

# Tadworth Primary School



## **Behaviour Policy**

Spring 2022

# Tadworth Primary School

## Behaviour Management Policy

### Spring Term 2022

We aim for Tadworth to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults respect each other, make a positive contribution and are valued as individuals. We strive to create and maintain close partnerships between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child learns more effectively when they feel safe, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

#### **The purpose of our behaviour policy is:**

- To help us maintain a consistent approach, which supports the aims and values of the school
- To create a positive and orderly atmosphere, which supports teaching and learning
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff, especially in the delivery of rewards and sanctions
- To ensure that staff, children, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

#### **At Tadworth Primary School we...**

- use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours
- take a personal interest in the progress and welfare of every child
- expect all staff to take responsibility for promoting good behaviour at all times
- expect all staff and visitors to the school to act as positive role models
- seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child
- always take unacceptable behaviour seriously
- believe that it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- seek to identify and address any persistent difficulties
- ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach
- greet children warmly regardless of any undesirable events on the previous day
- challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background
- ensure that vulnerable children – such as those with special educational needs, physical or mental health needs or looked after children - receive sensitive and well-matched behavioural support

#### **The School Rules**

At Tadworth Primary School we have developed with the children and staff a set of rules designed for everyone to follow, which we refer to as the Golden Rules.

#### ***The Golden Rules***

- We are kind, helpful and polite to everyone
- We follow instructions the first time
- We keep our hands and feet to ourselves
- We walk quietly and sensibly around the school building
- We dress smartly and look after equipment and belongings

They are clearly displayed in every classroom. At the beginning of each school year, the classteacher and teaching assistant go over the Golden Rules with their class to ensure all children are familiar with them. Children are taught to observe others following the rules (acting as role models) and to refer to them if mistakes are made. The rules are often referred to in assembly and all staff take responsibility in ensuring that children follow them.

### **Roles and Responsibilities**

At Tadworth Primary School, we believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Staff:

- Class teachers endeavour to ensure that their children behave well at all times, following the Golden Rules, even when they are not present
- Teachers contribute to the open door (which initially will be an email or note in the homework diary) policy for parents and deal with their concerns in a timely, respectful, sympathetic and professional manner, involving the Leadership Team as appropriate
- Staff keep a record of significant incidents/log of behaviours for identified children on Integris
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in the above
- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact

Parents:

- Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important
- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of aggression or intimidation (either verbal or physical) to staff by parents of children in the school, either in person or via social media, will be reported to the Headteacher, who will take appropriate action
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher

Governors

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy
- The Governors support the Headteacher to monitor that the policy is effectively carried out

### **Tadworth Primary School – Behaviour Descriptors Grid**

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between positive praise, through the use of a range of reward systems, and sanctions to encourage good behaviour, which is clearly documented in our behaviour grid (see appendix 1).

The behaviour grid is used for guidance and every incident needs to be considered on its own merits. It considers behaviour in the classroom, around the school, on the playground and when out representing the school (e.g. on a school trip/visit; when wearing the school uniform to and from school).

In the child's end year report, a grade is reported to parents for behaviour in the classroom and behaviour around the school. Teachers use the guidance (see appendix 3) to help make their judgements.

### **Resolving problems**

Being fair is of utmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with in line with 'Restorative Approaches', which we use at Tadworth.

This means:

- Identifying what has happened
- Accepting responsibility for the harm caused
- Identifying what the impact has been on those involved (who has been affected and in what way)
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time

**Staff use the following questions to help resolve the situation:**

What happened?

What were you thinking?

How were you feeling? (enquire about their state of mind at the time)

Who else has been affected by this?

What do you need to do now, so the harm can be repaired?

This approach is used in conjunction with – not in place of – sanctions.

Though parents and children may want to know what consequence(s) another child/group of children have had in relation to an incident, this is not information that school would share.

**Bullying**

At TPS, we define bullying as – ‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’. *Safe to Learn: embedding anti bullying work in schools* (2007)

Any allegations of bullying are taken seriously and managed in accordance with the school’s Anti-Bullying Policy.

