

Policy Title: Behaviour Policy

Adopted: February 2022

For Review: February 2023

This policy has been written in conjunction with staff, parents, pupils and governors. The DFE document Behaviour in Schools has been referred to and is included in this policy.

We believe that good behaviour at Simon de Senlis is central to a good education. Staff manage behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive. We believe that being taught how to behave well is vital for children to succeed personally and for them to successfully navigate the communities they inhabit. We teach children explicitly what good behaviour looks like and support children who need additional help with this.

This policy is written in conjunction with NPAT Exclusion Policy, NPAT Safeguarding Policy, SdS SEND Policy, NPAT Online Safety Policy

1. School Ethos

At Simon de Senlis **we hold an unconditional positive regard for children** and **high expectations** for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. This ethos of positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

Consistency is the key driver of a positive behaviour policy. All adults in school should be good role models to children and be enablers of positive behaviour. Staff at Simon de Senlis share an understanding of the language and consistent approaches we use to manage children's behaviour. Through focused teaching and consistent approaches, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their behaviours.

2. What are the aims of this Policy?

- 2.1** To make clear the ethos and expectations of behaviour that are expected at Simon de Senlis.
- 2.2** To provide guidance on the systems and processes to use when managing behaviour to ensure a consistent approach – in particular about the **Routines, Responses and Relationships** in our school.

3. School Rules

At Simon de Senlis, we have the following simple and clear rules that apply to all members of the school community:

1. Have kind hands, kind feet and kind words.
2. Be honest.
3. Stay safe.
4. Work hard and learn from our mistakes.
5. Take care of our school, our belongings and other people's.

4. Expectations of the school community:

4.1 Headteacher and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.
- To intervene with Behaviour Management at Level 2 and 3.
- To ensure new pupils and parents to the school understand the expectations of the school, the rewards and consequences.
- To prevent all forms of bullying (including cyber bullying, prejudice based and discriminatory bullying).
- To regulate the conduct of pupils
- To ensure the school policy is available to parents on the school website.
- Where there is a serious concern regarding behaviour, a multi-agency approach should be taken to ensure the correct assessments and support
- To ensure records of negative behaviour are recorded by staff (My Concern and OneNote) and monitored regularly
- To share instances of negative behaviour with Governors x3 annually.

4.2 Staff and Governors

- To lead by example when dealing with behaviour.
- To teach and model routines, values and expectations of accepted and desirable behaviour.
- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and sanctions.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.
- To build relationships with pupils, parents and agencies, recording challenging behaviour on My Concern, OneNote and by making phone calls to parents.
- To communicate with parents regarding positive behaviour.
- To take the time for a pastoral discussion to ensure the pupil understands any sanctions received and what they need to do in the future to improve their behaviour.

4.3 Pupils

- To know and follow the School Rules.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.
- To conduct themselves in a positive way outside the school premises and online when: taking part in school organised activities, travelling to and from school, wearing school uniform, avoid anything poses a threat to another child or that could adversely affect the reputation of the school.

4.4 Parents

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance that may affect the behaviour of their child in school.
- To agree to and sign the home school agreement when their child joins the school and again at the beginning of KS2.

5. Curriculum and Teaching

At Simon de Senlis, we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. We believe that well-planned learning experiences and an effective learning environment play their part in reducing unwanted behaviour choices.

The Jigsaw PHSE curriculum is used as part of the curriculum to develop children's interpersonal skills, strengthen relationships and build their self-confidence.

6. Rewards and Sanctions

At Simon de Senlis, we have a clear set of rewards and sanctions which are designed to encourage positive behaviour and to deter unwanted behaviour.

Appendices A & B lay out these rewards and sanctions which are used across school and adapted depending on the age of children.

7. Levels of Unacceptable Behaviour

We divide unacceptable behaviour into three broad bands (these are explained further in Appendix B under 'consequences'):

Level of Behaviour	Definition	How is this dealt with?
--------------------	------------	-------------------------

Level 1: Low level	Low level disruption in classroom or around school.	By all classroom based staff in using classroom behaviour management techniques and systems, supported by Senior Staff.
Level 2: Consistent/significant disruption	Either consistent low level disruption or a one-off incident of more significance.	By Teachers alongside Senior Leaders in School (Phase Leaders or Assistant Headteacher) & Parents.
Level 3: Extreme	Consistent significant disruption or unsafe behaviour.	Assistant Headteacher, Deputy Headteacher, Headteacher & Parents Resulting in possible internal or external exclusion- see NPAT Exclusion Policy

