



PRIDE IN EXCELLENCE

BEHAVIOUR POLICY

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Version

8

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BEHAVIOUR POLICY

Principles

At Purley Oaks, we have the expectation that everyone will behave. We expect our children to take pride in their behaviour at all times. This includes when in school, on educational visits and travelling within the local community. Our policy is based on self-management rather than imposed control; we want children to take responsibility and be able to make the right decisions for themselves about their behaviour.

We will take time to talk to children about the consequences of their actions, about how they can put them right and how they can ensure a change of behaviour in the future.

The School Ethos

The establishment of an appropriate ethos is an essential prerequisite for learning. By working together and communicating parents, carers, governors, pupils and all school staff will create an ethos where everybody takes pride in:

- Learning
- Caring
- Sharing
- Listening
- Ourselves

Responsibilities

As adults we know that we need to be persistent and consistent with the way that we deal with children. Changes in home and family life can affect school behaviour and therefore it is important for parents and carers to keep school informed of situations that might be affecting behaviour. As a school we also have a duty to talk with parents and carers about changes in behaviour.

The school will not tolerate stereotypical expectations of behaviour based on gender, disability or race and is committed to high expectations of all children, treating all members of the school community equally and fairly. The school will ensure that any form of prejudice, discrimination and bullying, whether online or in person, is challenged. We expect all members of the school community to use appropriate volume and tone of voice when talking to each other, to be polite at all times and to realise that it is the behaviour that is unacceptable not the person.

Supporting children to meet the school's expectations

As staff we will:

- Constantly make it clear to the children the expectations that we have for behaviour
- Ensure that children understand that they have choices about the way they behave and support them to make right decisions
- Help children to understand the consequences of actions and teach children how to accept responsibility for them
- Seek to identify potential problems or difficulties at an early stage
- Constantly refer to the school ethos and motto

We use the 'Good to be Green' model. This means that all children begin the day with a green card. If a child chooses to behave inappropriately, they may be given a yellow or red card as a consequence. If a child receives a red card, they will have timeout or a detention, depending on their age.

All adults in the school will notice children for expected behaviour. We encourage children to behave out of pride and a sense of growing responsibility rather than in the hope of being rewarded. Children will be expected to show good manners, say please and thank you and to be courteous to others. Each half term there will be excellence rewards to thank those children who consistently behave in the expected way. Children need to achieve 90% green or yellow cards per half term (this equates to 27 out of 30 days or 32/35 days in a half term).

Sanctions

Children who do not behave appropriately will not be able to participate in the excellence reward. This will serve as a major sanction. Children will not be able to participate in the excellence reward if they have been given any red cards in the half term. **If a child is given a red card the parents or carers will be notified on the same day either by telephone or in person.** Some children with complex needs will not receive red cards, but can still have detention as a consequence. If only one red card has been given in the half term, then it is at the discretion of the Headteacher, as to whether the child will go, as long as the child meets the rest of the green card criteria. Each half term is a fresh start.

Parents and carers

Following a behaviour incident, the class teacher will discuss the matter with parents and carers. We expect staff to respond on the same day to any parental/carers concerns wherever possible. Please remember that teachers will be teaching during the day, but a message can always be left with the office. If parents wish to discuss this further, they can contact the year group leader.

If the year group leader is unable to help you, or you are not satisfied with the outcome, you can contact a member of the Senior Leadership Team via the school office who will arrange a meeting with you at a mutually convenient time.

Break times and lunch times

Staff on duty will be vigilant in observing. Lunchtime supervisors will lead activities during lunchtime play to support positive play. A range of equipment and activities will be made available every day to enable purposeful play. **Staff on duty will report any incidents to the class teacher.** As a result, the child can expect to receive a consequence.

Suspensions

For more serious incidents such as physical fighting and bullying, the Headteacher will consider an internal suspension. This would involve a morning, afternoon or day spent out of class depending on the severity of the incident. Parents are notified in writing.

In some circumstances, fixed term suspensions or permanent suspensions have to be considered. This decision is made by the Headteacher and will be in line with government and local authority guidelines. Parents will be notified in writing of the reason and period of the fixed term suspension; their responsibilities during the first five days of the suspension; the arrangements that the school has made

for the child if s/he has been excluded for more than five days and the process that they can take to ask for the suspension to be considered by the governing board.

For further guidance, we follow this publication from the Department for Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

The use of restraint with children

Restraint can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder in accordance with The Department for Education guidelines. However, to maintain safety of both children and staff the expectation is that staff use de-escalation techniques rather than restraint. Staff must not put themselves in a vulnerable position with any child on their own or attempt to restrain without assistance unless the child is in immediate danger from the behaviour/actions. All cases of children being restrained are reported to the Headteacher in writing.

Recording

Purley Oaks uses CPOMs to organise and record necessary pupil data. Yellow and red cards, discrimination, bullying, online incidents and suspensions are recorded here.

Supporting the behaviour of children with complex needs

The school's Behaviour Policy outlines the expectations of the children and staff. For a small number of children with complex needs, behaviour management needs to have additional considerations to be supportive and successful. All children are expected to be given the opportunity to attend the reward afternoon, with children who have complex needs being supported in a different way to ensure they can also access this with the school community.

