



Believe, Achieve, Succeed

Behaviour and Learning Policy

Responsibility for this policy lies with	Headteacher
Policy approved date	February 2024
Policy due for review on	February 2025

Policy for Behaviour

At Vicar's Green Primary School we see good behaviour as encompassing all areas of school life. We do not see it as an area which is 'bolted on' to the curriculum, or as a separate part of school life. We believe that all people involved with our school i.e. teaching and ancillary staff, children, parents and governors, share a responsibility for the effective implementation of good behaviour at Vicar's Green Primary School. If this responsibility is acknowledged by all it will undoubtedly lead to a better standard of education and quality of experience for all our pupils at Vicar's Green Primary School.

We believe that by encouraging understanding towards all members of our school community, the attitudes formed by our children will be transferred to the world outside.

Aims of this Policy

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive, caring attitudes towards everyone where achievement at all levels are acknowledged and valued
- To encourage self control, respect for others; respect for classroom resources, other people's property and our school environment so that each child learns to accept responsibility for his/her own behaviour
- To promote a consistent approach to behaviour and discipline throughout the school with parental co-operation and involvement
- To raise awareness of appropriate behaviour and make boundaries of acceptable behaviour clear
- To ensure effective health and safety
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose
- **Education and curriculum – the following subjects are taught to pupils to support behaviour expectations: RSE, PSHE, Computing and Citizenship**

Children's responsibilities are to behave appropriately so that they:-

- work to the best of their abilities, and allow others to do the same
- **treat others with respect**
- follow instructions of all school staff and follow the School Rules
- take care of property and the environment in and out of school
- co-operate with other adults
- adhere to the same principles when online

Staff's responsibilities are:-

- to treat every one (both children and adults) **fairly and with respect**
- to raise the self esteem of others (both children and adults) and to help them to develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to create an environment that is both physically and emotionally pleasant, safe and secure
- to use rewards and sanctions fairly and consistently
- to be a good role model
- to foster relationships with parents so that all children can see that the key adults in their lives share a common aim
- to recognise that each person is an individual
- to be aware of each child's needs
- to offer a framework for social education
- to report any incidence of intimidating, aggressive or confrontational behaviour by children or adults to the Senior Leadership Team. The member of staff and any witnesses will complete an incident report as soon after the event as possible. The Head teacher will follow up any further action

following the advice from the LEA Personnel department.

- to implement the school's procedures relating to mobile phones

Parents' and carers responsibilities are:-

- to make children aware of appropriate behaviour in all situations
- to encourage independence and self discipline
- to show an interest in what their child does at school
- to foster a positive relationship with the school so that all children can see that the key adults in their lives share a common aim
- to be aware of the school rules and expectations
- to offer a framework for social education
- to support the school in the implementation of this policy
- To treat staff with **mutual respect**.
- Parents are expected to aid the smooth running of the school by following school procedures and policies
- We follow LA advice and guidance and the LA have set out an expected code of behaviour for parents/carers to follow.

What we do to encourage positive behaviour:-

a) In the classroom

We believe it is important that the class work as a unit. As a prerequisite to good discipline in the classroom we make sure that our pupils are aware of the structure and organisation of the day and those resources are well labelled and accessible for use. In addition to this we -

- differentiate work activities where appropriate
- comment on good work and praise good behaviour privately and publicly
- insist on appropriate noise levels relevant to the task being carried out
- raise awareness of health and safety issues for the benefit of pupils themselves and their peers
- make clear expectations of good behaviour
- teach about appropriate behaviour through PSHE
- promote **mutual respect by personal example** and discouraging unsociable behaviour
- encourage children to take responsibility for their own actions and behaviour
- inform parents of positive achievements and behaviour
- establish whole class and individual systems for rewarding good behaviour and sanctioning bad behaviour.

In the school building

We believe that it is necessary to strive for a calm atmosphere, which benefits our school community as a whole. In order to bring this about we -

- ensure that movement around the school is in an orderly manner; no running in the corridors or walkways, or loitering in the toilets
- teach our children to enter and leave assemblies quietly and calmly
- teach our children to have respect for their school environment and other people's property

In the playground

It is said that playtime is a time for 'letting off steam' but this should not be to the detriment of the well being of others. To ensure the children's playtimes are happy, safe and pleasant we ensure that -

- children are taught co-operative games by teaching staff
- toys from home are not permitted as this causes arguments and sadness if the toy is damaged by peers

- only airflow balls and equipment from playground boxes is permitted
- incidents of fighting, bullying and name-calling are dealt with immediately by all staff and referred to the teacher, senior teacher, assistant head teachers or head teacher as appropriate
- the children stand still when the whistle is blown at the end of playtime and lunch break until the teacher on duty sends them sensibly to their class's line
- the children show respect for our SMSAs
- there is liaison between SMSAs and teaching staff over children's behaviour and well-being
- all new SMSAs go through an induction process implemented by the Inclusion Manager
- SMSAs are encouraged to go on training courses provided by the London Borough of Ealing

Rewards

The staff of Vicar's Green Primary School believe strongly in the importance of motivating children to give of their best both in their work and in their behaviour; with this in mind we have many ways of rewarding effort and good behaviour throughout the whole school.

