



## SOMPTING ABBOTTS SCHOOL

### BEHAVIOUR POLICY Main school (Years 3-8)

This policy has been written in compliance with the guidelines contained in the DfE Guidance 'Behaviour and Discipline in Schools (2016)'. The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable judgements are made for these pupils.

#### **OUR BEHAVIOUR POLICY EXPLICITLY REJECTS THE USE OF CORPORAL PUNISHMENT.**

#### **Rationale**

The aim of discipline should be to guide children towards a set of values based on Christian principles and British Values and, in particular, to encourage the school's core values of:

- Respect
- Kindness
- Honesty
- Trust
- Perseverance
- Tolerance.

Effective behaviour management is essential to the smooth running of a school, and in the creation of an environment where everyone's rights are respected and their responsibilities understood. This policy indicates the philosophy and the structures which will support that process in our school. Every Child Matters has underpinned the development of this policy whose aims are:

1. To be healthy
2. To stay safe
3. To enjoy and achieve
4. To make a positive contribution
5. To achieve well-being.

We aim to provide a behaviour management system which contributes to enabling effective learning in the classroom, the quality of life in school and the functioning of the school as an orderly community which promotes well-being for all. We aim for children to sense the need for, and develop self-discipline and respect for others.

## **Objectives**

1. To enhance the development of positive relationships between children, parents, teachers and other members of the school community. All individuals are to be valued and treated with respect so that a sense of well-being can flourish
2. To communicate clearly the rights and responsibilities of children, parents and school staff and to ensure these are honoured.
3. To provide a physical and emotional environment for learning and teaching which is safe, secure and appropriate for all children in the school.
4. To implement the school's policy and procedures in a fair, logical and consistent way.
5. To allow colleagues to teach our behaviour positively in subjects such as PSCHEE, IT, Humanities and Science subjects, PE, and behaviour modelling shown by staff.
6. This policy pays heed to the following policy documents:  
  
Anti-Bullying & Cyber-Bullying Policy, Safeguarding Policy, Online Safety Policy, Acceptable Use Policy
7. This policy is reviewed at staff meetings where the due date is indicated on the footer, or before if required.

## Organisation

This policy has several key sections.

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## 1 Rights

### Children

- All have a right to work, play and learn in a friendly, safe and helpful school.

### Staff

- All have a right to work in a friendly, safe and supportive school.

### Parents

- All have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

## 2 Responsibilities

We all need to care about ourselves, other children, parents, staff, belongings, our school and equipment. Here are some examples of responsibilities:

to listen	to discuss
to be honest	to share equipment
to help	to co-operate
to look after each other	to encourage
to try to understand each other	to be polite
to try our best	to make time for others
to respect others	to help others understand
to work and play safely	to help others belong
to share attention	to ask for help
to try and work out problems in a fair manner	to be on time
to ask for opinions and ideas	to have a go!

### 3 Supportive Action

#### Behaviour Management in Practice

All teachers will clarify the common rights, rules and responsibilities at the classroom level. This is part of the PSCHEE programme at the beginning of the Autumn term. Classes can draw up their own charter to express their understanding of the principles of the school policy. Any particular points can be reinforced through Form Teacher Time or PSCHEE lessons in response to events or incidents with individuals as is appropriate.

It is important to minimise unnecessary confrontation when managing children. It is important to explore the causes of behaviour and whether the causes can be addressed.

Teachers need to be proactive where there is a behaviour problem in order to promote a sense of security and justice. It is important to use *positive* corrective practice wherever possible when dealing with undesirable behaviour

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. DfE *Behaviour and Discipline in schools (2014)*

#### Supporting and Encouraging Positive Behaviour

We aim to build a climate within school that encourages responsibility and cooperation. We can do this by actively promoting, teaching and supporting positive behaviour in the following ways.