**PSHE/RSE and School Council/Anti-Bullying Partnership?**

Each class has time for PSHE(Personal, Social, Health Economic Education including Relationship and Sex Education). During these sessions, we follow the primary curriculum and Big Questions programme as well as discussing issues causing concern, the impact of the problems and how we might go about solving them. Our RSE curriculum develops an understanding of respectful relationships and teaches children what to do if they have a problem. Each class (except Reception and Year One) has a class representative on the School Council/Anti-Bullying Partnership. They meet annually to discuss school improvement issues/projects or raise matters of concern.

**Supporting children with additional needs**

Any child, at any time during their schooling, could experience a period of turbulence, which may result in unwanted behaviours. For a small number of children, they may have a specific underlying condition/need, which should be taken into account. Approaches used to support these children could include:

- Discussion with the child about their behaviours
- Personalised reward charts
- Continued involvement from and liaison with parents
- Close liaison with the Behaviour Leader/Special Educational Needs Co-ordinator (SENCo)/Deputy/Headteacher
- Time with school’s Emotional Literacy Support Assistant (ELSA)/Home School Link Worker (HSLW)
- Work suitably differentiated to match the child’s needs
- Providing additional support in liaison with the SENCo
- Involving external agencies
- Implementation of a behaviour plan and risk assessment
- Investigating options for alternative provision (dependent upon criteria, availability etc.)

Any approaches used will be reviewed regularly and adapted as necessary.

**Attendance**

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary. Attendance will be reported to all parents in the end of year report.

### **Prejudice related incidents**

Any prejudice related incidents will be taken seriously at our school. A prejudice related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity, race, sex or sexual orientation.

Prejudice related incidents will be investigated and will be recorded and logged on a 'Prejudice related incident form' (see Appendix 5). Any actions taken will be agreed with the Headteacher or another member of the school's leadership team.

### **In the Playground**

At lunchtimes and playtimes, our staff's main purpose is to keep our children safe, happy and following the Golden Rules.

- For 'unacceptable' behaviours the lunchtime staff may refer to the senior midday supervisor /Class Teacher
- If the matter is 'dangerous/severe' the child(ren) should be taken off the playground. A member of the teaching staff or Leadership Team will assess/deal with the incident
- Playleaders from Y6 get equipment out for the children to play with and encourage positive games on the playground

### **Screening and Searching**

School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. For more detailed information, see appendix 2.

### **Use of Touch & use of Restrictive Physical Intervention**

At Tadworth Primary School, we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. 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. For a very small number of children, the use of restrictive physical intervention may be needed (see 'Touch and the use of Restrictive Physical Intervention Policy'). The Headteacher and authorised staff may also search without consent for specified items that have been or could have been used to commit an offence or cause harm. See the guidance provided by the DfE (July 2013) for further information regarding the 'Use of reasonable Force'.

### **Suspensions and permanent exclusion**

In the event that, despite various strategies and support being put in place, a child is not managing to behave appropriately, they may be at risk of suspension or permanent exclusion. In this instance, the school would work closely with parents to do everything possible to try and prevent this from happening.

In most cases, suspension will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to suspend a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs, parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve their behaviour. Suspension can only be imposed by the Headteacher or in his/her absence a designated representative, normally the Deputy Headteacher. Where suspension is used, the school conforms to the Surrey CC and DfE Guidance. Details can be found at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion). If a child is suspended for a period of less than 5 days, the school will provide work – it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking. From Day 6 of a suspension, temporary alternative arrangements for schooling will be made for the child.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day for statistical purposes.

A decision to exclude a student permanently will only be taken by the Headteacher or in his/her absence a designated representative, normally the Deputy Headteacher. This decision will only be taken in response to serious or persistent breaches of the behaviour policy or where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school. In the event of a permanent exclusion, the LA will contact parents with details of the Day 6 provision.

### **Penalty Notice relating to suspension**

During a suspension, a parent has a duty to ensure that their child is not present in a public place during school hours, unless there is reasonable justification for this. A parent may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified days.

### **Behaviour beyond the school gate**

Children 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, when wearing their uniform, travelling to and from school and if they are identifiable in some other way as a pupil at this school. Children may be subject to disciplinary sanctions if their behaviour poses a threat to themselves, another pupil or member of the public, could adversely affect the reputation of the school or has repercussions for the orderly running of the school.

