



Behaviour Policy and Procedures

Most recent review	January 2024	Next review due	January 2026
Governor committee responsible	SAW	Written by	Oliver Knight

Our Vision: Every child deserves to live life to the full.

'I have come in order that you might have life – life in all its fullness.' John 10:10

Introduction

- At Soho Parish our school's vision is at the heart of all we do. It enables every member of our diverse community to grow and thrive. Through our vision we develop happy, courageous, compassionate and imaginative children who achieve their very best and recognise their unique value in the world. Thus shining their unique individual light and being a beacon of light to others in the world.
- Our Christian Values underpin every aspect of our community's life and work, including the curriculum. These values are rooted in the teachings of Jesus Christ.
- We recognise that good behaviour and effort are related to positive attitudes. These are based on mutual knowledge, shared respect, shared values and following school rules.
- We recognise the right of everyone to: feel safe, be listened to, feel good about themselves and learn and achieve. These rights imply obligations and responsibilities for all individuals.

The policy is based upon our aspiration that every child achieves their full potential and uncovers their talents in a safe environment, because every child is important to God. It particularly reflects our belief in the values of forgiveness and service, and the positive attitudes to behaviour across the school community.

The purpose of this policy is to set out the school's expectations and standards with regard to the behaviour of children and staff and the strategies by which these are achieved. By using a rewards and consequence method, we ensure that recognition, praise is given where seen and consequences are dealt with appropriately and if required; refer to the Restorative Practice. With this, our result is creating a safe, calm, orderly and positive culture and environment in the school. This in turn impacts positively on the behaviour and attitudes of all pupils so that all children feel safe and thrive.

We strive to:

- Stimulate and challenge every child, in every lesson, every day - through excellent teaching and a holistic curriculum which promotes emotional, intellectual, physical, spiritual and artistic development, reflecting the fact that every child is made in the image of God.
- Ensure everyone achieves their full potential and uncovers their talents in a safe environment, because every child is important to God.
- Give children a proper voice in their education and listen to that voice, helping them to understand their rights and responsibilities as confident citizens of the future, because every child's voice matters to God.
- Foster the spiritual, moral and physical development of our children within a caring Christian community, for caring reflects God's love for us.
- Work in partnership with parents and carers, celebrating our community's rich cultural diversity, because community is central to the Christian vision.

Our School Christian Values:

<i>Value</i>	<i>Action</i>
Love	Show compassion and respect
Imagination	Seek new ideas and solutions
Courage	Show determination and resilience
Individuality	Share your light with the world
Community	Serve your community

Our School Rules:

<i>Rule</i>	<i>Action</i>
Look after yourself	Be mindful and resourceful
Look after others	Be respectful and compassionate
Look after the school	Be respectful and considerate

1. AIMS OF THE POLICY

- To develop a framework within which behaviour can be managed positively, purposefully and productively
- To develop an ethos of mutual respect and understanding
- To ensure that high expectations for behaviour are clearly and consistently communicated and modelled by all
- To create a happy, secure and safe environment for all children where bullying is not tolerated
- To enable all stakeholders to consider themselves members of our school community and recognise the part they play and the responsibility they have for making Soho Parish a happy place to be
- To ensure that poor behaviour choices and conflict are dealt with consequences and restoratively. As a result the “wrongdoers” take responsibility for their behaviour and the impact it has on others.

2. PRINCIPLES

In line with our vision, at the core of the way in which we manage behaviour at Soho Parish is a commitment to creating responsible and empathic members of society who, within a nurturing and safe environment, can learn to respect and value themselves and others. We believe that working in partnership with our children, families and wider community through using a hybrid of reward and consequence approach with a some acknowledgement to the restorative practice approach, we can fulfil our vision that our pupils ‘build a community of love, imagination and courage...following Jesus’ example.’

Therefore this policy outlines a framework for the behaviour, attitudes, responsibilities and values expected of our whole school community. Our approach builds and strengthens community by promoting positive interactions and relationships through rewards and recognition. Managing conflict by supporting individuals in taking responsibility for their actions and understanding the consequence. Finally repairing and ultimately strengthening relationships at all levels.

Underpinning these guiding principles for behaviour are three simple rules that are followed by everyone at Soho Parish: *Look after yourself, Look after others, Look after the school*

3. REWARDS

It is imperative that good, appropriate behaviour receives recognition, praise and encouragement from all staff. Through encouragement and praise we aim to make children responsible for their own behaviour and achievements.

