



# SOHO PARISH PRIMARY POLICY

## Behaviour DRAFT

<b>Most recent review</b>	<b>March 2019</b>	<b>Next review due</b>	<b>March 2022</b>
<b>Governor committee responsible</b>	<b>SAW</b>	<b>Written by</b>	<b>Louise Ritchie</b>

### 1. AIMS OF THE POLICY

- to develop a framework within which personal initiative, morality, responsibility and sound relationships can flourish
- To develop an ethos of mutual respect and understanding.
- To hold high expectations of all children
- To foster an atmosphere of mutual support
- To create a happy, secure and safe environment for all children where bullying is not tolerated

### 2. PRINCIPLES

At Soho Parish School we are committed to ensuring that the children in our care learn in a happy, secure and safe environment where mutual respect and understanding is fostered and developed in every lesson and throughout the school day. We believe that everyone in the school community should encourage and reward respectful and considerate behaviour. We wish to develop positive working relationships with parents and carers, encouraging all adults to take responsibility for promoting positive and appropriate behaviour.

We have follow these three simple rules:

We look after ourselves

We look after each other

We look after this place

*N.b. We are currently introducing 'Restorative Approaches' to behaviour. References to 'I Statements' refer to this approach, which all staff have received training in. This policy will be fully re-written over the next year to reflect the approach in full.*

### 3. EXPECTATIONS

#### a. What are the expectations in regard to staff?

- arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures

- promote and reinforce positive behaviour at all times
- b. What are the expectations in regard to parents/guardians?**
- ensure pupils come to school on time, correctly equipped and prepared to work
  - work in partnership with staff to ensure good behaviour
  - inform staff of any concerns
  - respond to concerns raised by members of staff

#### **4. HOME/SCHOOL AGREEMENT**

Each household is given a copy of the Parent's guide, which contains a set of promises (the home/school agreement), to help build the partnership between home and school. The school's behaviour policy will be supported by the Home /School Agreement.

Soho Parish School will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive & positive comment on their child's work and behaviour
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parents informed of school activities by letter, e-newsletter and ParentMail
- involving parents at an early stage in any disciplinary problems

#### **5. REWARDS**

We will reward positive behaviour through:

- praise - actively looking for positive behaviour
- giving responsibilities in class or school
- sharing work with others, including the Head teacher and Deputy Head Teachers
- creating opportunities to develop relationships across the school and between pupils and staff (e.g. House outings)

#### **6. DEALING WITH UNACCEPTABLE BEHAVIOUR**

##### **a. What is unacceptable behaviour?**

- disobedience
- answering back, rudeness or aggression to adult
- biting, spitting, hitting and kicking
- fighting, including play-fighting
- foul language, inappropriate sign language and swearing, discriminatory comments (eg sexist, racist, homophobic), whether orally, digitally or in writing
- making unkind remarks about others
- damaging property

- stealing
- truancy
- operating as part of a gang and bullying including cyber bullying ( please see our E-Safety Policy)
- hindering other children and not getting on with their own work

### **Recording behaviour incidents**

All behaviour incidents beyond small day-to-day issues should be recorded in CPOMS. Where a serious incident has occurred (e.g. physical harm) or where behaviour is persistent, the school Behaviour Lead (Steven Tooley) should be notified on CPOMS and in person. Internal exclusions should be recorded on CPOMS with a clear resolution identified by the adult who excluded them.

#### **b. What sanctions will we use if we see inappropriate behaviour in school?**

The vast majority of children respond very quickly to a firm, quiet word from a member of staff. However, if this fails our policy is as follows:

##### **In class**

1. Verbal reminder
2. Removal from carpet/table to another space in the classroom
3. Internal Exclusion: removal to another classroom / member of SLT for a defined period. Child to continue with class work.
4. I Statements carried out with teacher (or other child as appropriate) and child returns to class after defined period.

*Internal exclusions should be recorded on CPOMS and both parents and SLT notified.*

##### **During Lunch / Playtime**

1. Verbal reminder(s)
  2. I statements (either between pupils or between pupil and staff)
- n.b. Reflection time in a quiet, supervised space may be provided before I statements
3. If unacceptable behaviour continues or is serious, inform teacher / SLT as appropriate. Record on CPOMS and notify Behaviour Lead.

Step(s) may be missed out at the supervisory adult's discretion, depending on the nature and situation.

We do not operate a 'tariff' of sanctions, as each incident will need to be judged in the context of the child/ren involved, prior incidents and other such factors as the adult in charge deems relevant.

#### **c. What happens when inappropriate behaviour is persistent or serious, either in school or on the playground?**

- Parents will be informed and invited in to meet with staff which may include the Deputy/Head teacher and/or Inclusion Co-ordinator
- A target sheet may be introduced
- A supportive strategy will be negotiated between school and home, for example a home/school link book
- A behaviour plan may be put in place, which may include support from the Learning Mentor or Family Therapist.
- Exclusion from visits / sporting events etc may be imposed in cases where a child is considered to be unsafe.
- Lunchtime exclusion may be negotiated, although this would generally involve paly in another area than the one where incidents occurred
- External agency support may be relevant
- Exclusion from school (fixed term or permanent).

## 7. BULLYING

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### a. What Is Bullying?