Tadworth Primary School will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Tadworth Primary School children.

### **Success Criteria**

We know that this policy is effective and embedded in our practice when:

- Children, staff and visitors feel safe and welcomed in the school
- Children, staff, parents/carers and all associated adults know and understand the Golden Rules and adhere to them
- Expectations and standards of behaviour are consistently high
- Parents feel that the school deals effectively with unacceptable behaviour
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development
- Staff and children feel confident with the Restorative Approaches and can discuss incidents calmly, considering the impact on others and how to put things right
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promotes a positive approach
- Visitors are made to feel welcome by children and staff

### **Communicating the Behaviour Policy**

The Behaviour Policy is shared with children, parents and staff and is available via the school website/in paper form from the front Reception Desk on request.

### **Staff training**

The school regularly reviews behaviour management and training is available, either internally or externally, for those who need it. Monitoring of staff takes place regularly through lesson observations and support is provided for those experiencing difficulties. All new staff, Student Teachers and volunteers are expected to read the Behaviour Policy as part of their induction.

### **Strategies for children new to the school**

The class teacher is responsible for ensuring that new children understand and follow the Golden Rules and are aware of the systems for rewards and sanctions.

### **Monitoring and Review**

The success of the school's Behaviour Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Headteacher)
- Analysis of tracking data for individual children and for cohorts (class and individual logs)
- Behaviour walks (by a range of stakeholders)
- Inclusion Review and provision mapping (carried out by Inclusion Leader on particular groups of children such as vulnerable, those with Special Educational Needs or Looked After Children)
- Analysis of exclusions data
- Termly monitoring procedures by the Standards committee
- The School Development Plan (SDP), which is used for planning and monitoring provision within the school
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

#### Who was consulted?

Governors (see Statement of Principles Appendix 4), staff, children and parents were consulted during the initial development of this policy. Advice was also sought from external professionals (e.g. The STIP team).

Policy reviewed	Summer 2022
Date of Governor approval	May 2022
Review date (annual)	Summer 2023

#### Linked policies/procedures

Anti-Bullying	Touch and Restrictive Physical Intervention
PSHE	SEND
Child Protection and Safeguarding	Equalities Policy
Managing allegations of bullying and harassment	Complaints Procedure (responding to Parents concerns)
Staff code of conduct	

# Appendices



## Appendix 1

### **Tadworth Primary Behaviour Descriptors Grid**

This grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, circle time in class and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines. Expectations and consequences will be displayed in classrooms (using age appropriate language).

<b>The behaviour we expect at Tadworth Primary</b>	<b>Rewards /recognition</b>
<p>Children should follow The Golden Rules:</p> <ul style="list-style-type: none"><li>• <b>We are kind, helpful and polite to everyone</b></li><li>• <b>We follow instructions the first time</b></li><li>• <b>We keep our hands and feet to ourselves</b></li><li>• <b>We walk quietly and sensibly around the school building</b></li><li>• <b>We dress smartly and look after equipment and belongings</b></li></ul> <p>Children are expected to:</p> <ul style="list-style-type: none"><li>• Be polite, respectful and helpful to everyone</li><li>• Settle quickly and be ready to start the lesson</li><li>• Be co-operative in lessons</li><li>• Be considerate, caring and compassionate towards others</li><li>• Be honest and keen to learn</li><li>• Be a positive representative of the school</li><li>• Carry out responsibilities reliably</li><li>• Work hard to manage conflict</li><li>• Show good sportsmanship</li><li>• Listen quietly and know when it's OK to contribute (hands up, talk partner, lolly sticks)</li><li>• Sit sensibly</li><li>• Be prepared to have a go</li><li>• Use their initiative in appropriate ways</li><li>• Be responsible, pro-active</li><li>• Demonstrate excellent behaviour because it's the right thing to do</li><li>• Try to remain calm and patient even when things are difficult</li><li>• Give a quick positive response to adults' instructions</li></ul>	<p>Good behaviour is predominantly recognised with praise.</p> <p>House Points are a whole school approach and any member of staff can award house points to children. These points are collated weekly and are shared with the children each half term.</p> <p>It might also be recognised in the following (age appropriate) ways;</p> <p>Postcards/note home/contact parent Stickers Treasure chest / Raffle tickets Class points to earn treat Certificates 'Pasta' jar to earn treat - remove Spending time with the school dog</p> <p>We aim for consistency across year groups where possible/appropriate.</p> <p><b>Some class rewards are earned over a period of time. However once any reward has been given it will not be taken back.</b></p>