- Building a positive working environment in the classroom.
- Building positive informal relationships in all school activities
- Acknowledging children when they are behaving responsibly, well, positively, thoughtfully etc. through public acknowledgements, such as our Good Marks house points on house charts in form rooms, Integrity Cup awarding.
- Gearing the curriculum and the learning environment for maximum success in a wide range of academic and non - academic activities to enhance a sense of well-being.
- Give regular encouragement and feedback.

## 4 Communication

The Home School Agreement will be sent to all existing and new parents and is published on our website. Sompting Abbotts behaviour expectations are also made clear via our School Prospectus. This is also available on our website.

### **Contact with Parents**

Parents will be informed:

- if their child is persistently disrupting the learning of other children
- if their child engages in high-level dangerous movement
- if their child engages in repeated rudeness
- if their child swears repeatedly
- if their child engages in theft
- if their child shows violent behaviour or is involved in violent behaviour

### **Behaviour and Consequence Sheet**

As a result of their behaviour, the child may be referred to the Headteacher who will get him / her to fill in a Behaviour and Consequence Sheet.

Staff issuing a sanction must record on a Behaviour and Consequence sheet and file.

In the case of a child who has difficulty with writing, the member of staff will ask the questions and record the answers. The behaviour sheet will be retained in the child's record file.

It is important for the development of children that they are aware of the consequences of their behaviour both for themselves and of the impact it can have on others.

### **Behaviour Contract**

Such a contract is a way of formalising an agreement about responsible and desired behaviour on a one to one basis between teacher and child. It should be simple, clear, achievable and written in a style appropriate to the child`s age and development. A Behaviour Contract may be started if a concern over behaviour arises.

### **Daily Behaviour Report Card**

The Headteacher may decide to give the child a Daily Behaviour Report card. This is a means of encouraging the child to exhibit positive and responsible behaviour over a period of time. Each report lasts for five days. Points are awarded each day depending on the pupil`s behaviour. A meeting is held initially with the child concerned to decide on the points target for the five days. Each day a copy of the report is sent home to the pupil`s parents to be signed. If the target is reached, appropriate comments and feedback are provided. If the target is not reached, another report is begun.

### **Temporary and Permanent Exclusion.**

If the child continually and seriously violates the rules and shows no sign of wanting to change, if reports from outside agencies suggest a specialist environment might be more beneficial to the child and all supportive measures have been tried without success over an extensive period of time then. after discussion with the parents, the Headteacher may decide to exclude him / her either temporarily or permanently

## **5 5.1 Rules Main School**

To help protect our rights and to encourage us to be responsible, we have basic rules for our behaviour at school.

- No disruption of learning
- No unsafe movement
- No rudeness, no discriminatory language
- No swearing
- Respect others' belongings
- Use IT responsibly
- No violence

## **5.2 Consequences**

Outlined on the next pages are the actions that will be taken in consequence to certain types of behaviour displayed by a child.

- Classroom disruption (low-level progressing to high-level)
- Unsafe movement (low-level progressing to high-level)
- Rudeness, repeated rudeness and racism and discriminatory language
- Swearing
- Moving people's belongings without permission (low-level progressing to high-level)



- Theft
- The Misuse of IT (low-level progressing to high-level)
- Violent Behaviour (single incident progressing to several)

Form Teachers and staff will reinforce these measures in lessons and in form time.

The school staff and our Learning Support Team have worked with the school's SLT (Senior Leadership Team) to create the application grid.

Please note that a glossary follows the grid, as well as links to other policies and differentiated provisions relating to SEND and the setting of break detentions.

