviour. We see exclusion as a last resort, but there are incidents or circumstances where it will be the only appropriate step. For example: in line with Local Authority Guidance, there will be a minimum of a 5-day Fixed Term External Exclusion for bringing an offensive weapon to school.

### **2.8.1. Internal exclusion**

An Internal Exclusion means that a child will complete their set work either in another classroom or in the office with a member of the Leadership Team for at least half a day. The duration will be dependent on the circumstances and history of behaviour. The child will not be permitted to be in the playground at break or lunchtime, nor be able to attend an educational visit on that day. Repeated Internal Exclusions could result in a Fixed Term External Exclusion.

### **2.8.2. Fixed term external exclusion**

Term External Exclusion is deemed appropriate, the school will endeavour to obtain a place at RIET (Reintegration into Education Team), the Local Authority's provision specialising in supporting children who have been excluded or are in danger of being so. Attendance at RIET provides the opportunity for children to explore the events that led to the exclusion and identify different choices which could have been made.

If a place at RIET is not available, it is expected that the child remains supervised at home for the day and completes the work there. The letter which is issued when a child is excluded explains clearly the responsibility that a child should not be in a public place during the period of the exclusion.

If an incident is deemed to be serious enough to consider a fixed term exclusion, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the exclusion and the measures parents/carers can take in relation to them. If a RIET placement has not been provided, the school will provide work for the length of the exclusion. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a reintegration meeting to discuss future actions to ensure the behaviour does not recur.

### **2.8.3. Pastoral Support Plans (PSPs)**

On very rare occasions, it may be felt that a child is at risk of permanent exclusion due to the inappropriate behaviour or persistent poor behaviour being displayed. In such circumstances, the school will put a PSP into place in order to support the child and try to prevent the behaviour recurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BSS)

Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

## **2.9. Health and Safety**

- Undertake a risk assessment of any children who display disruptive behaviour.
- Create a Positive Handling Plan for any child who requires positive handling.
- Train staff who may need to work with children who require positive handling (see our Positive Handling Policy).
- Ensure all staff are aware of the policy on positive handling of children.

### **2.9.1. Physical intervention**

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However, the Education Act 1996 allows all teachers to use reasonable force to prevent a child from:

- assaulting or injuring another person;
- injuring themselves;
- putting himself/herself into danger (e.g. attempting to run away), or
- damaging property.

Further details are provided in our Positive Handling Policy.

## **2.10. Confiscating items**

Unapproved items brought into school by children (e.g. sweets and electrical items) may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of weapons or other illegal items, the police will be informed and the item released only to them until further guidance is given.

The Headteacher can authorise a search without consent for items (including stolen property) – such a search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

## 2.11. Incidents outside of school

In accordance with the information published by the Department for Education entitled "Behaviour & Discipline in Schools", the school has a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable."

Examples of such unacceptable behaviour include:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a child from Selwyn.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## 2.12. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. The school will follow the detailed procedures outlined in our Trust managing allegations against adults policy. Additional detail is provided in our Trust child protection and safeguarding policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, our schools (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the

allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Our schools will also consider the pastoral needs of staff and pupils accused of misconduct.

## 2.13. Appendix 1 - Visible consistencies

**Walk the line** - Each time a teacher collects their class from outside they will walk up one side of the line and down the other. As they walk, they will loudly praise good behaviour. Any inappropriate behaviour will be addressed at eye level and quietly.


**Classroom Greet** - A member of staff will always greet the children at the door of the classroom when they arrive in the morning.

**Loud praise, private correction** - All praise is to be loud and celebrated first, any corrections must be subtle, quiet and where possible private.

## 2.14. Appendix 2 - House Point systems

Behaviour	Amount of House Points
Outstanding effort sticker in workbooks	1 house point
Name on the "Above and Beyond" board	1 house point
Outstanding Homework effort	1 house point
Demonstrating one of the 5Cs	1 house point

These are the **only ways** a child can earn a house point.



## 2.15. Appendix 3 - Inappropriate behaviour and steps systems

**Step 1** - *Low level inappropriate behaviour* - (calling out, not listening to simple instructions, not focussing on work, disrupting others)

Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

**Step 2** - *Repetition of low level inappropriate behaviour*

**Step 3** - Time out in class (5mins approx) - Restorative discussion with CT in break or lunch about behaviour.

**Step 4** - *Time out in partner class with work.* Parents notified and spoke to after school that day. Restorative discussion had with CT at break, lunch or after school.

**Step 5** - *Time out with Phase Leader with work.* Parents contacted immediately by BL. Restorative discussion had with CT and PL at break, lunch or after school.

**Step 6** - *Meeting with Head Teacher.* Parents contacted immediately and BL informed Phase 4 triggered automatically.

### **Selwyn's list of inappropriate behaviors and their consequences**

<b>Behaviour</b>	<b>Sanction</b>
<i>Rude, disruptive or inappropriate behaviour in class</i>	Steps system
<i>Unfinished work from lack of effort</i>	Stay in class with support until finished if not CT not on duty.
<i>Inadequate class routines (Lining up, transitions etc)</i>	Rehearsal of routines during break or lunch time - Not blanket
<i>Swearing</i>	Discussion with CT about the use of swear words - Parents notified at the end of the day.
<i>Break time conflict</i>	Restorative discussion with first contact adult. CT notified. If incidents are consistent CT to begin phase 2.
<i>Physical violence and/or Extreme Verbal abuse (Racism, homophobia etc)</i>	Straight to BL and PL. Trigger phase 4.

## **2.16. Appendix 4 - Examples of inappropriate behaviour**

### **2.16.1. Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

### **2.16.2. Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying (see our separate anti-bullying policy, also published on the website)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## 2.17. Appendix 5 - Zero tolerance approach to sexual harassment and sexual violence

Cognisant of our primary setting, our school will, nevertheless, ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Please also refer to our Trust child protection and safeguarding policy (published on the Policies Page of our Trust website) where abuse, sexual violence and sexual harassment are all covered. Sexual abuse is one of the types of abuse referred to in the Department for Education's Keeping Children Safe in Education document.

Our child protection and safeguarding policy has been updated to include a separate section which addresses peer on peer abuse. The section addressing sexual violence and harassment has also been updated to state that '*sexual violence and harassment can occur between children of any age individually or in groups*'.

A copy of this appendix can also be found in our anti-bullying policy.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be managed the same way as other behaviours.

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police



Please refer to our Trust child protection and safeguarding policy for more information.