<p style="text-align: center;"><b>Unacceptable behaviour</b></p> <ul style="list-style-type: none"> <li>• Goadng or provoking others and deliberately getting other children into trouble</li> <li>• Teasing and winding other children up</li> <li>• Spoiling work</li> <li>• Not managing temper appropriately</li> <li>• Being disrespectful</li> <li>• Using swear words or racist language or calling other children names which upset them (including behind a teacher's back)</li> <li>• Disrupting lessons and preventing others from learning</li> <li>• Taking others' belongings</li> <li>• Needing a lot of reminders to follow instructions (age/need appropriate)</li> <li>• Refusing to follow instructions after two warnings and plenty of encouragement</li> <li>• Chasing people when they don't like it</li> <li>• Calling out</li> <li>• Hurting others or threatening to hurt others</li> <li>• Negative peer pressure</li> <li>• Bringing the school into disrepute</li> </ul>	<p style="text-align: center;"><b>Consequences</b></p> <p><u>KS1</u></p> <ol style="list-style-type: none"> <li>1) Positive reinforcement</li> <li>2) Warning / choices &amp; consequences</li> <li>3) Sit away from others</li> <li>4) Sent to another class (with timer) /SLT / deputy / head teacher (dependent on severity of behaviour) for Time Out</li> </ol> <p><u>Other consequences:</u></p> <p>Miss playtime Parents informed as appropriate Internal/External exclusion at discretion of head teacher</p> <p><u>Putting things right:</u></p> <p>Apology (verbal or written) or Complete or talk through a 4Ws sheet – What happened? What rule did you break? Who has been affected? What do you need to do so things can be put right?</p> <p><u>KS2</u></p> <p>As above, but will be age appropriate e.g. may go straight to No.2 - choices &amp; consequences.</p>
<p style="text-align: center;"><b>Dangerous/Severe behaviour</b></p> <p>Any act which puts other people at risk either physically or emotionally:-</p> <ul style="list-style-type: none"> <li>• Aggressive actions e.g. shoving, kicking or punching in ways which are likely to injure others at any time (including fighting)</li> <li>• Violent outbursts of temper</li> <li>• Acting out on threats to hurt others</li> <li>• Swearing directly at members of staff or verbally abusing them</li> <li>• Misusing objects or equipment in ways which put others at risk e.g. throwing objects and items</li> <li>• Running out of lessons or attempting to leave the premises, without permission</li> <li>• Deliberate and serious acts of stealing</li> <li>• Deliberate, sustained, vindictive bullying*/victimisation of another person (including racist incidents)</li> <li>• Wilful damage to property or the work of other children</li> </ul>	<p style="text-align: center;"><b>Consequences</b></p> <p>A member of the Leadership Team will be informed and will either deal with or advise over management of the incident (restorative approaches to be used). An appropriate consequence will be put into place as agreed with the Leadership Team.</p> <p>We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as exclusion (fixed-period or permanent).</p> <p><u>Putting things right:</u></p> <p>Apology (verbal or written) Complete 4Ws sheet Time out of class Kept off the playground Exclusion</p> <p>The parent(s) will be notified of the incident.</p>

\*see anti-bullying policy

### Choices and Consequences

Choices and consequences are used to encourage children to take responsibility for their own actions. Staff are clear and specific about the positive and negative choice of behaviour and the positive and negative consequences that will follow. Children are encouraged to and praised for making good choices. A warning will be given before negative consequence are given.

On some occasions it may be appropriate for a child to have 'Time Out' either during a lesson or play time. In class, this may mean sitting away from the others for a few minutes, working at a different desk or in another classroom. Sometimes a child might be taken to work in isolation with an adult.

