

Pupil Behaviour and Conduct Policy

Syresham St James Primary School seeks to create an environment that reflects our Christian ethos, providing safe, happy and challenging working conditions for all members of the school. This environment is exemplified by our school values to promote respect, generosity, courage, love, fairness and forgiveness. **This policy applies to all members of the Syresham St James School and nursery community** and should be read in conjunction with the School's **Child Protection Policy**.

The Aim of our Behaviour and Conduct Policy

By setting high standards of expected behaviour, as a whole school community we shall endeavour to:

- promote positive, thoughtful and caring patterns of behaviour
- foster discipline and mutual respect between learners and their peers, and between staff and learners
- provide a consistent approach to behaviour management; outlining how learners are expected to behave
- develop children's ability to self-regulate their own behaviours and emotions
- maximise the effectiveness of teaching and learning through the establishment of a purposeful working atmosphere
- provide role models of good behaviour with an emphasis on politeness;
- encourage pupils to be responsible and aware of the effect of their behaviour on others;
- seek to ensure the safety and well-being of the whole school community, within which everyone feels safe
- define what we consider to be unacceptable behaviour, including bullying;
- outline our system of rewards and sanctions
- support learners whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

Roles and Responsibilities

All members of Syresham Primary School and Nursery community are expected to follow this policy and treat one another with dignity, kindness and respect.

The Governing Body

Governors will work with the headteacher and staff to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending the school.

- Governors will monitor and evaluate the impact of the policy
- Governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Headteacher
- The Headteacher and teaching staff will update the policy with any relevant changes
- The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently

Staff

All staff will:

- Outline the policy to all learners and parents to ensure that the school's expectations are clear to all learners and parents
- Support the development of Syresham School Values and class rules that are written annually
- Use this policy fairly and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable learners may face
- Make reasonable adjustments for disabled learners as required
- Promote a teaching and learning ethos which encourages all learners to attend and participate in lessons whatever their level of ability or need
- Model positive behaviour
- Support children to develop their own self-regulation techniques
- Record incidents of poor behaviour and any given sanctions on My Concern
- Provide praise, rewards and reinforce positive behaviour
- Deal with incidents of poor behaviour quickly and effectively
- Ensure any disruptive behaviour does not jeopardised the learning of others
- Recognise that there may be contributory factors which affect a learner's behaviour and respond according to individual need
- Identify learners who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve behaviour and provide support
- Contact parents if there are concerns about child's behaviour
- Communicate with parents if a child's behaviour has required the use of a sanction in school. In person or via seesaw messaging
- Work with the headteacher to the develop the behaviour policy
- Engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice
- Contact parents if physical intervention has to be used. Parent/guardians will be fully informed of the circumstances and the intervention used

Parents

We encourage and value the close relationship with parents, who play an important role in ensuring good behaviour from their children. We ask parents to:

- Support the school in the application and enforcement of this policy.
- Work with the school to inform them of any changes of behaviour or challenging behaviour shown at home.
- Ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped.
- Work with the school in support of their child's learning.
- Attend parent meetings to support their child's progress.
- Support their child in homework and other set home learning.
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and when attend a reintegration interview at the school with their child.

Learners

Learners are expected to have a positive attitude towards their learning and maintain high levels of behaviour during their time in school and nursery. Learners have a responsibility to:

- Behave in an orderly and self-controlled way
 - Show respect to everyone: members of staff, visitors and each other
 - In class, make it possible for all pupils to learn
 - Move quietly around the school
 - Treat the school buildings and any school or personal property with respect
 - Accept sanctions when given
 - Refrain from behaving in a way that brings the school into disrepute, including when outside school
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- Bring books, spelling books, drinks, snacks/lunch and any other necessary equipment needed during the school day.
 - Keep your appearance smart and tidy, and wear specified uniform as set out in the school's uniform policy.
 - Not use rude, derogatory, racist or defamatory language.
 - Not bully, belittle, or intentionally harm other learners or staff.
 - Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
 - Always walk quietly through hallways and corridors, do not shout out during lessons.
 - Complete home learning on time and to the very best of your ability.
 - Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
 - Take care of school equipment.
 - Follow staff instructions.

Promoting Good Behaviour/ Rewards

As a school we focus highly on the positive behaviour of children in school and nursery. We promote and celebrate positive behaviour as detailed below:

- House points
- Sending pupils to another teacher/headteacher
- Praise communicated to parents/community.
- Praise in School Celebration Assemblies
- Wall displays that value a child's best efforts
- Leavers Assembly

Sanctions

Where a learner's conduct falls below the standard which could reasonably be expected of them the school will impose sanctions. All sanctions will be reasonable and proportionate to the circumstances and context of the incident and individual case. Due consideration will be given to the learner's age, any special educational needs or disability and any religious requirements.

The particular level of sanction will depend on the severity and regularity of the behaviour. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include the following and a summary of likely actions in a given scenario is shown below this list:

- Restorative conversation with the learners
- missing break time
- requiring a written apology
- confiscation of a learner's property
- extra work or repeating unsatisfactory work until it meets the required standard
- loss of privileges – for instance the loss of a responsibility or not being able to participate
- removal from a class or groups
- internal suspension
- education off-site for a designated period
- fixed term suspension or permanent exclusion

SEND Support

Personalised Plans will be used for children with SEND who display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the SEND policy for more information.

The Use of Physical Intervention with Pupils

Occasions arise when the safety of a child or other children requires direct physical intervention by adults. In such cases the school's Physical Interventions policy procedure will be followed and incidents will be monitored and recorded.

Incidents of physical restraint must:

- Always be used as a last resort and after de-escalation (Team-Teach) strategies.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the 'bound and numbered' book, reported to parents and added to My Concern (

Please see Physical Restraint Policy.

Peer on Peer Abuse

The school provides an environment in which children and staff show respect for one another. Poor behaviour, violence and harassment of any kind will not be tolerated. We support children to have a good understanding of consent and healthy relationships and provide immediate support for victims of abuse.

Racial and Sexual Harassment

It is our policy at Syresham St. James to strongly oppose any harassment or discrimination of individuals or groups based upon their colour, race, nationality, ethnic origins or gender. Any incidents of harassment or discrimination will be taken seriously with the equal opportunities policy followed.

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all learners and staff and this includes protection from bullying. *The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy.* Bullying is defined as the repetitive, intentional harming of one

person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

The school wants to make sure that all learners feel safe and are accepted in the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and learners. The school practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the school's curriculum, through the active development of learners' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to learners what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. If an allegation of bullying does come up, the school will:

- investigate as quickly as possible to establish the facts
- record and report the incident
- provide support and reassurance to the victim
- make it clear that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
Restorative conversation
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether exclusion is appropriate in light of the circumstances.

Investigating Incidents and Record Keeping

Initial investigations of minor behaviour incidences may be carried out by a member of staff/teacher on their own. Incidents which require further investigation or initial investigations of more serious offences will be carried out by the Headteacher.

Learners who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response.

When more than one learner is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

If there is a possibility that the welfare of others may be compromised by a learner remaining in school, then as a neutral act the learner may receive a fixed term exclusion.

Parents will be contacted by school to share incidences that have taken place in school.

If the police should wish to question the learner, the school will contact the parents and ensure that a responsible adult is present at all times.

All serious behavioural incidences will be recorded on My Concern.

Complaints

If parents have concerns over the application and implementation of this policy, they should raise the concern with the Headteacher. Any complaints should also be made to the Headteacher in accordance with the complaints policy. If the concern relates to an exclusion, the statutory procedure in the exclusion policy will be followed.