



# Coombe Academy Trust

## Knollmead Primary School

### Behaviour Policy – to promote good behaviour

#### **Equality Analysis Impact**

Title of Policy: Behaviour

Considered at Governors' Committee meeting: Curriculum

Date of last review: January 2018

Date of next Review: October 2018

#### **Is there relevance to equality?**

1. Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. **No**
2. Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **N/A**
3. Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality and Diversity Policy) **N/A**

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

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## **Governors' Statement of Principles**

The governors of the Coombe Secondary Schools Academy Trust and Knollmead Primary School will review these principles regularly.

1. The governing body has agreed alongside the Headteacher, staff, pupils and other stakeholders involved with the school, that Knollmead Primary School is committed to promoting the values of respect, tolerance, empathy, integrity and social inclusion.
2. Bullying, all forms of discrimination and harassment are to be engaged with and challenged immediately and dealt with in appropriate ways so as to promote the welfare and good relations across the school community.
3. Vulnerable pupils (such as looked after children, children with special educational needs and physical/mental health needs) will receive support according to their need.
4. All appropriate legislation and other legal requirements will be met to help underpin this policy to promote good behaviour.
5. The governing body have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards)(England) Regulations 2010 to ensure that functions with regard to this policy are carried out with a view to safeguarding and promoting the welfare of children.

The Behaviour Policy should be read in conjunction with:

- Anti-bullying
- Teaching & Learning
- SEN
- Attendance & Punctuality
- Equalities
- Child Protection including safeguarding
- Complaints

Staff at Knollmead Primary School have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to comply with the school's rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered learning environment. All parents/carers are asked to sign the Home School Partnership Agreement when their child starts at Knollmead Primary School and, in doing so, agree to support the school in the implementation of the Behaviour Policy. The school has chosen to continue using a home school agreement.

### **Rewards**

Knollmead Primary School believes that rewarding good, desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available. Further details on rewards can be found in Appendix A.

### **Sanctions**

Teachers, teaching assistants and other paid staff with responsibility for pupils at Knollmead have the legal power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate sanction and must take account of the pupil's age, any SEN or disability, and any religious requirements affecting them (Section 90 and 91 of the Education and Inspections Act 2006). Further details on sanctions can be found in the appendices.

If pupils in years 3, 4 5 or 6 receive three red marks, they miss some of their lunchtime. Parents are notified in advance with the detail of what each red mark was for. Pupils will be expected to attend a lunchtime session to complete their homework or reading with their class teacher, up to a maximum of 30 minutes. The school will endeavour to respond positively to parents when a request is made for a deferment due to a valid, serious commitment (e.g. medical or dental appointment).

## **Anti-Bullying**

Knollmead Primary School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying including abusive, homophobic and derogatory language. The school's policy on anti-bullying can be found in the anti-bullying policy on the school's website.

## **Use of reasonable force**

We aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil's upper body in order to guide or reassure. In accordance with the current educational legislation all staff may on occasion need to control or in extreme circumstances restrain a pupil or physically separate pupils in order to ensure that they do not:

- Injure themselves or others
- Commit an offence
- Damage property
- Prejudice the good order of the school

In the case of a significant incident a Physical Restraint Record will always be completed and parents and governors will be informed as required.

## **Screening and Searching**

The school rules and regulations make it quite clear what items are prohibited at Knollmead Primary School. The staff reserve the right to screen all pupils for prohibited items. This may involve asking pupils to turn out their bags; this can be done without the consent of the pupils.

If an electronic device is found during a search, examination of files and data can take place. In these circumstances, the pupil will be asked to show the data on the device themselves; it will be made clear to the pupil why it is necessary to look at this. The person conducting the search must reasonably suspect that data or files on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Searches will be carried out by senior members of the teaching staff and out of sight of other pupils.

Suspicion may be aroused:

- Because a pupil is acting suspiciously (e.g. attempting to hide something)
- As a result of a 'tip off' – by a parent/carer or another pupils
- Because of something said by the pupil

There will be two members of staff present when a search takes place.

