



Surrey Hills All Saints Behaviour Policy

Responsible: Headteacher

Reviewed: May 2023

Next Review:

May 2024

Rationale

At Surrey Hills All Saints we aim to provide an environment where all stakeholders in our school community treat each other with mutual respect, within the Christian framework and values of our school. All behaviours are drawn back to our school values which are:

- Love**-Show love for ourselves and each other
- Believe**-Have confidence in ourselves and in those around us
- Respect**-Demonstrate respect for everybody and everything
- Aspire**-To challenge ourselves, do our very best and work hard
- Achieve**-To reach our full potential
- Hope**-To make everyday a better one and envision the future

Our key behaviour principles:

- We believe that everyone is responsible for their own behaviour and that for every choice we make there is a consequence.
- We believe that everyone should be treated in a clear, consistent and fair manner.
- We believe that all pupils should be given opportunities to repair their mistakes and have the opportunity for reconciliation.

In order to achieve this, we work to create a positive learning environment within the school that ensures that our approach to behaviour management and discipline is consistent and fully supported by all the school staff, pupils and parents.

We also promote positive behaviour through our Personal, Health Social and Cultural Education (PSHE) curriculum, which develops the emotional health of our pupils. All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be fair, honest, polite, respectful and considerate.

We believe that a behaviour policy is only effective if:

- A positive approach is taken
- It is implemented consistently
- It is delivered with the full support and understanding of children, parents, teachers and support staff
- The system of rewards and sanctions/consequences is clearly defined and understood by all

Surrey Hills All Saints philosophy

We believe that the **PIP RIP** approach to behaviour management is essential. This is 'praise in public, reprimand in private'. It is important to maintain a child's dignity when they have made the wrong behaviour choice, so that they are not disciplined in front of their peers. It is equally important for all children to know that their positive choices are celebrated and for them to have a sense of pride in their behaviour. There may be occasions when immediate warnings are required in order to keep the child or other children safe and to ensure children are adhering to staff rules.

Encouraging positive behaviour

We believe in promoting a Christian, caring and loving attitude in our school. We work with all children to support them in making positive and appropriate choices about their behaviour.

All staff will provide positive feedback for all children and reinforce positive behaviour.

This can be achieved by:

- Verbal praise, smiles
- Individual, group and class reward systems including House Points and the Good to be Green system.
- Sharing work and positive behaviour with other adults and children
- Staff can send children to a colleague for praise.
- Class of the Week declared in Celebration Assembly each Friday.

The school's approach to undesirable behaviour

As a staff body we will always work hard to avoid a situation in which we need to impose sanctions. We believe in using a variety of behaviour management strategies which focus on encouraging positive behaviour. Each child will have viewed and signed the school promise (Appendix A) at the beginning of each year, which is an important aspect of everyday life at Surrey Hills All Saints. However, for children who choose not to follow the behaviour guidelines or school promise, sanctions will apply. Sanctions will be applied in a firm but sensitive manner; there is no place for sarcasm or humiliation within our school. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation. Issues will be addressed as soon as possible whilst memories are fresh and evidence available. However, there may be situations when a cooling down period may be advisable as we acknowledge that no child will take on board strategies when they are still emotional.

If possible, discussions will follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum.

Consequences will be appropriate both in terms of frequency and severity. Staff will use their own professional judgements about the appropriateness of consequences matched to the child's misbehaviour.

The School's response to poor behaviour/sanctions

It is primarily the responsibility of each class teacher to set and insist upon appropriate standards of behaviour in his/her classroom and whilst on duty around the school and to deal with minor breaches of The School Promise. This will result in a lunchtime or break time reflection meeting. Please see Appendix B for further details.

For more serious or recurrent behavioural issues, the process of referral should be as follows:

- Teacher
- Assistant Head teacher
- Headteacher

When making a referral to a colleague, it is important that key information is passed directly to that person.

It is equally important that a record is kept of incidents where a referral has been made, together with any sanctions applied. Incidents will be recorded on CPOMS.