In order to support on-going verbal and non-verbal praise we operate a number of reward systems. They are:

- Purposeful and timely praise following the structure of affective statements
- Physical praise e.g. thumbs up, rounds of applause, high fives etc.
- Class Dojos

- Giving responsibilities in class or school
- Acknowledgement in Celebration Worship (Commendation Certificates)
- Sharing learning with others, including friends, members of leadership and parents
- Creating opportunities to develop relationships across the school and between pupils and staff (e.g. Class Treats, Afternoon Tea with Head of School)
- Lunchtime certificate

4. EXPECTATIONS

a. What are the expectations in regard to children and staff?

- Reinforce clear expectations of behaviour in line with the three “Look after” rules (Move around the school quietly, respecting displaying, holding doors open for people, pick things up that are lying on the floor)
- Deliver well planned, structured and engaging lessons
- Consistently utilise the restorative processes outlined above to positively manage all behaviour
- Reflect on their own management of a situation and make repair relationships if needed (with children and other adults)
- Model positive relationships, communication and mutual respect
- Work **WITH** the children to manage behaviour
- Work **WITH** parents/guardians to support children’s behaviour in school
- Record any serious incidents of unacceptable behaviour on CPOMS
- Refer to the DSL (Oliver Knight) or DDSL (Alix Ascough / Hannah Peaty) immediately if a child’s behaviour points to possible abuse or neglect

b. What are the expectations in regard to the Head of School?

As well as following the above exceptions, the Head of School will, alongside the Behavioural Lead, ensure that this policy is implemented effectively by all staff and to monitor its overall effectiveness, including monitoring of the behaviour tracking systems in school. The Head of School will refer to the Inclusion Team and Behavioural Lead to discuss any issues or matters concerning individual pupils if necessary and will liaise with parents/carers when necessary. The Head of School is also responsible for making decisions regarding suspensions and exclusions or all processes and paperwork relating to exclusion.

c. What are the expectations in regard to parents/guardians?

- Ensure pupils come to school on time, correctly equipped and prepared to learn
- Work **WITH** staff to ensure desirable behaviour in school
- Inform staff of any concerns regarding behaviour in school
- Respond to concerns raised by members of staff in regards to behaviour
- Model positive relationships, communication and mutual respect for staff, children and each other

d. What are the expectations in the classroom?

Class teachers are expected to:

1. Display the school's vision and values in the classroom
2. Have a clear, up-to-date, visual timetable to ensure all children know what is happening each day
3. Create and display class rules (set at the start of academic year) to support their particular cohort e.g. 'We line up quietly before collective worship'
4. Give explicit, positive praise for good behaviour. Emphasise good behaviour and celebrate it
5. Be consistent, clear and fair. Children respond well to clear and consistent boundaries as these make them feel safe
6. Use non-language –based approaches for sharing rules and expectations with the children e.g. pictures, photographs, physical rehearsal
7. Plan the curriculum with lessons that are appropriately adapted so all children succeed in tasks and are challenged
8. Be organised with resources and prepared for lessons
9. Use positive vocabulary to praise children for their good behaviour
10. Nominate children for Commendation Certificate for Celebration Worship
11. From time to time additional strategies will be used to boost positive behaviour.
12. If you feel a child's behaviour is as a result of trauma, seek advice and support from a member of the SLT

4. HOME/SCHOOL AGREEMENT

Each household is given a copy of the Parent's guide, which contains a set of promises (the home/school agreement), to help build the partnership between home and school. The school's behaviour policy will be supported by the Home /School Agreement.

Soho Parish School will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive & positive comment on their child's work and behaviour
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parents informed of school activities by letter, e-newsletter and ParentMail
- involving parents at an early stage in any disciplinary problems

5. DEALING WITH UNACCEPTABLE BEHAVIOUR (SANCTIONS)

a. What is unacceptable behaviour?

- Not following the three "Look after" rules
- Not displaying our School Values
- Being disrespectful to someone else (verbally or through body language)
- Aggression of any kind towards someone else
- Physical hurting someone else
- Mentally hurting someone else e.g. through name-calling or exclusion

- Fighting
- Inappropriate verbal language or sign language
- Discriminatory comments or language of any kind (See our Equality Policy) whether orally, digitally or in writing
- Purposefully damaging property
- Stealing
- Truancy
- Operating as part of a gang and bullying including cyber bullying (see our IT and Internet Acceptable Use and Safeguarding Policy)
- Hindering other children from learning or actively not taking part in learning themselves

Recording unacceptable behaviour incidents

All behaviour incidents beyond small day-to-day issues should be recorded in CPOMS. Where a serious incident has occurred or where behaviour is persistent and a Formal Conference required, the Head of School (Oliver Knight) and the school Behaviour Lead (Rosie Malton) should be notified on CPOMS and in person.

