



## BEHAVIOUR (PUPIL) POLICY

### 'Inspire, Enquire, Acquire'

***"Behaviour management is a team sport"***

*Paul Dix*

### **Objectives**

The governing body, the Headteacher, the staff, parents and children of The Colleton will:

- expect and model good behaviour in learning and in all areas of the school so children are ready for all aspects of school life
- ensure respect for oneself, others and the environment
- promote self-discipline and self-regulation
- show respect to all members of our school community
- prevent bullying and ensure that everyone feels safe and secure in school

### **General Statement**

Children thrive in a happy, pleasant and caring atmosphere where they are able to be their best self, both in the classroom, school, playground and in extra curricular activities. When children are encouraged and stimulated they are more likely to explore their potential. This can only be achieved if all the members of the school community are **aware of** and abide by the expectations for good behaviour, not only in school, but in society as a whole.

When parents accept a place at The Colleton, it is an expectation that this Behaviour Policy is adhered to and they reinforce with their children the need to be ready, respectful and safe.

No child and or any member of school staff should be abused (physically or verbally) whatever their role in school. Adults are here to teach and support the learning and development of children whilst following the processes set out in this policy.

It is important that good behaviour is fostered both through good teaching practice and by **all** staff promoting the positive ethos of The Colleton, sharing responsibility for the welfare of pupils, being consistent in their dealing with the children and by setting a good example. We encourage children to report incidents – making information available. For this to work well, it is essential that families support the school staff when dealing with inappropriate behaviour by following up incidents at home using discussion through restorative questioning, consequences and any other strategies in discussion with the school. (See guidelines for when interventions or sanctions are deemed necessary)

The whole school community should be aware of and demonstrate the school values in their behaviour and interactions with others.

- Respect for all
- Kindness
- Independence
- Aspiration
- Positivity
- Trust
- Acceptance
- Empathy
- Compassion
- Honesty
- Resilience
- Responsibility

**General guidelines for staff to follow when promoting good behaviour:**

- instil in the children an understanding of why good behaviour is so important and valued.
- create clear, consistent conditions for an orderly community in which effective learning can take place, where there is mutual respect and a caring attitude between all members, and where there is proper concern for the environment.
- develop in the children a sense of self-discipline by teaching strategies to help self-regulate emotions and an acceptance and understanding of responsibility for their own actions.
- ensure that children are aware of the ethos of the school throughout the year and annually help to develop an effective team code of conduct. This should be regularly referred to and displayed in each teaching area.
- ensure that the behaviour policy is applied by all staff in a coherent, fair and consistent manner and is shown to be reasonable, sensitive and effective by using a restorative approach.
- ensure that all children are aware of what is acceptable behaviour, both within school and out by praising, highlighting and celebrating examples of good behaviour at all times during the day. This should be constructive and restorative in its approach and include practical guidance on how to improve behaviour.
- encourage good manners, respect and politeness to all others with whom they come into contact.
- support families with issues regarding behaviour.
- encourage and reward good behaviour by:
  - recognising and acknowledging best examples of conduct

- a written or verbal comment on pupil's work, picking out specific points or ideas for positive comment and reflecting effort
- a private or public word of praise in front of a group, class, team or whole school
- lunchtime staff reporting good, helpful and kind behaviour to a teacher.
- a visit to a member of the senior management team and/or the headteacher to celebrate and acknowledge achievement
- use of school reports and parents/teacher meetings to comment favourably, not only on good work and academic achievement but on behaviour, on involvement and on general attitude and effort.
- affording children the opportunity to undertake specific areas of responsibility.
- a letter, phone call or word to parents informing them specifically of some action or achievement deserving praise.
- sending home values slips.
- nominations for Hot Chocolate for demonstrating values or learning behaviours over and above those expected.
- reviewing and including new incentives for good behaviour.
- setting achievable targets to increase self-esteem as part of an Individual Education Plan (IEP) if appropriate
- regularly include solution focused approaches when discussing behaviour issues and during group circle time, team time or assemblies rather than only re-acting to a particular incident.
- discussing with the school council as to how to promote and support good behaviour
- teaching strategies to support self-regulation by the explicit teaching of Zones of Regulation.

