



## Trumps Green Infant School

### Behaviour Policy

*Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.*

#### **Introduction**

Following the Education and Inspections Act 2006, which came into force on 1 April 2007, all schools are required to have regard for new guidance which the Act provides. Governors have new duties regarding the Behaviour Policy, which are to be regarded as statutory.

This policy should be seen in the context of our whole school policies including our range of safeguarding and equality policies.

#### **Aims and Objectives**

Trumps Green Infant School regards the Behaviour Policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest.

The aim of the policy is to outline for all members of our school community a range of strategies to enable pupils to manage their behaviour.

At Trumps Green Infant School we aim to:

- ensure pupils and staff treat one another with the dignity, kindness and respect that will allow them to thrive, achieve and build positive relationships based on predictability, fairness and trust
- promote among pupils, self-regulation and an understanding of the need to follow school behaviour expectations
- foster a safe environment where all pupils can learn and reach their full potential
- encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- ensure that the standard of behaviour of pupils is acceptable

At Trumps Green Infant School we are committed to ensuring the welfare of all pupils, and to ensure any instances of bullying or discrimination are treated with utmost seriousness and acted upon immediately. We recognise and understand that some children may require additional support to manage their behaviour and we are absolutely rigorous in our approach that all pupils will receive behavioural support according to their need.

#### **What we expect and encourage**

- Pupils and staff treat each other with kindness, dignity and respect
- Pupils will transition around and within school in a calm, quiet manner
- Everyone is responsible for fostering a positive learning and play environment
- Pupils and adults will actively notice positive behaviour and this to be celebrated in multiple ways including individual pupil to staff, peer celebration and whole school celebration

- Pupils and staff will be empathetic to the needs and feelings of others and staff will be excellent role models for this explicitly
  - The behaviour of the school community will consciously reflect our school Values
- (This is not an exhaustive list)

### **Leadership and Management**

All staff are responsible in fostering an ethos of good behaviour within the school and for being appropriate role models. High standards and expectations should be set by all members of staff and a zero tolerance approach to any deviation from behaviour policy.

Key personnel:

DSL - Sarah Morris

DDSL - Zena Hazell

Senco - Dawn Quirk

Behaviour Governor - Maggie Appleyard

School will always consider whether misbehaviour gives cause to suspect that a pupil is suffering or is likely to suffer harm. Where this is the case school staff will follow the school Safeguarding and Child Protection Policy and refer where necessary. School will consider whether pastoral support, Early Help or intervention through Childrens Services is necessary.

School analyses on a weekly basis within staff meeting cases of misbehaviour and particularly child on child abuse. Patterns and trends are analysed, acted upon and reported to Governors.

### **Statement of Principles**

In addition to our school values, the governors and leadership of Trumps Green Infant School seek to promote British values and values such as fairness and inclusion. We also promote equality in all its forms, and be committed to improving outcomes for all pupils. We will eliminate all forms of discrimination, harassment and bullying and will promote the welfare of pupils and good relations across the school community.

We aim to establish a positive school ethos and promote effective learning by establishing:

- clearly stated expectations of what constitutes acceptable behaviour
- effective and positive behaviour management strategies
- processes which recognise, teach, reward and celebrate positive behaviour
- actions to address behaviour which is below expectation
- self-discipline in pupils to enable them to manage their own behaviour in line with school expectations

To meet these aims the school will have a consistent approach to behaviour management which include:

- the use of rewards and sanctions
- assertive behaviour strategies
- staff development and support
- pupil support systems
- liaison with parents and other agencies (STIP)
- managing pupil transition

See Behaviour Policy Appendix as separate document

## **Communicating the Behaviour Policy**

The purpose of our Behaviour Policy and "Stages of Behaviour" is to share our common goals of achieving good behaviour in school and our consistent and clear language around positive behaviour and addressing misbehaviour. This Policy and our expectations are shared with all new members of staff as part of their induction. This policy is available to parents on the school website and is sent via email at the beginning of each academic year.

## **Promoting and Rewarding Good Behaviour**

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of rewards can also be used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour.

To encourage good behaviour and respect we have a wide range of rewards which are applied fairly and consistently.