### Sitting away from others

This time is given in the classroom and is the result of their 'wrong' choice. The child is given a set time (this varies according to the age of the child/their individual needs) to think about their actions; it is not a time to talk to others. If the child responds appropriately, they are praised for making the right choice and can join in with the lesson again. If however they continue to repeat the inappropriate behaviour, they will either be given further thinking time or will be sent to the parallel class

### Out to the parallel class

The child will be escorted with eg. their work/4Ws sheet to complete in the parallel class. After the specified time is up, the child will return to class and talk through their actions with their teacher. In most cases, some play/lunchtime will also be lost as a result of their behaviour.

### Behaviour Plan

If a child needs further support to improve their behaviour, they may be given a behaviour plan. This is done in agreement with the parents, classteacher and either Behaviour Leader, Deputy or Headteacher. The child will have identified targets to meet and the plan will be reviewed weekly for an agreed period of time, usually half a term. The plan may also involve a programme of support from the Emotional Literacy Support Assistant, Home School Link Worker or Deputy Headteacher or involvement from an external agency such as the Behaviour Support Service.

### Play/lunchtimes

At play/lunchtimes, children may be asked to come off the playground. The incident will then be looked into by a member of the teaching staff. The class teacher is informed as necessary. As well as discussing the incident, children may be asked to write about what happened using the 4Ws format. (In certain cases e.g. a serious incident, the parents and Headteacher/Deputy Headteacher are informed of the incident.)

## Time out – the 4Ws

**Name:**

**Class:**

**Date:**

What happened?

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What rule did you break?

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Who has been affected?

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What do you need to do so things can be put right?

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Further comments/consequences (from staff)

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Discussed with adult:-

Name:

Time/Date:

## Appendix 2

### Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items. Prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Confiscation – school staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

- Searches will be carried out by two members of staff, one of whom should be from the Leadership Team. Where possible, they will be the same sex as the pupil being searched.
- No staff member can be made to search a pupil
- Searches will be carried out out of sight of other children
- Suspicion may be aroused:
  - As a result of a positive screening
  - Because a child is acting suspiciously
  - Because of something said by the child
- The power to search without consent enables a personal search, involving the removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (eg a police officer) can do.
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to worry about if they are not carrying anything
- If pupils refuse to be searched or if they abscond, their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England
- All searches will be logged (to include name, year, gender, 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, outcomes and follow-up actions)
- Parents will always be informed if a pupil has been searched and the result of that search

### Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items eg. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. Any further actions, related to such a search, will be based on what is found on the device.

For more information see DfE Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf) January 2018

## Appendix 3

	<b>1 – Excellent</b>	<b>2 – Good</b>	<b>3 – Requires Improvement</b>	<b>4 - Inadequate</b>
Behaviour during lesson time	A child who follows both the school rules and the agreed class rules during lessons. They do not call out and they show respect to all people in the class.	A child who behaves well in most lessons.	A child who needs regular reminders of the expectations during lesson time.	A child who does not show respect or consideration for other people. Their behaviour is disruptive to others and they often have time out.
Behaviour around the school	A child who moves around the school in a calm manner and behaves well on the playground. Helpful and polite – contributing positively to the ethos of the school	A child who usually conducts themselves in an appropriate manner around the school. However, on occasions may make mistakes.	A child who is often (most weeks) involved in situations on the playground or around school where their behaviour does not follow the expectations.	A child who is regularly displaying unacceptable behaviour in and the around school or on the playground. They are often reported to the SLT as a result of their poor behaviour.

Criteria to support teachers when making judgements for end of term reports/  
discussion with parents

## Appendix 4

### **Statement of Principles as set out by The Governing Body**

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers as set out in Surrey's guidance: "School Discipline and Pupil Behaviour Policies – Guidance for Schools". It should also be in line with DfE statutory and non-statutory guidance.