Our staff will aim to maintain good order and discipline at all times during the day, including midday break, when children are present on the school premises and whenever pupils are engaged in authorised school activities. However, we recognise that there will be occasions when children misbehave, either within school, including playtimes and lunchtimes or during off site visits. We therefore propose that on these occasions a series of sanctions will be put into effect.

It must be stressed that these sanctions are a guide only and not to be treated as "law". Each individual circumstance will be appropriately assessed and acted upon using these guidelines. It is important to remember that poor behaviour can stem from personal problems or difficulties. **To punish the bad behaviour and ignore the reasons for it will have only a short-term effect and will not provide the long-term solution we expect at The Colleton.** We need to remain curious about the reason for the behaviour and be aware that all behaviour is communicating an unmet need.

**General guidelines for staff to be followed when intervention or sanctions are deemed necessary:**

- when appropriate, the children will be encouraged to discuss and resolve issues between themselves. Skills are taught in teams and time and space will be given.
- the member of staff who is approached will hold an initial discussion with the child/children involved using the agreed restorative questions. The adult will listen quietly to all the facts and all parties, then try to resolve the problem ensuring that fairness prevails. Apologies/handshakes etc. may take place and no sanctions may be necessary.

- time away from the group, class or team ensuring that the child/children is supervised at all times. Using the agreed restorative questions, the child will be asked to reflect on his/her behaviour, which will then be discussed with the pastoral teacher after a specified period of time. This should be no longer than 10 minutes.
- it is expected that learning not completed during school time due to inappropriate behaviour will be made up during the child's 'own' time eg. lunchtime, break time or at home. This will be explained to the child with a time allocation given. It will also be explained to parents on occasions where it is necessary to send learning home including clear expectations of how much to complete as well as a time frame for when to expect it back in school. Teachers will need to ensure this is followed up.
- a child may be asked to write a letter or draw a picture of apology to the person concerned, thus losing some of his/her free time at lunchtime. Parents may be informed.
- the child may be expected to do an agreed task to help in the school to reinforce the idea of being respectful and keeping safe, thus making amends for anything damaged, eg. broken deliberately or mistreated.
- in some cases the child may be expected reflect on a way to make reparation for his/her misdemeanour, and this may have to be carried out over a period of time.
- persistent misbehaviour at any time during the school day will require the pastoral teacher to then inform the team leader and family. Consequences for resolving the behaviour problem will be introduced. This could include daily/weekly meetings with a member of the senior management team, a home/school link book, sitting/working next to the teacher, working in a different team/class/group. Each case will be looked at individually and the most effective solution used.
- serious events, or areas of concerns and actions will be recorded on an incident form or ABC chart. This will be shared with the registration teacher, team leader, Headteacher or SENCO as appropriate. The incident forms and ABC charts will be saved on Teams in the child's individual SEN folder and logged centrally. Parents will be informed.
- however, if the problem or incident is extremely serious or persists the child/children concerned will be taken/sent to the Headteacher immediately who will talk to the child/children concerned and decide on the sanctions to be imposed. This is likely to include consultation with the parents. When the headteacher is required to intervene, in a matter of discipline, all events and actions will be minuted for the records. The headteacher may request the support of outside agencies based at Wokingham Borough Council. This behaviour will be reported to the governing body in the headteacher's termly report.
- very rarely there are occasions when group, team or whole school consequences may be deemed necessary. The team leader or senior management team, following consultation with relevant members of staff and children, will decide on

what action will be taken. The Headteacher will be informed and a record kept in pastoral records.

- we provide a 'safe place' (sensory room, Rainbow Hub, nurture room) for children to retreat to in times of upset or anger.
- specific children may have an alternative designated safe place as a place of choice either inside the team or in the playground. All staff that deal with that child should be aware of this and it should be detailed on the child's One Page Profile.
- adult and peer mentors will be set up as required or necessary.

## **ANTI-BULLYING POLICY**

Children and parents must be confident that any form of bullying in school will not be tolerated and will be dealt with as appropriate.

However, we recognise that bullying may take place occasionally. As part of our Behaviour Policy we wish to encourage both parents and children to feel able to discuss any problems with staff. It is important that we stress our openness and willingness to listen to any concerns.

