

Salmestone Primary School

Behaviour Policy



Date Policy Issued/Last Reviewed:	April 2024
Review Due:	April 2025
Name of Responsible Manager Headteacher: Mr T Platten	

1. Expectations

As a TKAT school, we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are a school that:

- Works together inclusively
- Respects and cares for each other
- Has ambition and is aspirational for all

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, Salmestone will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. Salmestone Primary School will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

2. Policy Implementation

Staff are responsible for implementing Salmestone's policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour. In focusing on behaviour and discipline, it is important that parental cooperation and support are there within the school in order that the school can move progressively forwards.

The senior leadership team of Salmestone Primary will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for conducting themselves in line with Salmestone's policy. This includes in lessons, when moving around the school grounds, representing the school in other activities, and when in the community and wearing the school's uniform.

3. Behaviour expectations

Children are expected to observe the following simple rules at Salmestone Primary:

Be Ready

Be Respectful

Be Safe

In the classroom, we also expect children to follow the STAR learner behaviours that ensure we are reaching our potential as well as allowing others to reach theirs. STAR learners; Sit up, Track the Speaker, Ask & Answer Questions and show Respect.

At Salmestone we underpin these values through our 'Good to be Green' system of green, yellow and red behaviours and cards.

Green is good. Every child starts every school day on Green.

If a child does not remain green then their behaviour is managed by the 'Good to be Green system' – see APPENDIX A.

Staff at Salmestone use positive reinforcement of the message that good behaviour (in the classroom, during sports lessons/matches, in the corridors, lunch hall, or playground) supports excellent learning and achievement. This message is also reinforced by our school assemblies, STAR values in classrooms and through MarvellousMe, where pupils can earn 'thumbs up' and badges for demonstrating good behaviour, effort and achievement.

Students are expected to follow the school's golden rule of being 'Ready, Respectful and Safe' which will apply to all aspects of school life. For example;

- Being ready to learn at the start of a lesson or the start of the day
- Being respectful of staff and other children in the playgrounds and the classroom
- Being safe when taking part in a PE lesson or moving around the school

Where students follow behaviour expectations, they will be rewarded for doing so through positive reinforcement. Where they are unable to follow our behaviour expectations, this may lead to sanctions and consequences being put in place. The nature of the sanction/consequence is dependent on the behaviour type - the more serious the behaviour the more significant it is likely to be.

4. Rewards

At Salmestone we recognise that a great emphasis should be placed upon praise and reward in recognition of pupils' good efforts. We believe that pupils will achieve more, have increased motivation and improved behaviour when staff praise and reward their successes. Salmestone whole school praise and rewards include, but are not limited to:

General Rewards

Verbal praise and encouragement	Given by all staff members both in and out of lessons.
Recognition of success outside of school	Given for success of differing kinds in assemblies, e.g. presentation of swimming and Bikeability awards.
Children's work on display	We display pupils' work in both the classroom and corridors of the school.
A visit to a member of the Senior Leadership Team	This may be to share good work or in recognition of good behaviour or effort.
MarvellousMe	'Thumbs-ups' will be awarded to students who are following the golden rules, as well as for effort, positive interactions with other pupils and staff or going above and

beyond the expected green behaviours. 'Thumbs up' may also be rewarded for home reading and for demonstrating the STAR values in the classroom (Sitting up; Tracking the speaker; Asking/answering questions and being Respectful)

Whole School Rewards

Alongside our three school rules, we have our school mission of 'Excellence for all' supported by our values of Integrity, Ambition and Community. Pupils will be able to receive 'badges' or certificates that will be sent home when they have exhibited any of these.

Certificates	Children are nominated for certificates by their class teacher and these are awarded in weekly assemblies. The theme of these certificates may change at times throughout the year to reflect different curriculum areas. Each week a child from each class is awarded a certificate for their effort in reading and for demonstrating one of our school values - Integrity, Community and Ambition.
School values badges	All staff are able to nominate pupils for a school values badge via MarvellousMe if they have demonstrated one of the school's values. Badges are awarded to pupils throughout the week and are sent home to families immediately by the MarvellousMe App.
Highest attendance in a week	The class with the highest attendance will receive the award in assembly. The school also run various initiatives throughout the year to promote attendance
Individual attendance	Individuals who achieve 100% attendance are rewarded with a weekly badge sent home via MarvellousMe.
Individual rewards for achieving 99% or above attendance	These children will receive a termly certificate awarded to them in assembly time.

5. Graduated Approach to Support Pupils

All sanctions must be fairly and consistently applied and it is important that everyone understands that children are different and sanctions and their equal application might reflect these differences. But for ALL children:

- Most behaviours are low-level and should be dealt with using quality first teaching strategies and positive reinforcement e.g. positive praise and the use of 'thumbs up' and 'badges'.

- If a child enters the classroom and is unsettled, the use of a 'time out' and provision to regulate their emotions should be considered for the child. This may be in consultation with parents.
- A clear warning should be given prior to a child's card being moved to yellow or red. If a child's card is turned to yellow, then teachers and supporting adults should explain why this has happened to avoid any confusion.