All searches will be logged on behaviourwatch and the log will include:

- Name, year group, sex, ethnicity
- Grounds of suspicion
- Time and place
- Who searched
- Who else was present
- What, if any reasonable force was used, and if so why
- How the search began and progressed
- The pupil's responses and how staff managed them (e.g. steps take to calm the pupil)
- Outcomes and follow-up actions

Parents/carers will always be informed if a pupil has been searched and will be informed of the result of that search.

### **Prohibited items**

- Any article that the member of staff reasonably suspects has been, or is likely to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any items banned by the school rules which has been identified in the rules as an item which may be searched for.
- Mobile phones are not allowed in school. If any parent / carer requests special permission for their child to bring a mobile phone to school then it must be handed in to the school office for safe keeping and collected at the end of the school day.

### **Confiscation and disposal**

Staff at Knollmead have the power to confiscate any item which is banned from school. In some circumstances, staff confiscate items which are banned from school and return them to pupils in line with the behaviour policy. However, on occasions, this will not be appropriate and in those cases, the following principles will apply.

- High value items (£20+) e.g. mobile telephones. I-Pads, laptops etc, which are confiscated will be returned in line with the behaviour policy.

### **Behaviour out of school**

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing, wearing their uniform to and from school or being educated on the behalf of the school at another agreed provider. Pupils may be subject to disciplinary sanctions as laid out in the behaviour policy, if their behaviour has repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Knollmead cannot be responsible for pupil behaviour when they are out of school, out of uniform and not engaged in a school activity but will endeavour to investigate any incident which is reported to the school. The school will always co-operate with the police in any investigation or incidents which are thought to involve Knollmead pupils.

### **Acceptable and Responsible Use of ICT Resources**

The computers are provided by school for Educational Purposes. Access to the internet is filtered by LGFL and the school, the use of a proxy bypass is prohibited.

Pupils must not use the computers for:

- Accessing inappropriate materials
- Attempting to gain access to other computers
- Attempting to log on as another user
- Spreading viruses
- Using language that is inappropriate (and would not be acceptable in school)
- Sending threatening or abusive e-mails.

Pupils must not use the Internet for looking at websites that:

- Glorifies violence
- Criminal, terrorist or glorified criminal activity (including drug abuse)
- Racist or designed to incite racial hatred
- Of extreme political opinion
- Unsuitable sexual content
- Crude, profane or with otherwise unsuitable language
- Blasphemous or mocking of religious and moral beliefs and values
- In breach of the law, including copyright law, data protection, and computer misuse. Knollmead reserves the right to screen pupils' school IT accounts. Misuse of ICT resources will result in appropriate action and sanctions, this may include liaising with external agencies such as the police.

## **Allegations**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Trust's procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving to be unfounded or malicious, the full Governing body will be informed. Pupils found to have made malicious allegations against a member of staff may have an appropriate sanction applied. Staff are advised to familiarise themselves with the code of conduct/professional guidance in order to minimise the risk of allegations being made.

## **The Knollmead Community Expects....**

These are our key expectations and they are attached as an appendix. They are communicated to parents on admission to the school and parents will be informed of any additions/amendments by letter on an annual basis. The Class Rules for each class are prominently displayed in all classrooms. There is ongoing dialogue between staff and pupils about these which ensures they are consistently understood and applied.

## **Promoting good behaviour, self-discipline and respect**

The preferred behavioural approach at Knollmead is centred on a positive assertive approach. At Knollmead we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management strategies and skills. Suggested strategies for promoting positive behaviour are available. We encourage staff who are experiencing difficulties with individual or groups of pupils to discuss and share practice ideas. We ensure that all supply teachers are provided with a summary of our behaviour policy and recommended strategies for promoting good behaviour.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the curriculum (assemblies, PSHCE etc.) as appropriate. We also ensure that pupils new to the school are fully inducted into the expectations of the school and that they understand the behaviour policy.

## **Parents**

Knollmead Primary School aims to work in partnership with parents at all times. Parents are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have a responsibility to ensure regular and punctual attendance at school and to ensure their children are in the right place during any fixed period exclusion. Parents are expected to attend a Reintegration Interview following any fixed period exclusion. On admission to the school, all pupils are required to sign the school's Home School Agreement which can be found in the school contact books. Parents who fail to support their child appropriately may be asked to sign a Parenting Contract. In extreme cases the school may apply to the Magistrates' Court for a Parenting Order.