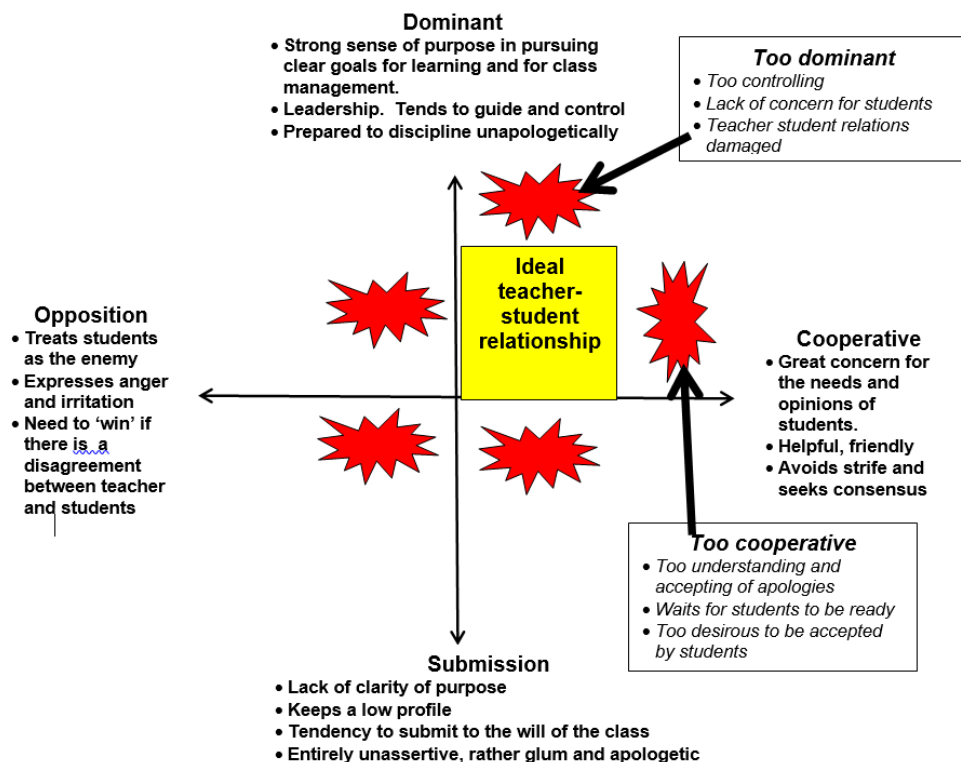
8. Routines

Establishing well-organised and practised routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes (such as residentials, swimming, dance at Danes Camp), these routines should also be taught explicitly and children should be given opportunities to practise.

9. Relationships

Healthy, teacher-student relationships are an essential element of developing good behaviour in the school and we use the following model as a guide for staff to evaluate where relationships are with the classes they teach (Source: [Geoff Petty – Evidence-Based Classroom Management and Discipline](#)).

The Ideal teacher-student relationship



10. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff will be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective. Children with additional needs will be supported in line with our SEND policy. Appropriate adjustments can be made to routines for pupils with additional needs, where appropriate, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be excused from certain routines or requirements. The adjustments needed for those pupils with SEND whose condition may at times affect their behaviour and individualised behaviour plans will be written to support these needs to ensure all are safe and able to learn. The law states that schools have duties under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled pupils. Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND. If a pupil has an Education, Health and Care plan the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies over that.

11. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to that behaviour management is consistent throughout school. Staff having difficulties should speak to their Phase Leader in the first instance for guidance and support. All new staff undergo behaviour management training as part of their induction to ensure that they are fully aware of the Simon de Senlis ethos and approach. All staff receive annual behaviour management training to revisit this school approach. My Concern and the Behaviour OneNote will be used to record any negative behaviour.

11.1 Power to use reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. 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 at the school or among pupils. The headteacher and SLT may also conduct a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco or items that they believe will cause offence or are illegal. We ensure that there are a number of staff in school who have received and have up to date Team teach training.

12. Support systems for parents

Simon de Senlis Primary School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The Family Support Worker is available to work with families and make links with other agencies where necessary.

13. Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis. The Assistant Headteacher reviews the behaviour OneNote weekly and addresses persistent issues with the class teacher immediately. All members of staff can seek advice and support from any member of the SLT at any time.

This document was produced in consultation with representatives from all members of the school community including staff, children, governors and parents.



This document is freely available on the school website and will be reviewed on an annual basis.

Signed:

Headteacher

Chair of Governors

Date.....

Date.....

Appendix A – Praise and Rewards

At Simon de Senlis we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words** – children need praise like plants need water
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you ___ for looking this way”; “Thank you ___ for your maturity” etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise**, which can be far more effective than several negative calls.
- Positive language for correction- instead of ‘don’t run’ we use ‘please walk’.

Star of the Week

Every week, a child is chosen from each class by their teacher to receive the Star of the Week award in achievement assembly on Friday. Star of the Week's parents are invited to Achievement Assembly.