In particular, the policy and its underlying principles should:

- \* Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children;
- \* Be so worded that they can be explained clearly to children of any age and level of attainment;
- \* Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour;
- \* Enhance the safety and welfare of children and staff, and their perceptions of safety;
- \* Make clear the links between acceptable children's behaviour and the quality of their learning, by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school;
- \* Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour;
- \* Promote consistency of application and support appropriate continuing professional development for all staff;
- \* Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes;
- \* Be transparent and well-focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- \* Ensure that vulnerable children – such as those with special educational needs, physical or mental health needs, migrant and refugee children, and looked-after children - receive sensitive and well-matched behavioural support matched to their needs;
- \* Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy
- \* Be clear on disciplinary powers and actions

## Appendix 5

### Prejudice-Related Incidents Monitoring Form

#### Date of Incident:

Details of those involved:	Perpetrator(s)	Victim(s)
Name(s):		
Ethnicity (use Surrey ethnic categories only)		
SEND (Yes/No)		
Year Group		
Repeat offence/victim (yes/No)		

#### Equality category involved:

	Race		Gender		SEN and Disability
	Religion or Belief		Sexual Orientation		Other (Please specify below)
Other					

#### Type of incident (tick one only, ie category which most closely describes the incident):

	Verbal abuse (eg name calling, ridicule, comments, jokes)		Verbal threats		Damage to personal property
	Non-verbal abuse (eg gesture, mimicry, using pictures or objects)		Physical intimidation or threats (eg expressed by gesture or physical proximity)		Theft or extortion
	Cyber bullying (eg texting, email, social media)		Physical abuse (eg hitting, pushing, unwanted touching)		Discriminatory/offensive graffiti
	Avoidance or refusal to interact		Intimidation or threat with weapon		Possession or display of discriminatory/offensive materials (eg racist insignia or publications)
	Collusion with behaviour of others		Physical assault with weapon		Other discriminatory behaviour
	Incitement (eg encouraging others to participate)				

#### Description of the incident:

When and where did the incident happen?					
	Travelling to school		Between lessons		On school premises after school
	On school premises before the start of school		During Breaktime		Travelling from school
	During lessons (in classroom)		During lunchtime		Away from school/During leisure time
	Other - specify location:				
Severity of incident					
	No offence was intended		Hurt or distress caused, and pupil(s) responsible had previously been warned that their behaviour was unacceptable		
	Hurt or distress caused, but offending behaviour is unlikely to be repeated		Substantial hurt or distress caused, and/or behaviour was based on substantial hostility and prejudice, and/or may be repeated		

Summarise what happened and who was involved including witnesses, participants and bystanders:

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Other relevant information (eg relationships between victim and perpetrator, risk of repetition, changes made, other agencies involved, SEN, attendance issues, possible trigger factors such as media news items)					
Action taken (Tick all that apply):					
Victim-related		Perpetrator-related		School related	
<input type="checkbox"/>	Parent/guardian informed	<input type="checkbox"/>	Parent/guardian informed	<input type="checkbox"/>	Class/peer group workshop
<input type="checkbox"/>	Comfort and reassurance	<input type="checkbox"/>	Apology to the victim(s)	<input type="checkbox"/>	Assembly item
<input type="checkbox"/>	Buddying, peer support	<input type="checkbox"/>	Advice/pastoral support	<input type="checkbox"/>	Letter to parents/guardians
<input type="checkbox"/>	ELSA/HSLW	<input type="checkbox"/>	Referral to a senior teacher	<input type="checkbox"/>	Policy review
<input type="checkbox"/>	Education on e-safety	<input type="checkbox"/>	Disciplinary action(eg detention)	<input type="checkbox"/>	Review of curriculum
<input type="checkbox"/>	Referral to specialist help/agency	<input type="checkbox"/>	Referral to specialist help/agency	<input type="checkbox"/>	School campaign (eg posters)
<input type="checkbox"/>	Medical Treatment	<input type="checkbox"/>	Fixed-term exclusion	<input type="checkbox"/>	Staff training
<input type="checkbox"/>	Review dates set	<input type="checkbox"/>	Permanent exclusion	<input type="checkbox"/>	Initiative with learning community
<input type="checkbox"/>	Other (please describe)	<input type="checkbox"/>	Police informed	<input type="checkbox"/>	Initiative with Local authority
		<input type="checkbox"/>	Other (please describe)	<input type="checkbox"/>	Other (please describe)

Form completed by:		
Print name	Position	Signature
Date:		
Name of leadership team member with oversight/involvement:		