Parents should be informed of any misdemeanours; please see 'Thresholds for communicating poor behaviour to parents' (Appendix C)

Guidance in sorting out problems in behaviour

- Through discussion, children should be encouraged to understand and take responsibility for their actions and to appreciate the consequences of this for themselves and others
- They need to apologise, either verbally or in writing to anyone adversely affected by their words/actions
- They may need to write an account of what happened
- They will need to agree how they will behave differently in the future to avoid a repetition of the incident

Possible Sanctions/Consequences of poor behaviour

- A lunchtime reflection of up to a maximum of 30 minutes depending on the behaviour.
- Lose some/all of their break time; this will be supervised
- Have their position in class changed to prevent recurrence and remove possibilities to repeat the poor behaviour
- Be separated from others for a specific period
- Be removed to another classroom for a period of time
- Community service of some description e.g. litter picking/other 'jobs'

For some children whose behaviour choices are repeatedly poor, a behaviour plan will be put in place. This will be shared with and signed by both the pupils and parents as well as staff, closely monitored and reviewed at regular intervals of no longer than three weeks

For extreme cases, these additional sanctions will be considered by the Headteacher:

- Payment for damage caused
- Exclusion during lunchtime
- Internal inclusion i.e. pupil required to work away from his/her class under the supervision of a senior leader for a fixed period
- Suspension - see Appendix D
- Permanent exclusion - see Appendix D

Suspensions and Permanent Exclusion

See Appendix D and refer to DfE guidance: <https://www.gov.uk/government/publications/school-exclusion>

Behaviour outside school

When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos.

Before setting out on a trip, in addition to making pupils aware of risk assessments in place, they should be reminded to:

- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

Any behaviour choices made outside of school which affect the welfare of other pupils or which bring the school's reputation into disrepute will be investigated and appropriate actions taken including the involvement of external agencies or the police.

Special Educational Needs and disabilities

Some children have particular emotional and behavioural needs that require assessment and programmes of support. Assessment of these needs and any provision will require the involvement of the school's Inclusion lead, parents and possibly other agencies. Children with SEND will be included in all aspects of school life and we will take into account any particular needs they may have when applying this policy.

Monitoring and Evaluating

We will regularly monitor our behaviour system for rules /rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Number of pupils sent to the Headteacher or other members of SLT
- Number of individual behaviour plans set up in school

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

The use of restraint (reasonable force)

What is reasonable force?

- 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.
- 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.
- "Reasonable" means using no more force than is needed.
- 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.
- 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.
- 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 head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In a school, force is used for two main purposes-to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

There is a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Force cannot be used as a punishment-**it is always unlawful to use force as a punishment**

Using Force

Staff should not act in a way that could be expected to cause injury. If any pupil is restrained the Headteacher should be advised immediately. The incident should be recorded as soon as possible stating time, circumstances, duration, hold used, injuries, witnesses and any further actions or events. The incident should be followed up with time for the adult and child to talk about the situation. Parents will be informed that it has been necessary to restrain their child. Lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact other than reasonable force, with a pupil is proper and necessary. For example:

- holding the hand of the child when going to assembly or when walking together around the school or on a trip outside of school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate how to complete outdoor learning skills or design and technology skills
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid

Appendix A



Surrey Hills All Saints Behaviour Promise

- ❖ Be kind to one another-to not hurt anyone with my words or actions
- ❖ Be respectful of our school- to look after school property
- ❖ Be an active learner – to always try my best, participating in class discussions and activities and not stopping anyone else from learning
- ❖ Be ready to learn- to have the right equipment, listen to my teacher and others
- ❖ Be helpful and supportive- to everyone in our school, not just my friends
- ❖ Persevere – to keep going even when things get tough
- ❖ Be brave – to be prepared to ask questions and ask for advice
- ❖ Be honest
- ❖ Be the best that I can be in all that I do

Name of Pupil_____

Pupil signature_____

Class_____

Parent signature_____

Date_____

Appendix B

SCHOOL REFLECTION

The school operates a reflection meeting for all pupils. Time for reflection is given for the following reasons: not following instructions when asked; not following known school rules (School Promise) or classroom rules; being rude to a member of staff or another pupil (swearing); pushing/kicking/hitting another pupil and other.