These include:

- marbles in the jar awarded for good behaviour resulting in "Marble Parties" (half an hour) each week where children may choose, as a class, an activity from this list - parachute games, sport, additional playtime, craft activity, sharing books, imagination playground, mindful colouring, yoga
- comments or 'smiley faces' in pupil work
- praise in front of peers
- sharing learning with Headteacher or subject leaders or office staff
- certificates or stickers which recognise positive contributions to the school community
- sharing examples of positive behaviour with parents
- celebration of behaviour in assemblies e.g. playground behaviour book
- STEP badges

## **Power to Discipline**

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

### **Discipline of Pupil Misbehaviour Outside School**

Schools have a statutory power to regulate the behaviour of pupils when in charge of them off school premises. This includes activities arranged by the school, such as educational visits and sporting events. Staff will:

- maintain good order on transport, educational visits and sporting events
- ensure behaviour does not threaten the health or safety of pupils, staff or members of the public
- provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school

### **Managing Unacceptable Behaviour – Use of Disciplinary Sanctions (other than exclusion)**

School staff have a statutory power to impose sanctions (Education and Inspections Act 2006). These sanctions must be reasonable and proportionate to the circumstances of the case. The use of sanctions should be monitored to ensure that there is no discrimination by gender, age, ethnicity, special educational needs and disabilities or any other protected characteristic.

Disciplinary sanctions have three main purposes, namely to:

- ensure the pupil understands that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from repeating it

Sanctions are more likely to promote positive behaviour if pupils see them as fair. The guidelines for staff implementing the school's Behaviour Policy are to:

- make clear they are dealing with the behaviour, rather than stigmatising the person.
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour.
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding).
- avoid whole group sanctions that punish the innocent as well as the guilty.
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off).
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome).
- when appropriate, use sanctions to put right the harm caused.
- never issue a sanction that is humiliating or degrading.
- use sanctions in a calm and controlled manner.
- ensure that sanctions are seen as consistent (pupils should know that a sanction, when mentioned, will be used).
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Examples of sanctions used in school may include:

- verbal reprimand
- reminder of behaviour expectations
- written task such as an account of behaviour
- school based community service - tidying classroom
- removal from the group
- withdrawal from a particular lesson or peer group
- withdrawal from a particular activity where it is deemed that the pupil or others may be at risk
- withdrawal of break or lunchtime privileges
- a fixed period of exclusion
- permanent exclusion

*Every behaviour issue is considered on a case by case basis and dealt with based upon the knowledge of pupils individual circumstances and needs.*

Following any sanction strategies should be considered to ensure children understand how to improve their behaviour and how they will be supported in doing so.

These will include:

- discussion with the pupil explaining what they did wrong and the implication of their actions
- how they can do better in the future
- what will happen if their behaviour fails to improve

- phone call with parents
- assistance from the Virtual School Head for Looked After Children

### **Use of Reasonable Force**

All staff have a duty of care and will use reasonable force to prevent a pupil:

- causing injury or damage to themselves, others or property.
- prejudicing the maintenance of good order and discipline at the school.

Refer to the Positive Touch Policy for guidance regarding Restrictive Physical Intervention.

### **Banned items**

Pupils may not bring anything into school that could be used as a weapon. Electronic items such as phones, I pads or any item capable of taking images are also not allowed. In line with this policy the school is able to confiscate any such item and return to the parents/carers personally at the end of the day.

### **Searching, screening and confiscation**

Staff should consider whether confiscation or any item is proportionate and consider any special circumstances relevant to the case.

### **Taking Account of Individual Pupil Needs**

At Trumps Green Infant School we will:

- avoid discrimination in the application of behaviour policies.
- monitor and assess the impact of the behaviour policy on pupils, staff and parents/carers.
- ensure staff members are well informed about cultural differences in behaviour and their implications.
- support newly-arrived pupils in understanding and following the behaviour policy.
- take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.
- ensure all pupils have access to the school uniform.

In connection with dress codes and appearance, we will take appropriate account of the cultural and/or religious needs of all our pupils without gender bias or stereotyping. In drawing up or reviewing our policies we seek to respect the practices of all groups while ensuring the health and safety of all pupils, effective teaching and learning, the promotion of a strong, cohesive multicultural identity and harmony between our diverse groups and protected characteristics represented in the school.

### **SEND, Disadvantaged and Vulnerable Pupils**

At Trumps Green Infant School we will:

- ensure each individual pupil's needs are taken into account and take a graduated approach in accordance with the SEND policy.
- make reasonable adjustments in the application of the Behaviour Policy to our pupils with disabilities.
- agree behaviour plans to meet individual Social, Emotional or Mental Health needs.
- be alert to the needs of our vulnerable pupils.
- take into consideration the needs of our Looked After pupils.
- identify our at-risk pupils in advance.

- plan proactively how the school's disciplinary framework needs to be adjusted to meet individual needs.
- ensure that all those in contact with the pupil know what has been agreed.
- make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff.
- ensure that all staff are aware of appropriate referral procedures.

### **Rights and Responsibilities of Schools, Pupils and Parents in Ensuring an Orderly Climate for Learning**

Effective approaches to discipline are characterised by a healthy balance between the rights and responsibilities of staff and pupils based on mutual respect. However, it should always be clear that Headteachers, teachers and other school staff have responsibility for the behaviour expectations of pupils.

It is important that this information is communicated appropriately to parents/carers and that schools do what they can to secure agreement from parents/carers to these.