How will unacceptable behaviour incidents be dealt with?

Whilst having high expectations of behaviour, we acknowledge that there will be times when some children demonstrate behaviour that is not acceptable. Through reference to School Values and Rules, alongside the use of Restorative Practice strategies (which can be found in our Restorative Practice policy), we believe that the majority of children will be able to modify any unacceptable behaviour if we are excellent role models ourselves and give clear guidelines and boundaries, backed up by a fair and consistent system of rewards and sanctions that are underpinned by restorative philosophy. In order for this to be possible for our children, all staff members are expected to adhere to this policy consistently.

In Class

Should there be any signs of unacceptable or inappropriate behaviour in class, staff members should refer to class rules, school values. Then if needed, carry out 'I Statements' and Impromptu Conferencing to manage it. They may also employ pre-emptive strategies to deter escalation of low level behaviour for example:

- Positive Modelling
- Finding things children are doing well to praise
- Reflection time (supported by an adult)
- Non-verbal and pictorial reminders
- Distraction and diversion

If unacceptable behaviours continue, the child or children involved can be sent to another teacher (if pre agreed) or a member of SLT for supported reflection before returning to class where that member of staff will facilitate an Affective Statement and/or Impromptu conference.

In the Playground

Verbal reminders and affective statements are to be used to praise the children who are displaying positive behaviour and verbal reminders and warnings are used when behaviour that is deemed unacceptable.

Playtime incidents will be dealt with by all members of staff, including Lunchtime staff when on duty on the playground. If a child refuse to engage and behaviour continues, Lunchtime staff will contact a member of SLT or the Behavioural Lead (Rosie Malton) to assist.

If any violent/aggressive or serious discriminatory incidents occur, a member of SLT or the behavioural lead should be contacted immediately. This includes incidents of serious fighting.

Staff on duty will also pass on (verbally or written) any information regarding unacceptable behaviour at the end of playtime. This should be done out of earshot of the child/children involved.

Any incidents that are worthy of recording should be recorded on CPOMS by the member of staff who dealt with the incident.

Off Site

All minor incidents of unacceptable behaviour when off site should be dealt with in the same way as in school. For further details on managing unsafe behaviour off site please see Health and Safety Policy for more details.

In After School Provision

As above, all minor incidents of unacceptable behaviour during after-school provision should be dealt with in the same way as during the school day. If unacceptable behaviour continues over several sessions, staff running the provision will meet with the Head of School and parents to discuss whether that child remains in the provision.

What happens when unacceptable behaviour is persistent?

If it is a case of a relationship between two or more individuals being consistently and repeatedly damaged, work with the Learning Mentor and SLT will be put in place.

Although we believe that the majority of children can learn positively to modify their behaviour through restorative practices (see separate policy), we understand that certain individuals will need a personalised approach. If a children continue to display undesirable behaviour despite the use of restorative practice, or due to a special educational need the following actions can be considered in consultation with other stakeholders such as parents, member of SLT or the Behavioural Lead:

- A home/school link book – celebrating positive achievements in both
- A personalised behaviour plan with specific targets, which may include support from the Learning Mentor or Family Therapist.

- Reward systems e.g. sticker charts
- Exclusion from visits / sporting events etc. may be imposed in cases where a child's behaviour is considered unsafe
- Lunchtime exclusion may be negotiated, although this would involve play in another area than the one where incidents occurred
- External agency support where appropriate
- Exclusion from school (fixed term or permanent)

7. BULLYING

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

a. What Is Bullying?