These measures have been adopted to be fair, to continue to set high standards in behaviour and to safeguard children's well-being

### **Links to other policies**

The school's Anti-Bullying Policy can be found here:

[www.somptingabbotts.com/school-policies](http://www.somptingabbotts.com/school-policies)

The school's Online Safety Policy can be found here:

[www.somptingabbotts.com/school-policies](http://www.somptingabbotts.com/school-policies)

A child-friendly grid for children to read and work with will also be placed in classrooms and is found in the appendices at the end of the policy



### BEHAVIOUR POLICY COLOUR-CODED APPLICATION SHEET

Gradated levels	Examples of behaviour	Consequence
<b>Low level classroom disruption</b>	Calling out, talking over the teacher. Moving around the room.	Positive reminders, verbal warning. Explain the child is reaching threshold-record on incident log when persistent.
<b>Persistent low level classroom disruption</b>	See above	Headmaster informed. Referral to LST for potential SEND discussion. Parent communication by report, email or face/face meeting.
<b>High level classroom disruption</b>	Not working, not compliant, refusals, disrupting others' learning.	Sent to the library with learning and with a red card. Referral to LST for potential SEND discussion. Headmaster informed- staff inform SD and RK via email, SD files and records. Parents' meeting with SD and any relevant staff in order to create a support plan.
<b>Unsafe Movement</b>	Running in corridors, being in out of bounds areas, careless use of school drive	Verbal warning from teacher. Reaffirm correct action. Teacher records on Incident Log and informs form teacher, form teacher discusses with child.
<b>Repeated Unsafe Movement</b>	As above	Stay by the teacher at breaktime for designated time depending on the incident.
<b>High Level Unsafe Movement</b>	Walking off out of a Games lesson (also break times, including coming inside school) and not informing staff.	Headmaster informed- staff inform SD and RK via email, SD files and records. Parents' meeting with SD and any relevant staff in order to create a support plan.
<b>Rudeness</b>	Aggressive speech to staff or pupils.	1 verbal warning with discussion

<b>Repeated rudeness</b>	As above	Sent to the library and Head informed. Discussion with the Headmaster. Parents informed.
<b>Racism and discriminatory language</b> <ul style="list-style-type: none"> <li>● Racist terms used</li> <li>● Sexist terms used</li> <li>● Homophobic terms used</li> </ul>	Racist or sexist terminology used by pupil.	Zero tolerance. Sent to the library. Discussion with the Headmaster. Parents informed and meeting arranged to create a plan and/or agreement for conduct monitoring.
<b>Swearing</b>	Profanities uttered.	Break Detention. <b><i>[Break Detentions must be emailed to SD.]</i></b>
<b>Repeated swearing</b>	As above	As above. Behaviour contract agreed with pupil and staff dealing. Head informed and Parents informed..
<b>Moving people's belongings without permission</b>	With intention to upset another student.	Teacher gives a verbal warning. Teacher records on Incident Log.
<b>Repeated moving people's belongings without permission</b>	As above	Referral to Head and to LST for potential SEND discussion.
<b>Theft</b>	Minor theft: tuck, stationery, kit  Major theft: watches, money	Zero tolerance. Referral to Head. Head records theft in file. Parents called in for a meeting. 1 day internal exclusion.
<b>Misuse of IT</b>	Using Chromebook for another purpose that the teacher has not agreed to.	Verbal warning and referral to Acceptable Use Policy. Recorded on Incident Log.
<b>Repeated Misuse of IT</b>	As above	Ban from using network in school for 1 week
<b>Misuse of IT (profanity)</b>	Emailing another student with a profanity.	Break Detention. <b><i>[Break Detentions must be emailed to SD.]</i></b>
<b>Violent Behaviour (1)</b>	punching, hitting and kicking	Zero tolerance. Break Detention. Staff contact parents of

NB If 1st offence is an extremely violent act, say punched in face, badly hurt, at discretion of Headteacher, may be moved up.		both children immediately. Head informed. Recorded on Incident Log
<b>Repeated Violent Behaviour (2)</b>	As above	Behaviour report card for 1 week issued. Staff contact the parents of both children immediately. Head informed. Head discusses training/behaviour management with parents and instigates.
<b>Repeated Violent Behaviour (3)</b>	As above	Internal suspension (1 day)
<b>Repeated Violent Behaviour (4)</b>	As above	External Suspension (1 day)
<b>Repeated Violent Behaviour (5)</b>	As above	Home Exclusion (1 week suspension)
<b>Repeated Violent Behaviour (6)</b>	As above	Expulsion