- Star of the Week certificates
- Citizen of the Week certificates
- Marbles contributing to whole class reward
- Individual certificates, stickers, Dojos, house points to be used in and out of class
- Attendance and punctuality certificates

Sanctions

Sanctions available to staff include:-

- Missing part or all of their playtime/lunchtime
- Being sent to another classroom if agreed with SLT
- Non –participation in school visits or any events/activities where the safety of children is paramount
- Repair or replacement/reimbursement for property that has been damaged or lost (a standard letter is sent home for this)
- Referral to Senior teacher, Assistant Head teachers or Head teacher
- The parent or carer of the child will be called for persistent inappropriate behaviour or if staff have a concern.
- Through the Governing Body the Head teacher may exclude for a fixed term or permanently exclude a pupil with the knowledge of the parent, Chair of the Governing Body and the LA. – this is clarified in the **Exclusions & Suspensions Policy**.

Suspensions and Exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour that has not improved following in-school sanctions and interventions. Suspensions and exclusions will be at the discretion of the Headteacher, usually in consultation with other members of the Senior Leadership Team (particularly if they were involved in investigating the incident).

The physical and emotional health of our children and staff is our primary concern. A decision to implement an internal exclusion, suspension or permanent exclusion is in response to a serious breach or persistent breaches of our Behaviour for Learning policy.

Permanent exclusion may be considered as a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is used when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspensions or exclusions may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of our Behaviour for Learning policy:

<ul style="list-style-type: none"> • Verbal abuse to pupils • Verbal abuse to staff and others • Physical abuse of pupils • Physical abuse of staff • Serious actual or threatened violence against another pupil or a member of staff • Carrying a weapon which could cause harm to themselves and/or others • Coercing others to perform acts that are dangerous to themselves and/or others • Imitation of a perceived act of terror • Threat of an act of terror • Conducting an act of terror • Prejudice-based harassment or hatred-based act • Indecent behaviour • Sexual violence, assault or harassment • Persistent coercive control of peers 	<ul style="list-style-type: none"> • Abusive/offensive messages via electronic communication (including but not limited to Facebook, WhatsApp, Instagram, TikTok, Twitter, Snapchat) • Malicious allegations • Persistent non-compliance which results in a health and safety issues • Damage to property, including arson • Possession and/or misuse of illegal drugs • Possession and/or misuse of other substances including alcohol, tobacco, legal highs • Theft • Persistent bullying • Persistently poor behaviour or a serious single incident • Unacceptable behaviour that has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour • Behaviour that poses a significant risk to the child's own safety.
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The school will involve the police about any relevant offences.

Exclusion may be the result of persistently poor behaviour or a serious single incident. This list is not intended to be exhaustive nor prescriptive, but rather to provide examples of the types of behaviour/ incidents that might lead to permanent exclusion. There may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. At times, the Headteacher will decide not to use the extreme sanction of exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of exclusion in the future. This might be accompanied by an internal exclusion.

Pupil Behaviour outside of the school premises

Off-site misbehavior

The school will apply the guiding principles as set out in this policy (including the use of sanctions) in response to pupil behaviour that occurs anywhere off the school premises that is witnessed by a staff member or reported to the school. Subject to the policy, a pupil may be disciplined for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher or Deputy Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated Child Protection and Safeguarding Lead (DCPSL) will make a tandem report to children's social care, if appropriate.

Malicious allegations

Where a pupil makes an allegation against a member of staff or another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policy and Allegations Against Staff policy for more information on responding to allegations of abuse against staff or other pupils.

What we do if children display inappropriate behaviour:

In order to maintain an effective discipline structure we –

- attempt to redirect the inappropriate behaviour by referring to positive behaviour near by.
- ask the child if s/he needs help or support
- ask the child(ren) what they should have been doing or have done
- tell the child that when they (specify the inappropriate behaviour e.g. when you call out) it has (state the affect e.g. you find it hard to concentrate) this affect on you
- encourage the children to take responsibility for their own behaviour
- give the child(ren) an opportunity to make amends by way of apology or reparations.
- use non-physical crises intervention techniques
- children may be sent other classrooms and write a letter of apology to the person their behaviour offended.

Guidance for administering sanctions

- Limits on misbehaviour need to be clear to the whole class. Limits should be negotiated with the class members by discussion i.e. use Circle Time at the start of the year. The rules need to be talked through

and displayed prominently in the class. The rules apply whoever is taking the class and so it is essential that a clear display is made in every classroom.

- The rules should be generally consistent between classes but could highlight particular concerns for each class.
- Rules can change in response to behaviour trends and concerns. Any changes need to be made clear to all children in the class and be displayed as soon as possible.

Responses to children's misbehaviour

Sanctions that are **fair and consistent** are very effective and tend to avoid resentment, conflict and defiant behaviour, and sanctions that are most effective are imposed following a warning of clear consequences.

- Children respond well to symbolic aspects of sanctions, for example, name on a board, removal from a group or name on a list, amongst others.
- The teachers' responses need to be appropriate to the level of seriousness of the behaviour.
- The imposition of a sanction must not be based on the tolerance level of a teacher being exceeded but because the child broke an agreed rule.
- Imposition of the sanctions should be done in a firm no-nonsense way but should be consistent with the school expectation that all people will be treated fairly and with respect.

It should be clear from the teacher's actions that it is the child's behaviour that is unacceptable and not the child her/himself. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in the future.

Other relevant policies:

Inclusion Policy
Race Equality Policy
Teaching and Learning Policy
Exclusion Policy
Online Safety Policy
Keeping Children Safe in Education (KCSIE 2022)
Child Protection and Safeguarding Policy

Signed by.

Headteacher: **Date:**

Chair of Governors: **Date:**