***Bullying is the use of aggression, deliberately and repeatedly over a period of time, with the intention of hurting another person. Bullying results in pain and distress to the victim.***

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities

### b. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

**c. Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All members of the school community should know that the school does not tolerate bullying, and what they should do if bullying arises.
- All members of the school community should be assured that they will be taken seriously and supported when bullying is reported.

**d. Signs and Symptoms of Bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm or runs away
- cries themselves to sleep at night or has nightmares
- regularly complains of feeling ill in the morning or during the school day
- begins to do poorly in school work
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when an email or text message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

**e. Procedures for incidents of bullying**

1. Pupils and/or parents should report any bullying incidents to a member of staff.
2. Staff must always report allegations of bullying as soon as possible to the Headteacher (or Deputy in her absence).

3. The Headteacher will ensure that all allegations of bullying are fully investigated.
4. Where there is evidence that bullying has taken place, or in the absence of concrete evidence, the Headteacher or senior member of staff judges it likely that bullying has taken place, the parents of all pupils directly involved should be informed and will be asked to come in to a meeting to discuss the problem.
5. If necessary and appropriate, police will be consulted.
6. The Headteacher or senior member of staff will decide what action should be taken to ensure the bullying is stopped quickly.
7. Action will be planned to help the bully (or bullies) change their behaviour.
8. The Headteacher will ensure the victim receives support (usually from the Learning Mentor) if appropriate.
9. Serious incidents of bullying will be recorded, and records kept in the Headteacher's office.

**f. Outcomes**

1. If possible, the pupils will be reconciled.
2. Children may be asked to genuinely apologise and made to understand the impact of their behaviour on others. Other consequences may take place, at the discretion of the Headteacher or senior member of staff.
3. In serious cases, suspension or even exclusion will be considered.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

**g. Prevention**

Pupils are explicitly taught about the causes and consequences of bullying, and why it is important to tell an adult if you know someone is being bullied. This teaching is done through the PSHCE curriculum. There is a focus during Anti-Bullying Week (re-named Friendship week)

## **8. BEHAVIOUR OFF-SITE**

See Health & Safety policy

## **9. BEHAVIOUR DURING EXTENDED SCHOOL ACTIVITIES**

In Extended School Activities are led by non-school staff, a copy of the school Behaviour Policy and Procedures will be given to the activity leader. Wherever possible, there should be consistency in the management of behaviour, and the school's policy should be adopted by activity providers.

Withdrawal, or the threat of withdrawal, from Extended School Activities should not be used as punishment during school activities or vice-versa, however consideration will be given to whether it is appropriate for the enjoyment and safety of others for the child in question to be allowed to attend the activity.

Unacceptable behaviour during Extended School Activities will be dealt with promptly, and not referred to school staff for action at a later time. If a child is persistently disrupted, the child will be asked to not attend the club and all monies will be returned.

The school should be informed of any serious or repeated episodes of unacceptable behaviour that occur during Extended School Activities.

There should be regular exchanges between Extended School Activity providers and a named school-representative to discuss behaviour and ensure consistent management of behaviour.

## **10. ROLES & RESPONSIBILITIES**

### **a. What role do the Governors play?**

- The Governors are responsible for approving the behaviour Policy and reviewing its effectiveness
- The Governors will support the Head teacher in applying this policy.

### **b. What role does the Head teacher play?**

- The Head teacher's role is to apply & monitor day-to-day behaviour policy and practice.
- The Head teacher will consult the Governors for their advice and opinions, regarding matters of school behaviour and discipline.
- The Head teacher's actions and decisions will take into account the Governors' contributions and directions.

## **11. MANAGING SERIOUS OR PERSISTENT PROBLEMS**

Individual Behaviour Support Plans: Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviour;
- Emphasise teaching the child alternative positive behaviour;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour
- Encourage responsibility for own behaviour during sessions;

## **12. EXCLUSIONS**

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Exclusion of a pupil will only occur as a last resort when all efforts have been made by the school involving the child and his/her parents to improve the child's behaviour.

**a. Reasons for exclusion**

A pupil may be excluded immediately in the event of a single serious incident or as a result of cumulative actions over time. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see section 7 on Bullying above)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

**b. Evidence for exclusion**

Each individual situation will be investigated by the Head Teacher. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

**c. Types of exclusion**

Exclusion may be either permanent or fixed term.

**Fixed term exclusion ( formerly known as being 'suspended' )**

Fixed term exclusion will be at the discretion of the head teacher. This may take the form of fixed term lunchtime exclusion, requiring the removal of the child from the premises during lunchtime (12 noon – 1:00pm) and will be for a specified number of sessions. Fixed term exclusion may also take the form of exclusion from school for a fixed number of days. Parents will be informed of such decisions in writing.

**Permanent Exclusion ( formerly known as being 'expelled' )**

Permanent exclusion will only be made if in the opinion of the Head teacher, after consultation with School's Governing Body, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

**d. Seeking advice**

There is a formal process for all exclusions and these have to be reported to the Local Authority. The School is able to seek advice from the relevant LA officers.

Parents are able to seek advice from Westminster local authority if they have concerns, and may also contact the School's governors following an exclusion if they wish to.

Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan will then be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed.

**"EVERY DAY IS A FRESH START."**

We believe that, given a secure, supportive and happy environment,

with plenty of active learning opportunities

ALL children can demonstrate their best behaviour

..... and if they 'slip', every day is a fresh start.