**F**riendship **O**pportunity **R**esilience **E**mpathy **S**elf-awareness **T**eamwork



Positive Behaviour Policy

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| **Drafted** | **Ratified by Governing Body** | **Planned date of review** |
| October 2022 | November 2022 | December 2023 |

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| --- | --- | --- | --- |
|  | **Print name** | **Signature** | **Date** |
| **Executive Headteacher** | Mr J Cooper |  | 02.11.22 |
| **Head of School** | Miss C Redman |  | 02.11.22 |
| **On behalf of Governing Body** | Mrs S West |  | 02.11.22 |

 **Behaviour Principles**

* Every pupil at Steeton understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. We work together to achieve this across school
* All pupils, staff and visitors are free from any form of discrimination, harassment or victimisation of any sort.
* Staff and volunteers set an excellent example to pupils at all times
* Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy. Classroom displays reflect this
* The behaviour policy is understood by pupils and staff. It is discussed in classrooms, curriculum time and in assemblies
* The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
* Pupils are helped to take responsibility for their actions
* Working with staff and our Inclusion and Welfare Officer, families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

 **This policy has been drawn up in accordance with:**

* [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Behaviour in schools: advice for headteachers and school staff 2022](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation at school 2018](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [Searching, screening and confiscation: advice for schools 2022](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [Exclusion from maintained schools, academies and pupil referral units in England 2017](https://www.gov.uk/government/publications/school-exclusion%22%20%5Cl%20%22%3A~%3Atext%3DSchools%20and%20colleges%20must%20continue%2Cheadteachers)
* [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](https://www.gov.uk/government/publications/school-exclusion%22%20%5Cl%20%22%3A~%3Atext%3DSchools%20and%20colleges%20must%20continue%2Cheadteachers)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)
* [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).
* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88 to 94 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/88), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
* [DfE guidance](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy)

This policy outlines expectations for our children’s behaviour. It extends to all members of our community. Good behaviour and self-discipline have clear links to effective learning. These skills are vital for children to carry with them both during and after their school years. Staff adhere to a framework of principles that help children recognise the importance of self-regulation and good behaviour. It echoes our FOREST principles with an emphasis on friendship, resilience, empathy, self-awareness and teamwork.

Steeton Primary School community values diversity and seeks to give everyone in school an equal chance to learn, work and live − free from the action, or fear of: racism, discrimination or prejudice. We work together to develop the potential of all children and establish a community that is just and fair for everyone who works at or visits our school. We value good behaviour in the classroom and ensure safe and effective learning environments. The highest regard is given to quality relationships between adults and children. We seek to develop independent young people who are self-disciplined and who are able to self-regulate and manage their behaviour. Governors contribute fully to school life, acting as critical friends and supporting the school.

**Our Intent**

We inspire children to happy and confident, thriving in a safe and inclusive school. We are approachable, passionate and hold high expectations for all our children. Our staff are valued, empowered and supported to deliver the best for every child.

To implement this intent, we will:

* Promote and model high standards of behaviour; all adults are responsible for implementing our behaviour policy. Staff CPD is supported.
* Encourage, teach, model and praise positive relationships within our school community.
* Communicate our identity through Steeton’s FOREST principles (friendship, opportunity, resilience, empathy, opportunity, self-awareness and teamwork).
* Ensure that children take responsibility for their own behaviour and understand that unacceptable behaviour has a proportional consequence.

 **Our rationale**

* All behaviour is a form of communication.
* We promote an approach to behaviour which encourages positive relationships, where we praise and reward rather than reprimand wherever possible.
* We encourage children to take responsibility for their own behaviour.
* All unacceptable behaviour has a proportionate consequence.
* We work closely with parents where necessary to address behaviour.
* In extremely rare circumstances, staff may need to use reasonable force and/or exclusion as a consequence of unacceptable behaviour. The guidelines for use of reasonable force and exclusion are included in appendix 1 and 2.

We have 4 clear expectations which are consistently upheld across school:

* Be prepared
* Listen
* Do as asked
* Work positively together

We will:

* Be respectful
* Wear our uniform with pride
* Be a good friend
* Do the right thing
* Make good choices

These expectations are modelled and taught by all staff in school and applied consistently and fairly to all, taking into account SEND and the additional challenges faced by our most vulnerable children. Expectations are clearly displayed around school and are regularly discussed in class and in assemblies.