<b>ROLE OF TEACHERS, STAFF AND SCHOOL</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To enforce the school behaviour policy - including rules and disciplinary measures.</li> <li>• To expect pupils' and parents'/carers' cooperation in maintaining an orderly climate for learning.</li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• To be clear when to engage outside partners, such as children's services and police, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a calm and safe environment for pupils establishing clear boundaries for acceptable pupil behaviour</li> <li>• To ensure the whole school community follows the principles of the school behaviour policy.</li> <li>• To establish and clearly communicate the measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent truancy.</li> <li>• To ensure that staff receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and, as appropriate, reward pupils' good behaviour.</li> <li>• To respond predictably, assertively and promptly</li> <li>• First priority is to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques should be used wherever possible to ensure further misbehaviour arising.</li> <li>• To apply sanctions fairly, proportionately and reasonably - taking account of each pupil's individual needs. This includes the needs of pupils with SEND as well as the needs of disadvantaged and vulnerable children - and offer support as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• To make alternative provision from day 6 for fixed period suspended pupils, and where appropriate, to arrange reintegration interviews for parent/carers at the end of a fixed period suspension.</li> <li>• To ensure pupil safety and well-being, including preventing bullying and dealing effectively with reports and complaints about bullying.</li> <li>• To ensure that staff model and explicitly teach expected behaviour and positive relationships and never humiliate pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</li> <li>• To use appropriate methods of engaging parents/carers and to support them in meeting their parental responsibilities.</li> </ul>
ROLE OF PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To contribute to discussions on the school behaviour policy and provide feedback on the schools behaviour culture.</li> <li>• To be taught in an environment that is safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure pupils are confident to ask for help when needed</li> <li>• Pupils recognise they have a duty to follow the school behaviour policy, uphold the school rules and contribute to school culture.</li> <li>• To follow reasonable instructions by school staff, follow school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, their peers, school property and the school environment.</li> <li>• Never to humiliate, harm or bully other pupils or staff.</li> <li>• To cooperate with Individual Behaviour Plan where appropriate in order to support the pupil's needs.</li> </ul>
ROLE OF PARENTS/CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To have access to the school behaviour policy and fully understand it and support it.</li> <li>• To expect their children to be safe, secure and respected in school.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of the school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> </ul>

<ul style="list-style-type: none"> <li>• To appeal to the Headteacher and Chair of Governors, and beyond that to the Local Education Authority if they believe that the school has exercised its disciplinary authority unreasonably.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour both in celebration and assistance when difficulties arise.</li> <li>• To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response.</li> <li>• To appeal against a decision to suspend their child, first to the governing body of the school and then - in cases of permanent exclusion - to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To send their child to school punctually every day, suitably clothed, fed and rested.</li> <li>• To ensure school staff are aware of any SEND related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any Parenting Contract relating to their child's behaviour.</li> <li>• If their child is suspended from the school, to ensure the child is not found unsupervised in a public place during school hours in the first five days of suspension and, if invited, to attend a reintegration interview with the school at the end of a fixed period suspension.</li> </ul>
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### **Managing Extreme Cases of Difficult Behaviour**

Behaviour expectations are made clear at Trumps Green Infant School, and appropriate intervention will be implemented to ensure these are met consistently. Should a child persistently break this code of behaviour, the following action will take place:

- inappropriate behaviour will be dealt with, recorded and monitored on CPoms
- the Headteacher and all other adults in school who are involved in the child's care will meet together and devise a specific, Individual Behaviour Plan.
- parents will be kept fully informed and involved in this process.

In extreme circumstances of continued misbehaviour or violence in school the child will be suspended for a fixed term period. Such a decision will only be in the event of all other strategies failing to modify behaviour and will adhere to the DfE Statutory Guidelines for Surrey County Council Inclusion Service Permanent exclusion of pupils Guidance for Surrey Schools" (September 2023). Parents/carers will be communicated to using "Surrey County Council Model letters for Suspension and Permanent Exclusion". (September 2023)

### **Criteria for Suspension/Exclusion**

A decision to suspend a child for a fixed term period or permanently exclude should be taken only:

- in response to serious breaches of the school's behaviour policy
- once a range of alternative strategies have been tried and deemed to be unsuccessful.
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

Only the Headteacher can suspend/exclude a pupil from school, unless the Headteacher is absent from school, in which case the power rests with the most senior teacher who should make clear that they are acting in the Headteacher's absence.

Once a decision to exclude has been made the Headteacher must inform the Chair of Governors and Governing Body.

### **Breaches of School Behaviour Policy**

The following actions by the pupil in breach of the school's behaviour policy which may warrant suspension/exclusion from school include:

- violence towards a pupil or adult
- continuous disruption through violent actions e.g. throwing items, threatening behaviour
- abusive behaviour towards pupils or staff e.g. swearing, spitting, hitting, kicking or punching such that it impinges on the welfare of those who attend school.