Bullying is the use of aggression, deliberately and repeatedly over a period of time, with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls. Misuse of associated technology , i.e. camera & video facilities

b. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

c. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All members of the school community should know that the school does not tolerate bullying, and what they should do if bullying arises.
- All members of the school community should be assured that they will be taken seriously and supported when bullying is reported.

d. Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm or runs away
- cries themselves to sleep at night or has nightmares
- regularly complains of feeling ill in the morning or during the school day
- begins to do poorly in school work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when an email or text message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

e. Procedures for incidents of bullying

1. Pupils and/or parents should report any bullying incidents to a member of staff.
2. Staff must always report allegations of bullying as soon as possible to the Head of School (or Deputy in her absence).
3. The Head of School will ensure that all allegations of bullying are fully investigated.
4. Where there is evidence that bullying has taken place, or in the absence of concrete evidence, the Head of School or senior member of staff judges it likely that bullying has taken place, the parents of all pupils directly involved should be informed and will be asked to come in to a meeting to discuss the problem.
5. If necessary and appropriate, police will be consulted.
6. The Head of School or senior member of staff will decide what action should be taken to ensure the bullying is stopped quickly.
7. Action will be planned to help the bully (or bullies) change their behaviour.
8. The Head of School will ensure the victim receives support (usually from the Learning Mentor) if appropriate.
9. Serious incidents of bullying will be recorded, and records kept in the Head of School's office.

f. Outcomes

1. If possible, the pupils will be reconciled.
2. Children may be asked to genuinely apologise and made to understand the impact of their behaviour on others. Other consequences may take place, at the discretion of the Head of School or senior member of staff.
3. In serious cases, suspension or even exclusion will be considered.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

g. Prevention

Pupils are explicitly taught about the causes and consequences of bullying, and why it is important to tell an adult if you know someone is being bullied. This teaching is done through the PSHCE curriculum. There is a focus during Anti-Bullying Week (re-named Friendship week)

8. SERIOUS SANCTIONS

8.1 Paying back Learning Time

Pupils can be requested to stay in during break and lunchtimes to pay back wasted or disrupted learning time.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

Restore order if the pupil is being unreasonably disruptive

Maintain the safety of all pupils

Allow the disruptive pupil to continue their learning in a managed environment

Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by another appropriate adult in school and will be removed for a maximum of 30 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. The teacher and child will use the Restorative Practice concept.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS

9. SUSPENSIONS AND EXCLUSIONS

The Head of School and staff will identify pupils whose behaviours place them at risk of suspension or exclusion, and seek additional provision to meet their individual needs. This could include working in partnership with other agencies.

Exclusion of a pupil will only occur as a last resort when all efforts have been made by the school involving the child and his/her parents to improve the child's behaviour.

a. Reasons for exclusion

A pupil may be excluded immediately in the event of a single serious incident or as a result of cumulative actions over time. This may include an aspect of the following:

- Violence towards an adult or child

- Swearing at an adult
- Racist verbal abuse
- Discriminatory verbal abuse
- Sustained bullying (see section 7 on Bullying above)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

b. Evidence for exclusion

Each individual situation will be investigated by the Head of School. The Head of School will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head of School may exclude the pupil.

c. Types of suspension and exclusion

Suspension is a fixed time frame where as exclusion is a permanent term.

Internal exclusion

Internal exclusion may be used in cases of physical incidents where considerable force has been used and another child has been hurt.

It may also be used in cases of discriminatory behaviour or language (racist, homophobic or other protected characteristic), especially if the child has done the same thing more than once. In these cases the Head of School (or deputising member of staff) may decide how long the internal exclusion will be, in which class the child will be placed.

The class teacher will provide work and the child may be asked to complete an activity relating to their behaviour (e.g. anti-racism research to be presented to their class). In cases of internal exclusion, a behaviour plan will be drawn up with the class teacher and child, and shared with relevant staff and the child's parent or carer.

Suspension

Suspension will be at the discretion of the Head of School. This may take the form of, requiring the removal of the child from the premises and for a fixed number of days. Parents will be informed of such decisions in writing.

Permanent Exclusion

Permanent exclusion will only be made if in the opinion of the Head of School, after consultation with School's Governing Body, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.

Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

d. Seeking advice

There is a formal process for all exclusions and these have to be reported to the Local Authority. The School is able to seek advice from the relevant LA officers.

Parents are able to seek advice from Westminster local authority if they have concerns, and may also contact the School's governors following an exclusion if they wish to.

Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan will then be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We will consider the following to support and understanding unwanted behaviours from pupils with special educational needs/disabilities:

Regular short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Safeguarding and Child Protection
- Health & Safety of all onsite
- Behaviour and Responses
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development
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12. Managing and monitoring

This behaviour policy will be reviewed by the Head of School and reported back to the Executive Head and the Full Governing Body at least annually. The managing of behaviour both positive and unacceptable needs to be consistent and fair.

The behaviour of pupils at Soho Parish CE Primary School is the responsibility of everyone.