The SEND Code of Practice requires schools to have a duty to use their 'best endeavours' to support children with additional needs, ensuring that 'reasonable adjustments' are made to include children in all aspects of school life. A small number of children who have social, emotional or mental health needs may need support to work within the school's behaviour policy.

Managing Behaviour

Managing children's behaviour with complex needs requires staff to be flexible, empathetic and supportive. For some children there are events that occur which can be a trigger for behaviour. Staff can be supported to pre-empt triggers, but there is also the understanding that what works for many of our children on a day-to-day basis may suddenly change without warning.

Staff will:

- Model respectful verbal and body language
- Use positive eye contact
- Use the child's name
- Remain calm and not react to the child's behaviour
- Avoid sarcasm or similes as many children with complex needs take language literally
- Ensure responses are consistent
- Pre-empt situations rather than reacting

- Focus on de-escalation techniques such as speaking quietly to the child without addressing them in front of an audience if possible
- Use time-out or walking breaks if children are showing signs that they are finding it difficult to cope

Rewards, consequences and sanctions

Children with inclusion needs must have clear rewards and behaviour sanctions. Celebrating success is important, as is consistency of approach. All children are supported and encouraged to attend the school's half-termly rewards. Children with inclusion needs may be supported in different ways. The school system of red cards does not work for some children, however a consequence such as immediate time out will be more effective.

Rather than losing the entire reward afternoon, children with inclusion needs can be given the opportunity to earn time towards attending the activity, or may lose ten-minute increments and still be able to attend the majority of the reward. This depends on the child's needs and the discretion of the teacher. Ensuring that success is celebrated alongside behaviour challenges will show children that staff can recognise when children are managing their behaviour and feelings effectively.

Types of successful rewards:

- Individual praise
- Pride in Excellence certificates for special efforts
- Time with a favourite toy
- Extra play time
- Stickers
- Celebration with senior leadership team
- Work displays
- Home school communication to celebrate success

Some pupils may have their own individual reward system, which is set up alongside the child's one-page profile and targets. This is followed consistently with timers used to provide instant time off choosing and rewards if there has been any negative behaviour. Any serious incidents are considered by the Headteacher using the school's fixed-term suspensions guidance.

Online Safety

We understand that mobile phones are part of everyday life and they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can also provide a means of bullying or intimidating others if used inappropriately.

The protocol for use of mobile phone is as follows:

- Mobile phones may be used on the way to and from school, but must be switched off on arrival and not switched back on to make calls, send texts or access the internet until pupils leave the premises.
- Pupils must turn off their phones (**not turn them to silent**) and hand them in to their class teacher. Phones should be collected from the class teacher at the end of the day. Phones must not be kept in the children's own possession – such as in coat pockets, bags or trays.

- Pupils are not to use their phones at any point during the day (8.30am - 3.10pm) including making or receiving calls, sending text messages, accessing the internet, taking photos etc. In a genuine emergency, pupils can be contacted through the school office.
- Pupils must not take photographs of pupils or staff on site as this is a safeguarding matter. When off-site it is important to remember that whilst in school uniform pupils are still representing the school and must act appropriately. Posting images and videos on social media sites whilst wearing school uniform poses a serious safeguarding threat.
- Pupils must not share images or phone numbers of their peers on social media sites such as WhatsApp, Snapchat and Facebook. There is an age limit for these sites of 13 years to safeguard younger children.
- Pupils must not add children to groups on social media without parent or carer consent.
- If a pupil is found taking photographs or video footage on site with a mobile phone of other pupils or teachers it will be regarded as a serious offence and disciplinary action will be taken. Similarly, inappropriate use of social media including cyber bullying will result in disciplinary action. When evidence is seen of this, a member of the senior management team will ask to see the phone to verify the allegation and the pupil's parents/carers will be contacted. This may result in loss of privilege, red card detention and/or suspension. The device will be confiscated and held for the parent or carer to collect.

Searching, screening and confiscation

The Department for Education recently published (September 2022) advice for schools to follow. If we suspect a pupil is in possession of a prohibited item, we will ask them to show us first. If they do not and we feel it is necessary to search a pupil or their possessions, we will follow these protocols. We will contact parents/carers before any search so they can be present.

If a pupil shares messages to the school that indicate a safeguarding or bullying concern the phone messages and footage will be investigated as part of the evidence trail.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Behaviour Management Ladder

A child can be entered at any point onto the ladder dependent on the behaviours seen.

Adult to remind the child of the expected behaviour using the school's ethos	VERBAL WARNING NAME ON THE BOARD	Low-level disruption such as calling out
Yellow card recorded on CPOMS	YELLOW CARD	Disruption Inappropriate body language and attitude
Red card Inclusion detention recorded on CPOMS Class teacher to call the parent Detention to take place in paired class	RED CARD INCLUSION DETENTION	Swearing Refusal to follow instructions Disrespect Damage to property Theft Answering back

Serious behaviour incidents (such as physical fighting or bullying) will be discussed with the Headteacher and either an internal or fixed term suspension will be considered.