Good behaviour is rewarded at Steeton. Children can:

* Be recognised by their class teacher
* Receive stickers or certificates in class
* Receive raffle tickets towards the weekly draw
* Receive positive praise in front of peers, the class or the school
* Have ‘morning tea’ with the Head of School
* Get a Ping sent home to parents with a photograph and/or comment to support
* Be acknowledged in an assembly
* Receive a ‘green all week’ sticker at the end of the week
* Be posted on Twitter
* Receive a, ‘Steeton Superstar’ certificate at the end of the week
* Be acknowledged by a senior member of staff
* Receive a ‘caught you being kind’ badge from any member of staff

The majority of behaviours require a quiet ‘warning’ and a reminder of the Steeton expectations. All staff carry a ‘restorative questions’ card with them to use in with children when talking to children about their behaviour. We operate a traffic light system for formally dealing with behaviour. Staff deal with behaviour directly and without delegating, and follow the traffic light steps:

* Yellow – a warning, a reminder of the Steeton expectations
* Amber – behaviour is logged on CPOMS. This is to allow patterns to be acknowledged, or to support conversations with staff or parents
* Red – behaviour is logged on CPOMS. A red letter is given to enable parents to discuss the behaviour at home. Parents are contacted directly by the member of staff issuing the red letter. The next playtime is spent with a member of staff reflecting on the behaviour and talking through how different choices could have resulted in different consequences.

Severe behaviour - Headteacher’s discretion:

* Bullying
* Racism
* Fighting
* Deliberate injury to others

This may result in suspension or internal exclusion. For severe behaviour or behaviour that persists and affects learning, a senior leader, together with the Inclusion and Welfare Officer, will hold a meeting with parents to support a way forward.

**The Curriculum**

PSHE and RE and lessons provide an ideal opportunity to continue to focus on expectations alongside the importance of being a good citizen, British Values, rules of law and democracy. Alongside these lessons, themed assemblies provide opportunities to reflect on learning and how our behaviour impacts the world around us.

**Inclusion and Welfare**

Our behaviour practises develop children that understand the difference between right and wrong and understand that there are always consequences for any of our actions. Our inclusion and welfare officer is skilled at working with children to restore relationships between children, staff and parents. Bespoke interventions and restorative programmes are used where necessary, depending on the behaviour and the needs of the child.

We do not use isolation or seclusion. However, children may spend time out of class working with the IWO or teaching assistant in a safe and calm space in order to regulate their behaviour ready to be integrated back into class.

Behaviour and Safeguarding

Please refer to our Safeguarding and Child Protection Policies handbook.

**Appendices**

 **Appendix 1: use of reasonable force**

Guidance on the use of physical restraint in schools is taken from: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Individual plans are written for any child who has been identified as being more likely to require positive handling. These are shared with parents and staff working with the child and regularly reviewed to ensure they are fit for purpose. The following points are taken from the guidance.

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

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. ‘Reasonable in the circumstances’ means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

**Appendix 2: Exclusion**

At Steeton Primary, we maintain discipline and good conduct to secure an orderly learning environment so that teaching and learning can take place. We adopt a range of strategies as outlined in the main behaviour policy to do this. However, some children may not respond to this and the use of exclusion may need to be considered. Statutory guidance on factors that a head teacher should consider before taking the decision to exclude taken from:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf)

This includes notifying parents:

**The headteacher’s duty to inform parties about an exclusion**:

 To ensure that a child receives the correct support and protection during a suspension or permanent exclusion, it is important that those responsible for their care are promptly informed when exclusions occur or there is a risk of them occurring. As well as communicating with the child where relevant throughout the exclusion process, this section sets out how and when schools should and must share information with parents, social workers, VSH, local authorities, and governing boards. Duty to inform parents about an exclusion

62. Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

63. They must also, without delay, after their decision, provide parents with the following information in writing:

• the reason(s) for the suspension or permanent exclusion;

• the period of a suspension or, for a permanent exclusion, the fact that it is permanent;

• parents’ right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 95 to 105) and how the pupil may be involved in this;

• how any representations should be made; and

• where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

64. Written notification of the information above (paragraph 63) can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Monday, 31 October 2022