### **Reaching a Decision**

The Headteacher should:

- consider all relevant facts and firm evidence supporting the incident or incidents
- allow the pupil to give his/her version of events
- check whether or not the incident was provoked
- **if necessary consult others, being careful not to involve anyone who may later take part in a statutory review of the decision**

Once a decision to suspend/exclude has been made the Headteacher must inform the Chair of Governors and Governing Body.

### **Length of suspension**

The law permits the Headteacher to suspend a pupil for up to 45 days in a school year. Individual suspensions of fixed term periods should be for the shortest appropriate period possible.

### **Permanent Exclusion**

A decision to permanently exclude a child is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including use of the Pastoral Support Programme, and if it is also acknowledged by the school that they can no longer cope with the child. It is not normally expected to exclude a child permanently for a one-off incident except in extreme circumstances.

If suspension of a single block of more than 15 days is considered, the Headteacher will plan:

- to enable the pupil to continue their education
- how to use the time to address the pupil's problems
- with the LEA, advising on educational arrangements that will best help the pupil to re-integrate into the school at the end of the suspension

### **Recording Absence during a suspension/exclusion**

A pupil suspended for a fixed term period remains on roll and the absence should be recorded as authorised. Similarly the absence of a permanently excluded pupil is treated as authorised while any review or appeal is in progress.

If permanent exclusion is confirmed, the pupil's name should be removed from the school roll on the school day:

- after the appeal committee's confirmation of permanent exclusion
- on the expiry of the time allowed for appeals to be made or if before that, the pupil takes up a place elsewhere. Meanwhile absences should be recorded as authorised.

Teachers are responsible for setting work for a suspended/excluded pupil who remains on the school roll.

### **Children with Special Educational Needs**

The Headteacher will seek LEA and professional advice as appropriate for children with an EHCP or any SEND needs. Where a child needs additional support with their behaviour the school will consult with the STIP team for guidance, advice and support including school visits on request.

### **Reintegration**

Integrating a suspended/excluded pupil successfully into school is a challenge for both school and pupil. Reintegration presents different issues for children of different ages and rapid reintegration is important. The Secretary of State expects that most primary aged pupils will be re-integrated within one term of exclusion.

Should a pupil be required to be integrated into our school the integration programme will be carefully discussed with the SENCO, class teacher, parents and appropriate governors prior to the pupil attending school. Appropriate levels of support will be provided to ensure success for all concerned e.g. funding for teaching assistants, adjustments to the curriculum etc.

At Trumps Green Infant School we give high priority to clear communication within the school and to positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. The school will therefore communicate policy and expectations to parents.

Where behaviour is causing concern parents will be informed at an early stage and will be given the opportunity to discuss possible solutions. All support plans will be discussed with the parents together with further disciplinary actions as appropriate. This positive partnership with parents is crucial in building trust and developing a common approach to behaviour expectations and strategies.

### **Bullying**

We consider bullying to be *'the consistent, premeditated victimisation of an individual either verbally or physically'*.

Bullying can take many forms and the signs of bullying may include: pushing, underhand behaviour, threats, teasing, swearing, isolating, annoying, and humiliation.

These incidents can be difficult to detect as the victim may not wish to report incidents to an adult. However, we encourage children to feel comfortable to tell an adult should any incidents arise. If there are concerns that a child may be a victim of bullying it is important to discuss with colleagues and then the Class teacher and Headteacher/Deputy Headteacher will speak to parents. All incidents of this nature must be reported to the Headteacher.

### **Child on child abuse**

**All** staff should recognise that children are capable of abusing their peers (including online).

**All** staff should be clear about their school's policy and procedures with regard to child on child abuse.

Governing bodies should ensure that their child protection policy includes:

- procedures to minimise the risk of child on child abuse;
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child on child abuse will be recorded, investigated and dealt with;

- clear processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported;
- a recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child on child abuse is unacceptable and will be taken seriously

The different forms child on child abuse can take are:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- up skirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.

### **Our Aim in Managing Bullying in Our School**

We believe that it is our task to promote and support the children's learning and enable them to achieve their full potential. The code of behaviour within our school allows the children to flourish in an environment which does not tolerate any form of bullying or harassment.

### **Monitoring, Evaluation and Review**

Behaviour is monitored in line with the Strategic School Development Plan policy monitoring cycle. The Governing Body monitors behaviour within the school to evaluate its implementation and effectiveness. This policy will be reviewed by the Governing Body every year, or earlier if the need arises. This policy will be promoted and implemented throughout the school.

### **Equality Statement**

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school.

Policy Status	
Agreed by Staff	September 2023
Agreed by Governors	September 2023
Next Review Date	September 2024