Glossary:

**LST** - Learning Support Teacher

**SEND** - *Special Educational Needs*

**NB - USE OF BREAK DETENTIONS: ONLY FOR THE SPECIFIED BEHAVIOURS. ANY TEACHERS WISHING TO GIVE A BREAK DETENTION FOR ANOTHER REASON MUST DISCUSS WITH SD BEFORE DOING SO.**

**Notes for children on the SEND register:**

**1. Break detention- 10 minute run around then inside for the detention.**

**2. Misuse of IT- LS department can supply personalised recording solutions as may be different for each child- to include graphic organisers / buddy writer or teacher scribing, etc**

**A summary for parents:**

**Rights**

At Sompting Abbotts every child has the right to work, play and learn in a friendly, safe and helpful school.

At Sompting Abbotts all parents have a right to feel welcome and to know that children work, play and learn in a friendly, safe and helpful school.

At Sompting Abbotts all staff have a right to expect cooperation and support from parents and children.

**Responsibilities**

We all need to care about ourselves, other children, parents, staff, belongings, our school and equipment. Here are some examples of responsibilities:

- |                         |                          |
|-------------------------|--------------------------|
| to listen               | to be honest             |
| to help                 | to look after each other |
| to be polite            | to be on time            |
| to share equipment      | to co-operate            |
| to help others          | to respect others        |
| to work and play safely | to encourage             |

**Rules**

- No disruption of learning
- No unsafe movement
- No rudeness, no discriminatory language
- No swearing
- Respect others' belongings
- Use IT responsibly
- No violence

## **APPENDIX B**

### **If things go wrong**

One of the great strengths of Sompting Abbotts has been the consistently high standard of behaviour of the children.

But nobody is perfect and an important part of learning is trial and error.

Everybody makes mistakes and not everything that happens in school is passed on to parents as children need the opportunity to learn from their mistakes by themselves. However, if mistakes become a habit and, despite the normal guidance from staff, rules are not kept to, then teachers will talk to parents.

So that children can learn from what has gone wrong, there are Behaviour and Consequences Sheets. Understanding that actions have consequences and accepting responsibility is an essential part of growing up. These sheets remind children about what the results of their behaviour have been for themselves and, if appropriate, for others. This is to encourage them to think about what they do and help them make better choices in future.

In most cases this will be enough to make pupils think about what they have done and change their behaviour. But it might be helpful in some cases to have the clarity of a Behaviour Contract. This is a promise not to repeat the action or behaviour which has caused problems.

Occasionally, if this is not enough and a pupil needs further support with behaviour, then after a meeting with staff and parents/carers, pupils might have might be put on a Behaviour Report Card. This means that children have a target number of points for behaviour for each day.

The points target is set to be a realistic aim, e.g., if a child has a particular learning need which involves impulsivity, this will be taken into consideration. The number of points they are awarded will be noted on the card by teachers and the card will be seen and signed by parents/carers every day so that they can see how well the child is doing. If children don't reach their target, they may have to have a Behaviour Report Card for another week.

In the extremely rare case that none of these measures have the desired effect and there remain serious concerns about the impact that behaviour has on the child's or other's learning or safety, then the Headteacher may suspend the child for a limited period of time. In the event that all the school's measures have not brought about an acceptable standard of behaviour, the Headmaster may recommend that parents/carers seek an alternative school which better meets the particular needs of the child.

S Douch November 2020

**APPENDIX C      Behaviour and Consequence Sheet**



Sompting Abbots Behaviour and Consequences Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Reminder of rule/expectation	What you did	Consequence for others	<i>Consequence for you</i>

Pupil name



**Sompting Abbotts Behaviour Contract**

You have used swearing in school repeatedly. You were instructed firmly not to do this again yet you did swear again in school to...

I am setting out a Behaviour Contract with you where you will agree to stop using foul and unacceptable language in school.

Mr. Douch will be informed and your parents will be too.