## **Pupils requiring additional support**

Knollmead Primary School recognises that some pupils require additional support in order to conform to the expectations of behaviour of the school.

Pupils who require additional support may be:

- Offered support from a pastoral leader/SLT with individual targets which will be regularly monitored.
- Referred to the SENCO for an assessment of their needs (see SEN Policy)
- Referred for a multi-agency assessment
- Referred to alternative education provision. The school may compel the move to alternative provision if they feel it is in the best interest of the pupil including to prevent permanent exclusion.

The schools will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from

within the school and from a range of outside agencies with whom the school has contact (e.g. CAMHS, Social Care, Education Welfare Services)

## **Data**

The school collects a range of behaviour data including

- Exclusions
- Internal Exclusions/Alternative Learning Days
- Attendance and punctuality
- SLT Support
- Rewards
- Logged incidents of behaviour

Data is analysed on a whole school basis by appropriate middle leaders and SLT and is used to identify 'hot spots', monitor trends and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Equalities Policy.

Data is presented when appropriate at whole staff meetings, Senior Leadership Team meetings and Governors in order to support the evaluation of the impact of the policy.

## **Exclusions**

Knollmead Primary School is committed to using exclusion as a last resort. Permanent exclusion is extremely rare and the school will always seek the best solution for both the pupil and the school. A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the head teacher to take. However, where practical, pupils will be given an opportunity to present their case before taking the decision to exclude. Whilst a permanent exclusion may still be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

The school also uses fixed term exclusion and internal exclusions in order to modify a pupil's behaviour. Where exclusion is used the school conforms to the DfE Guidance. If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school (NB parents can be fined if pupils are found in a public place during an exclusion). Fixed term exclusions which extend beyond five days will be managed appropriately, in line with DfE guidance. In the event of a permanent exclusion, the LA will contact parents with details of the Day 6 provision.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission.

Permanent exclusions are extremely rare and only used when all other options have been considered. Wherever possible the school works with other local schools to facilitate Managed Moves or a referral and compulsory move to alternative provision which may make permanent exclusion unnecessary.

## **CCTV**

The school does have CCTV cameras at points around the school. We use these images to monitor the safety of our pupils and staff and we can also, at times, see how pupils are behaving. If necessary, we would use any images to support our behaviour management in school.

### **Roles and Responsibilities**

All staff play an important role in positive behaviour management and discipline, setting high expectations that inspire, motivate and challenge all learners. Class teachers and teaching assistants will, in the first instance, manage the behaviour of their pupils and ensure that teaching is adapted to respond to the needs of all learners. If behaviour continues to be poor, the Leadership Team will support with issues in and outside of the classroom. The Senior Leadership Team within the school will support all staff in ensuring a positive learning environment.

### **Review and Evaluation**

This policy is subject to regular review and evaluation by, for example: Governors – through Governors’ reports and meetings, analysis of data and through discussions with SLT; SLT – analysis of behaviour data; Staff – questionnaires and staff meetings; Parents – via the website and via questionnaires; and Pupils – as part of the pupil voice programme.

### **APPENDICES**

1. Knollmead Expectations
2. Sanctions

## **Appendix A: Knollmead Expectations**

### **Objectives**

At Knollmead we have high expectations for excellent behaviour and respect for others. We promote a community and environment where all members can work safely, happily and productively together. Our behaviour policy is understood by all and consistently adhered to, throughout our school. It has been developed through consultation with staff, pupils, parents and governors. We expect all pupils, parents and carers to support our behaviour policy.

At the heart of our behaviour policy are our Class Rules. These are:

- Show respect and good manners at all times
- Care for everyone and everything
- Follow instructions with thought and care

We believe that:

- All behaviour is a choice and that we are all responsible for the choices we make and therefore the consequences of them.
- All pupils should be part of the rule making process.
- Good behaviour should be rewarded and celebrated.