Achievement Assembly (every Friday)

Achievement Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

Credits/Dojos

‘Dojos’ are awarded for areas where children go above and beyond the School Rules to reward their effort. These can be awarded for the following areas:

- Great effort within class
- Being an industrious or resilience learner
- Being an Agile Learner
- Making a ‘Dent in the Universe’
- Good effort with Key skills or Home Reading
- Positive Behaviour around school or in assembly

Class teachers may also add categories that they are working on within their class.

Dojos are recorded in Class Dojo. Staff should ensure that there is a fair distribution of reward across the year group.

In KS1 children receive a certificate for every 15 Dojos collected. In KS2 children receive the following when collecting Dojos:

- 10 = first certificate
- 20 = one-star badge
- 50 = two-star badge
- 100 = three-star badge
- 200 = metallic badge

Houses

Each child is assigned to a 'house' when they start school: Dragons, Unicorns, Knights and Wizards. This will develop team spirit and competition. They will remain with the same house for the duration of their time at this school. Siblings will be in the same house and staff will also be assigned to a house. One point will be awarded to their house when they receive a Dojo. The house points will be announced and displayed weekly in class areas and also within the whole school Achievement Assembly. There will be a Year 6 Captain and Vice-captain for each house – a formal procedure will be followed in their appointment and they will be expected to be good role models for their house. Year 6 will be responsible for collecting weekly scores and collating the Dojo totals each week.

Whole class credits

All the class contribute to a shared behaviour target. If they achieve it, the class receives a shared reward.

Appendix B - Consequences

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour. We use the 1,2,3 magic behaviour system.

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason.

Level 1 Behaviours

Whole School Approach to Classroom Behaviour

Level 1	Stage 1	Individual reminders. Name is written on the board by teacher (KS2)	'That's a 1'
	Stage 2	2 nd Individual reminder – Name is written on the board by teacher (KS2) or moved to the cloud (KS1)	'That's a 2'
	Stage 3	Miss minutes of next break-time (minutes relate to age). Recorded in the Class Behaviour OneNote.	'That's a 3'
Level 2	Stage 4	Refer to Phase Leader – Possible strike. Teacher to contact parents/carers.	
Level 3	Stage 5	Severe disruption, unsafe behaviour or racist incident. Refer to Assistant Headteacher, Deputy Headteacher or Headteacher. Contact with parents/carers made.	

Level 2 Behaviours

If in the same week, there is consistent challenging behaviour (3 instances of children missing minutes at break time), this will be picked up by the Phase Leader or Assistant Headteacher who will arrange a meeting with parents. An ongoing behaviour record and/or contract will be set up to monitor the behaviour.

The Assistant Teacher will monitor 'strikes' to ensure support is given to staff, parents, professionals and support is given to individuals.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Manager will support the class teacher and year group team to deliver suggestions and strategies.

If a child engages in a physical or racial attack or swears they will receive an instant STRIKE. This will involve a loss of minutes at playtime, a phone call home and reported to the Phase leader. For more serious incidents, the child will be reported to the Headteacher immediately. An Internal inclusion may also be used in some cases.

Level 3 Behaviours

Occasionally, behaviour may escalate to Level 3. At this stage, the Headteacher, Deputy Headteacher or Assistant Headteacher will be urgently and directly involved in managing this.

Examples of Level 3 behaviours are as follows:

- Bullying (please see anti-bullying policy for more details)
- Persistent disruptive behaviour
- Damage to property
- Physical assault against an adult or pupil
- Theft
- Verbal/racist abuse against an adult or pupil
- Inappropriate sexualised behaviour
- Drug and alcohol related behaviour

In extreme cases, children will be excluded. The Headteacher has the responsibility for giving fixed-term or permanent exclusions in line with the exclusion policy.

We have a strategy for the re-integration of pupils following a removal from the classroom or an exclusion. This can include the headteacher, class teacher and FSW meeting with the pupil, parents and other agencies where relevant. Decisions will be made on any additional support, strategies or resources that will be required for a positive re-integration.

Appendix C - Expectations of Behaviour

At Simon de Senlis, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. The following are specific expectations that we have

Movement around school

- Children should move quietly and sensibly around school.
- Talk with quiet voices.

Classroom

- Each class will have their own behaviour for learning expectations displayed, in age appropriate terminology, on the wall. These rules will be discussed and practised at the beginning of each term and whenever the teacher feels it is relevant to revisit them.
- Children will complete independent work in silence to ensure that they are fully focussed on the task with no distractions.
- Each class will have a seating plan that maximises each child's capacity to learn.
- Teachers and support staff meet and greet the children at the door each morning and see them out at the end of the day.
- Each classroom has a timetable displayed in the classroom daily.
- All staff use the same, clear routine for stopping the class.
- We use '100% compliance' from Doug Lemov's Teach Like a Champion to ensure that each child is fully focussed during direct teaching times.