Reflection meetings can be given for up to a maximum of 30 minutes for any of the reasons stated above. If a child has been physically aggressive, they will be sent to a member of the SLT and their parents will be contacted.

It is clear that some types of behaviour are more serious than others and therefore should have a more significant consequence. For example, repeated physical or disruptive behaviour may lead to an internal exclusion, which will involve the child working with a member of the MLT/SLT for either half of the day or a day.

Behaviour charts/plans

If a pupil is making poor behaviour choices frequently (see thresholds), then they will have a behaviour plan drawn up in consultation with the child's parents. A clear outline of why the plan has been introduced, how it will work, the targets that have been set, how long the plan will be in place and reviewed and how the class teacher will communicate with parents. Plans should be in place for no more than 3 weeks without a review.

Appendix C

Thresholds for communicating poor or concerning behaviour to parents

Rationale -

- We want to work in partnership with parents
- We are aware that not all minor concerns need to be shared but it is important to have a shared understanding of when and how the school will share information.

Thresholds for contact with parents:

Pupil choice of behaviour	School response	Contact with parents	Frequency of incidents
Hitting/kicking/pushing - use of physical contact with any other pupil Swearing	Reported to class teacher, Year Leader and where appropriate member of SLT and reflection time meeting given Immediate consequence – loss of playtime, written apology to pupil Incident reported to parents -	Yes	Once a pupil has more than one incident within a half term then it is important to have a meeting with parents about behaviour and consider a behaviour plan - if it is decided not to implement a behaviour plan then it must be recorded why this has not been activated.
Refusal to follow instructions	Reported to class teacher and reflection time meeting given Immediate consequence – loss of playtime,	Reported if this becomes a regular occurrence	Once a pupil has several incidents within a half term then it is important to have a meeting with parents about behaviour and consider a behaviour plan - if it is decided not to implement a behaviour plan then it must be recorded why this has not been activated.
Repeating actions which go against school guidelines or e.g. being late for lunch; going into areas which are banned;	Reported to class teacher and reflection meeting given Immediate consequence – loss of playtime.	Reported at parent consultations unless actions are considered dangerous.	

Appendix D

Suspensions and Exclusion

1. Aims of this appendix

- To ensure the suspension/ exclusion process is applied fairly and consistently
- To ensure that the process is understood by the local committee, staff, parents and pupils

2. Legislation and statutory guidance

- This appendix is based on the on the statutory guidance from the Department for Education: Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. <https://www.gov.uk/government/publications/school-exclusion> and all procedures with follow these guidelines.

3. The decision to suspend/ exclude

Only the Headteacher or in their absence the Assistant Headteacher can suspend a pupil from school for a fixed term. A decision to permanently exclude a pupil will be taken as a last resort and can only be carried out by the Headteacher following national and academy guidelines.

A decision to suspend a pupil will be taken only:

- In response to a serious or persistent breach of the school's behaviour policy or Drug and Alcohol policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend/ exclude a pupil, either permanently or for a fixed term the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incidents leading up to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs.

4. Definitions

For the purposes of suspension, the school day is defined as any day on which there is a school session. Therefore, an INSET or staff training day does not count as a school day.

5. Informing Parents

The Headteacher will immediately provide the following information, in writing, to the parents of an suspended pupil:

- The reasons for suspension
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.
- Information for parents about their right to make representation to the local committee and how the pupil might be involved in this
- The legalities and statutory guidance surrounding suspension
- The procedure when a child returns to school

The Headteacher is responsible for notifying the Trust, local committee and LA in the case of permanent exclusion as soon as possible.

6. Returning from a suspension

Following a suspension, a re-integration meeting will be held involving Headteacher, or Assistant Headteacher or member of SLT and parents. Other members of staff may be present if appropriate.