### **Rewards**

- Praise and positive recognition for being good
- Class / Table / Team points
- Prizes, Postcards home, Stickers, certificates or other reward
- Commended to the Headteacher or Deputy Headteacher
- Caught reading cards
- Parents/carers informed of excellence
- Reward for the tidiest classroom
- Reward for the class with best attendance

### **Acknowledging good behaviour**

- 'Caught reading' cards
- Superstar Certificate / Sticker
- The Golden table at Friday lunch time
- Commendation in newsletters
- 'Certificate of Achievement' for work
- Praise, phone calls, text messages, e-mails, postcard home

## **Appendix B: Sanctions and Consequences**

### **Early Years & KS1:**

- First warning - Polite Verbal Warning
- If a pupil has to be spoken to again their name / photo will be moved to the middle face or amber light
- If a pupil continues to behave inappropriately then they are moved to the sad face or red light. If a pupil is moved to the sad face they are sent to the 'thinking chair' for a minute of each of their life – 5 years = 5 minutes. The teacher must explain why they are on the thinking chair and when the time is up the pupil must explain why they were put there as it is important they understand the reasons for the punishment. Pupils are then put back on the happy face.
- If a pupil continues to behave inappropriately then they will be sent to another classroom.
- Serious matters will be discussed with the Assistant Head or Deputy Head.
- Extreme cases will be discussed with the Headteacher.
- Extreme behaviour can also result in internal exclusion (out of school) for a period of time
- All pupils will begin the day on the green circle.

### **KS2:**

- First warning - Polite Verbal Warning
- If a pupil has to be spoken to again their name / photo will be moved to the middle face or amber light
- If a pupil continues to behave inappropriately then then they are moved to the red circle. If a pupil is moved to the red circle then they miss 5 minutes of their playtime.
- If there is an incident at lunchtime the pupil will be given a red slip by the midday supervisors and will be moved straight to the red circle.
- If a pupil continues to behave inappropriately then they will be sent to another classroom.
- Serious matters will be discussed with the Assistant Head or Deputy Head.
- Extreme cases will be discussed with the Headteacher.
- Extreme behaviour can also result in internal exclusion (out of school) for a period of time
- All pupils will begin the day on the green circle.

### **KS1 ASD Class: Sapphire Class**

- First warning, reminding them of the class rules using simple language or a symbol.
- Child given time to process information (this may need to be up to a minute and no more language should be used in this time - just repeating original language if necessary)
- Second warning reminding them of thinking chair consequence
- If behaviour continues child is taken to thinking chair. Clearly shown again with symbols why they are there and shown a timer (1 or 2 minutes) to measure their time there. The child's name is moved to red circle on the way to thinking chair.
- Once the child has improved their behaviour or completed the task that was requested they are moved back to green.
- If behaviour continues and becomes of concern, it is reported on behaviour watch using STAR: Setting, Triggers, Action, Result. This allows patterns of behaviour to be analysed so things are put in place to help adapt the behaviour.
- Parents are informed if behaviour of concern continues.
- All pupils begin the day on the green circle

### **KS2 ASD Class: Emerald Class**

Individual needs of each child are taken into consideration when applying this policy. This may lead to adapted approaches to behaviour management. These are detailed in each child's individual behaviour plan which are displayed in the classroom.

All pupils begin the day on Sunny and Cloudy.

Moving up

- Good work or behaviour means that pupils move up to Sunny
- Continued good behaviour moves them up to the Rainbow and they receive 2 team points
- Moving up to the Stars is rewarded with a sticker from the Deputy Head/Headteacher and a post card home.

Moving down

- If pupils are given 3 verbal warnings for behaviour they move down to the Clouds. Pupils are reminded of consequences of continued inappropriate behaviour
- Further inappropriate behaviour leads to them moving down to Rainy - pupils then sit in the thinking space for 5 minutes reflection
- If they are then moved down to Stormy they will need to go to see SLT and a phone call is made home

**Appendix C:**

**KNOLLMEAD PRIMARY SCHOOL - PHYSICAL RESTRAINT RECORD**

Name	Class:	
Date:	Time:	Place:
Other pupils involved:		
Other pupils who witnessed the incident:		
Incident:		

What force was used?
Why was force used?
What did you do to avoid using force?

Were there any injuries to:
Yourself?
Pupils?
Was medical attention received?

What follow up action was taken?
Parents informed?
Meeting arranged?