Assembly

- Children should enter and leave assembly in silence and transition from their classes.
- Staff use non-verbal cues to direct children to maintain silence.
- Children remain stood until directed to sit by their class teacher.
- Stand up to sing and sing well!
- Children enter and leave via:
 - Reception, Year 1 & 2 (main door)
 - Y 3&4 (outside door)
 - Y6 (Drama Studio) leave first.
 - Y5 leave via the far door in the hall.

Playtimes and Lunchtimes

- All children leave class with an adult escorting them to the playground.
- Remember to have buddies set up for those children that need them.
- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- To line up or go in as soon as the end of playtime is signalled.



- Children should be lining up in silence, facing the front.
- Walk in with teacher quietly.
- Should be ready for the next lesson to start with equipment and books on desks.
- There will be a transition task ready to complete immediately after a break to settle children quickly.
- Each class has a trug of equipment to use at breaktimes.
- Every lunchtime, a group of trained sport's leaders, under the direction of trained Lunchtime Supervisors, engage the pupils in a range of activities across zones of the playground.
- Children who take part in the activities at lunchtime will not have not received a warning for their behaviour in class that morning.

Toileting

- Encourage children to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, children are allowed to go to the toilet during lessons and individual teachers have a system set up to ensure children are safe and learning is least interrupted.

Lunch and Breaktime supervision

- Unfinished work or work that is not completed to a satisfactory standard should be completed during break and lunchtimes.
- If children are given permission to stay in during lunchtime or break times, they should be directly supervised by staff at all times.

Outside of school

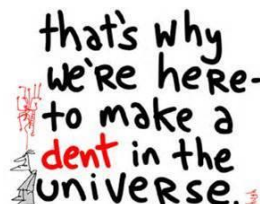
- The Headteacher has discretion to discipline pupils for their behavior outside of school when the behavior is likely to impact behavior in school or the name of the school is brought into disrepute.

Whole School Approach to Classroom Behaviour

Our School Rules:

At Simon de Senlis, we...

1. Have kind hands, kind feet and kind words.
2. Be honest.
3. Stay safe.
4. Work hard and learn from our mistakes.
5. Take care of our school, our belongings and other people's.



At Simon de Senlis,

Behaviour		What Happens?	Our Teacher will say
Level 1	Stage 1	Individual reminders Name is written on the board by teacher (KS2)	'That's a 1'
	Stage 2	2 nd Individual reminder – Name is written on the board by teacher (KS2) or moved to the cloud (KS1)	'That's a 2'
	Stage 3	Miss minutes of next break-time (minutes relate to age)	'That's a 3'
Level 2	Stage 4	Refer to Phase Leader – Possible strike. Teacher to contact parents/carers.	
Level 3	Stage 5	Severe disruption, unsafe behaviour or racist incident. Refer to Assistant Headteacher, Deputy Headteacher or Headteacher. Contact with parents/carers made.	

Appendix D- Guidance on Specific Behaviour Issues

Taken from the DfE document- Behaviour in Schools

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\) - especially Part 5](#). The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable and will not be tolerated. Schools should make clear to all staff the importance of challenging all inappropriate behaviour between pupils. It is especially important not to pass off any sexual violence or sexual harassment as acceptable or as 'banter' as this can lead to the normalisation of an unsafe environment for pupils. Schools should refer to the [Respectful School Communities toolkit](#) for advice on creating a culture in which sexual harassment of all kinds is seen as unacceptable.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. Pupils whose behaviour falls below the behaviour expected of them can be sanctioned. Disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing.

Schools should never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up. They should strenuously advocate for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

If a report of sexual abuse or harassment is shown to be deliberately malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy. As with all safeguarding matters it will be important that the Designated Safeguarding Lead is engaged and makes referrals into support services as appropriate.



Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the environment at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Schools should be clear that the same standards of behaviour are expected online as apply offline, including the importance of respect for others. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour.

Mobile phones

Headteachers should decide if mobile phones can be used during the school day. Many pupils, especially as they get older, will have one of their own.

Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse. If headteachers do allow pupils to access them, they should be clear as to what mitigating measures they have put in place to minimise these risks, and how they will ensure that these are effective.

Safeguarding

Keeping Children Safe in Education is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole school approach to behaviour and safeguarding it will be important the respective policies complement one another.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.



If the alleged perpetrator of the crime is less than ten, below the age of criminal responsibility, the police will take a welfare approach. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in [Keeping children safe in education](#), it would be expected in most cases that the Designated Safeguarding Lead (or deputy) would take the lead.