If you continue to use swearing in school, you and your parents will meet with Mr. Douch and I to agree further measures to control your behaviour.

I promise not to use foul language in school

Signed \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_



**APPENDIX E**

**Sompting Abbotts Daily Behaviour Report**

Name \_\_\_\_\_ Dates \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Target					
Period 1					
Period 2					
Period 3					
Break					
Period 4					
Period 5					
Lunch					
Period 6					
Period 7					
Period 8					
Period 9					
Period 10					
Total					
Parent Signature					

For each day aim to achieve a minimum total of 9 ticks for achieving target. You can do it: keep at it.



**BEHAVIOUR POLICY COLOUR-CODED APPLICATION SHEET**

	Low Level	Continuing	(Repeated) Serious
<b>Classroom disruption</b> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Talking over teacher</li> <li>• Moving around room</li> </ul>	Verbal Warning	Headmaster informed. Parents informed.	Red Card - sent to library with work Headmaster informed. Parent's meeting with headmaster.
<b>Unsafe Movement</b> <ul style="list-style-type: none"> <li>• Running in corridors</li> <li>• Being out of bounds</li> <li>• Unsafe on school drive</li> </ul>	Verbal Warning Recorded on incident log Form tutor informed.	Stay with duty teacher for breaktime.	Headmaster informed Parent's meeting with headmaster.
<b>Rudeness</b> <ul style="list-style-type: none"> <li>• Aggressive speech to staff or pupils</li> </ul>	Verbal Warning Recorded on incident log	Recorded on incident log Form tutor informed.	Red card - sent to library Headmaster informed. Parent's informed.
<b>Racism and discriminatory Language</b> <ul style="list-style-type: none"> <li>• Racist terms used</li> <li>• Sexist terms used</li> <li>• Homophobic terms used</li> </ul>	Zero tolerance.	Zero tolerance.	Zero tolerance. Sent to the library. Discussion with the Headmaster. Parents informed and meeting arranged

<b>Swearing</b> • <b>Using rude words</b>	Break detention	Break detention Parents informed	Behaviour contract. Headmaster informed.
<b>Moving another's items to upset them.</b>	Verbal Warning Recorded on incident log.	Form tutor informed Recorded on incident log	Referral to Headmaster.
<b>Theft</b> Minor theft: tuck, stationery, kit Major theft: watches, money	Zero tolerance.	Zero tolerance.	Zero tolerance. Referral to Head. Head records theft in file. Parents called in for a meeting. 1 day internal exclusion.
<b>Misuse of IT</b> • <b>Using Chromebook for something other than teacher has directed</b>	Verbal Warning Reminder of Acceptable Use Policy Record on Incident Log	1 Week ban from using IT in school	
<b>Misuse of IT</b> • <b>Emailing another pupil using rude / offensive language</b>	Zero tolerance.	Zero tolerance.	Break detention Recorded with Headmaster

**NB - USE OF BREAK DETENTIONS: ONLY FOR THE SPECIFIED BEHAVIOURS. ANY TEACHERS WISHING TO GIVE A BREAK DETENTION FOR ANOTHER REASON MUST DISCUSS WITH SD BEFORE DOING SO.**

<b>Violent Behaviour (1)</b> NB If 1st offence is an extremely violent act, say punched in face, badly hurt, at discretion of Headteacher, may be moved up.	Punching, hitting and kicking	Recorded on Incident Log Head informed.	
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<b>Repeated Violent Behaviour (2)</b>	As above	Behaviour report card for 1 week issued. Staff contact parents of both children immediately. Head informed.	Head discusses training/behaviour management with parents.
<b>Repeated Violent Behaviour (3)</b>	As above	Internal suspension (1 day)	
<b>Repeated Violent Behaviour (4)</b>	As above	External Suspension (1 day)	
<b>Repeated Violent Behaviour (5)</b>	As above	Home Exclusion (1 week suspension)	
<b>Repeated Violent Behaviour (6)</b>	As above	Expulsion	