The school has a graduated approach to supporting behaviour as detailed below:

i) Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children. These will be recorded on the class provision map or a child's personalised plan.

ii) Personal Support Plans (PSP) are in place for students unable to conform to level 'i' and this involves interventions, adaptations to timetables and curriculum, other external agency involvement, college places, and alike. Pupils may also be placed on a 'Report Card' at this stage so that their behaviour in the classroom and on the playground can be tracked and monitored throughout the day. Pupils on a report must visit a member of the Senior Leadership Team at least once a day to have their report card signed.

iii) Students and staff have school-wide systems which are in place to ensure good behaviour with imposed sanctions for classrooms and learning and around the wider school campus. These include detention systems, removal from normal learning to reflect on behaviours, internal exclusions and fixed-term exclusions.

iv) Students with the most significant behaviour profiles are referred to external alternative provision for placements of varying duration dependent on need.

Time out and reflection times

Note that 24 hours' notice of a 'detention' is no longer required by the Department for Education. Parental permission is not required but the school will inform parents for 'detentions' that are longer than 15 minutes. The school is not required to inform parents of 'short detentions' at lunchtime, however, we will endeavour to inform parents of our decision to give a child an in-school sanction. All detentions run within the school day, at play or at lunchtime. In some circumstances after school detentions can be considered, these will be planned with the parent in advance. In setting detentions the school will consider:

- the welfare and any special needs or disabilities of the child
- whether the child has caring responsibilities
- whether there are unique travel arrangements

Inconvenience to the parents will not be considered as long as the pupil has a means to get home safely.

The permitted times for detentions are any school day when the pupil does not have permission to be absent.

Suspensions and Exclusions

When considering suspensions and exclusions, we will follow the guidance set out in the Department For Education's "[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(Sep 22\)](#)"

In extreme cases of poor behaviour, the school may consider excluding a pupil. Before the school uses a suspension or exclusion, they will consider the implications of the Equality Act 2010 and Families Act 2014. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

Only the headteacher will suspend or exclude a pupil (or the deputy headteacher in their absence). When a child is suspended or excluded, the Headteacher or a member of staff that they designate will inform the parent/carer immediately and clearly set out the reasons for the decision. If the child is supported by other agencies, they will also be informed as quickly as possible, and typically within 24 hours. The local authority and local governing body will also be informed of all suspensions and exclusions as quickly as possible and typically within 24 hours.

Following any suspension, there will be a reintegration meeting with the aim of supporting the child's future behaviour and a clear strategy to achieve this to ensure a 'fresh start'.

Parents/Carers and other agencies will be actively encouraged to attend the meeting, however, should they not be able to attend, the child will continue to return following the period of suspension and the absence of other parties clearly recorded and retained. Any behaviour plans in existence will be updated.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to permanently exclude.

See appendix A for examples of graduated sanctions implemented by the school

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at Salmestone or by the wider Academy Trust. The school has a 'zero policy' on bullying incidents and all reported incidents will be dealt with in accordance with the school's bullying policy.

Incidents relating to Protected Characteristics

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

Incidents relating to Sexual Harassment and Sexual Abuse

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

Drugs

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any incidents will be reported to the governors for their consideration. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the school. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related

paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. The school may carry out searches for drugs in accordance with this policy.

Parental involvement: Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Use of social media

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school:

- damage to the school / academy or its reputation, even indirectly
- use that may defame school / academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school / academy's behalf
- using school / academy logos or trademarks.

Any misuse of social media will be investigated and overseen by the senior member of staff who oversees E-Safety or the school Designated Safeguarding Lead.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions in section 5.

In accordance with the prevent duty, the school/academy uses extensive and effective filtering of the school/academy's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

Prohibited items and searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the school/academy rules which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated

during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Use of reasonable force

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the school will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school/academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded on CPOMS, including any training that staff have had.

The power to discipline beyond the school gate

The school may apply sanctions at their own discretion for poor behaviour under the four conditions below:

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

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school / academy, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school / academy. This includes bullying and cyber-bullying.

Appendix A Graduated Sanctions

The school's sanctions for behaviour(s) are tabulated below:

Behaviour	Sanction
<p>Step 1 Behaviours</p> <ul style="list-style-type: none"> Daydreaming Looking around Talking to themselves (non-disruptive) Talking over others Low level distraction of others Slow to complete work because of distractions Arguing with peers Calling out 	<p style="text-align: center;"><u>Non Verbal Cues</u></p> <ul style="list-style-type: none"> A look Hand gesture Standing near the child Removing items the child may be playing with without saying anything e.g. pencils, rulers or pens. <p style="text-align: center;"><u>Verbal Reminder</u></p> <p>'Name' you are (describe action). Please can you (desired behaviour).</p> <p>Praise/ reward a child demonstrating the desired behaviour.</p>
<p>Step 2 Behaviours</p> <ul style="list-style-type: none"> Rudeness/cheekiness to staff Throwing small pieces of equipment Continual talking. Refusal to follow basic instructions. 	<p style="text-align: center;"><u>Verbal Warning</u></p> <p>'Name' you have continued to (describe action) you now have to turn your green card, so it is a half turn. If you choose to (describe desired behaviour), you can turn your card back.</p>
<p>Step 3 Behaviours</p> <ul style="list-style-type: none"> Severe rudeness to staff. Throwing small equipment Continually talking or disturbing the learning or others. Refusal to follow instructions Repeated disruption to learning following verbal and non-verbal warnings/cues. 	<p style="text-align: center;"><u>Yellow Card Detention</u></p> <p>'Name' you have continued to (describe action), you now need to think about making the right choice and (describe desired behaviour), you have now got a yellow card. If you choose to (describe desired behaviour), you can turn your card back. Praise another child with desired behaviour.</p> <p style="text-align: center;">Yellow Card log completed.</p> <p>Class TA to facilitate time out for the child to ensure they are ready to continue learning in the lesson.</p>

<p>Step 4 Behaviours</p> <p>Swearing directly at an adult or another child</p> <p>Hurting another child deliberately</p> <p>Refusal to come in from playtime/lunchtime</p> <p>Leaving the classroom or self-exiting the classroom without permission to do so.</p> <p>Further disruption to learning, after a yellow card has been issued.</p> <p>Having prohibited item on their person - such as phones, smartwatches</p>	<p style="text-align: center;"><u>Red Card Detention</u></p> <p>'Name' you have continued to (describe action) or you have (describe action), you now need to think about making the right choice and (describe desired behaviour), you have now moved to a red card.</p> <p>Class TA to facilitate time out for the child to ensure they are ready to continue learning in the lesson.</p> <p style="text-align: center;">Red Card Google Form to be completed.</p> <p>Class Teacher and behaviour lead to track number of 'timeouts' a child has each half term. Parents may be called in for a meeting at this stage to discuss their child's behaviour.</p> <p>Class Teachers and senior leadership team may review provision in place for the child, do any adjustments need to be made?</p>
<p>Step 5 Behaviours</p> <p>Continuation of level 2- 4 behaviours</p> <p>Deliberate violence towards a child</p> <p>Racist incidents</p> <p>Incidents relating to sexual harassment and/or sexual abuse</p> <p>Upturning furniture</p> <p>Significantly unkind to others including the use of sexual comments, remarks or jokes.</p> <p>Sexually harass another child, including online sexualised comments and/or requests for explicit photos.</p> <p>Repeatedly bringing in prohibited items into school</p>	<p style="text-align: center;"><u>Internal Exclusion</u></p> <p>Internal exclusions /time out of class in an alternative classroom or with a member of staff in an office for AM/PM.</p> <p style="text-align: center;">Phone call home</p> <p style="text-align: center;">Meeting with parents/carers to discuss behavioural incident</p> <p>A Serious Incident form to be completed and logged on CPOMS.</p> <p>Restorative session to be completed with the child to reflect on the behaviours/incident that occurred. This may be with a member of SLT or with the child's class teacher.</p> <p>SENCO review provision in place, do any adjustments need to be made?</p> <p>Are any other agencies involved? Are any further referrals needed?</p>

Step 6 Behaviours

Continuation of level 4- 5 behaviours

Incidents for which fixed term or permanent exclusion will be considered, but are not limited to, include:

Leaving the school grounds
Climbing on school property
Persistent disruption of the learning environment;
Verbal abuse of adults and others;
Verbal abuse to pupils;
Physical abuse of/attack on adults and others;
Physical abuse of/attack on pupils;
Indecent behaviour;
Damage to property;
Misuse of illegal drugs;
Misuse of other substances;
Theft;
Serious actual or threatened violence against another pupil or adult;
Supplying an illegal drug;
Sexual violence, or sexual assault
Sending explicit photos;
Carrying an offensive weapon;
Arson;
Unacceptable behaviour over time for which previous sanctions and other initiatives have not been successful in modifying the behaviour.

Internal Exclusion at another TKAT school

Internal exclusions/ time out of class in an alternative school with a member of staff in an office for AM/PM/day.

Phone call home

Meeting with parents/carers

A Serious Incident form to be completed. Logged on CPOMS.

Restorative session completed with the child to reflect on the behaviours/incident that occurred.

SENCO review provision in place, do any adjustments need to be made?

Are any other agencies involved? Are any further referrals needed?

Fixed Term Exclusion

Fixed Term exclusions will be at home.

Learning tasks will be set to be completed, teachers will collect these in.

Phone call home & letters will be provided when a FTE is made.

FTE is logged with the Local Authority via Kelsi.

FTE is logged on school management system, SIMs.

Meeting with parents/carers at a reintegration meeting.

A Serious Incident form to be completed.

Restorative session completed with the child to reflect on the behaviours/incident that occurred.

SENCO review provision in place, do any adjustments need to be made?

Are any other agencies involved? Are any further referrals needed?

External agencies supporting the child are updated.

	Any other behaviour which may bring the name of the school into disrepute	
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The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances

The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table