There are many definitions of bullying. We define a bully as:

**A child/children who persistently cause distress to another child/children by either verbal, non-verbal or physical means.**

A pupil is being bullied, or persistently picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is persistently hit, kicked, threatened, sent nasty notes, or when a child is deliberately isolated by others. Bullying can also take place online. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

Every incident of bullying will be dealt with immediately it is known, in accordance with our behaviour policy. Any serial bullying will be immediately taken to the Headteacher in line with the behaviour policy and dealt with accordingly and parents informed when necessary.

### **Key Strategies for Tackling Bullying**

We have a commitment on behalf of the headteacher, governors and all staff and pupils to tackle any bullying that might take place in school.

A positive approach will be taken to prevent bullying. As part of the curriculum children will be encouraged to discuss what bullying is. They will discover, through drama and role play, what it feels like to be bullied/to bully. They will work through drama and discussion to foster sharing and kindness and to develop good social skills.

If a child or parent feels that an incidence of bullying has taken place, the below process will be followed:

- 1) Initially the teacher will listen to the parent/child concerned to ascertain the nature of the problem and may involve the team leader and/or headteacher.

- 2) If a child discloses information to a member of the non-teaching staff or a governor that adult should immediately inform the pastoral teacher/team leader.
- 3) Witnesses will also be involved, each individual giving their perception of the incident/incidents.
- 4) The investigator will discuss with the child/children concerned and try to resolve the issue. Hopefully, this will be the end of the matter with the incident having been fully discussed and the concern dealt with. Team leaders will be informed and an incident form will be put in the child's pastoral records. However, the "bully" will be warned of the next stage if bullying persists, e.g.
  - a) The child will be sent to the headteacher. The headteacher will discuss the issue with the relevant members of staff, parents and children in order to develop an effective action plan.
  - b) The child's name would be noted in an incident book by the headteacher.
  - c) If the child continues to bully, the child and parents will meet with the headteacher and a member of the senior management team to develop a detailed plan to resolve the issue. This may include support from outside agencies based at Wokingham Borough Council.
  - d) The child/ren that have been 'bullied' need to feel comfortable and be made aware that the incident has been dealt with.

All incidences of bullying which are brought to the attention of the Headteacher are reported to the Governing body on a termly basis.

Please note that this policy applies only to incidents of bullying which take place on the school premises. The school is not legally responsible for bullying which takes place elsewhere. However, the school has an enduring interest in the welfare and conduct of our pupils and will respond positively to any information we receive about bullying outside school.

### **Peer on Peer abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this behaviour policy, but our child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

## **EXCLUSION**

In the case of an extremely serious incident or series of incidents the headteacher and governing body may commence proceedings to exclude the child from school in compliance with DFEE (Social Inclusion: Pupil Support, Circular 10/99) and LEA guidelines. However, this will always be a last resort and is likely only to be used where children or staff are put in danger. We will aim to support children at risk of exclusion or disaffection through a Pastoral Support Programme.

## **RESOURCES**

The school website – a guide to e-safety.

Parents Bullying helpline [www.kidscape.org.uk](http://www.kidscape.org.uk)

Advice about bullying [www.childline.org.uk](http://www.childline.org.uk)

## **Covid 19 Behaviour expectations**

When pupils are in school we expect them to follow all of the rules set out to them in line with government guidance. These rules will be in line with our risk assessment and will be regularly communicated to the children in team and include arrangements relating to but not limited to:

- Hygiene practices including handwashing
- Sneezing, coughing etc using 'bin it, kill it approach'
- Telling an adult if they are experiencing any symptoms of Coronavirus
- No coughing or spitting at or towards any other person

Should a child break any of these rules and put others at risk of harm or danger parents will be notified and if deemed necessary they may be sent home.

## **REVIEW AND MONITORING**

This policy will be reviewed annually by the Full Governing Body and a headteacher's termly report to governors will include a statement on any incidence of bullying. The policy will be brought to the attention of all pupils at least once in the academic year, when team codes are developed. All employees and governors will be provided with a copy of the policy as part of induction and it will be reviewed and discussed annually through meetings.

Any major changes will be made following consultation with governors, staff, parents and children.

**Associated Policies:** This policy should be read alongside the school's Child Protection and Safeguarding Policy, Prevent policy and the physical intervention Policy.

Responsibility: Full Governing Body  
Reviewed: Annually  
Last Review: October 2021  
Next Review: October 2022  
Ratified: 5<sup>th</sup> October 2021