

Behaviour Policy

This policy should be read in conjunction with the school's [Safeguarding and Child Protection Policy](#), [Anti-Bullying Policy](#), [Cyberbullying Policy](#), [Acceptable Use Policy](#), [Physical Restraint and Use of Reasonable Force Policy](#), [Searching and Confiscation Policy](#), [Disability Policy](#).

This policy has been drawn up using advice from [Behaviour and Discipline in Schools: Advice for Headteachers and School Staff DfE 2014](#). This is a whole school policy.

Aims:

- To promote good behaviour, self-discipline and respect
- To promote an environment where everyone feels safe, valued and secure
- To prevent bullying

School Rules

The school does not have a complex set of rules, with a fixed scale of associated sanctions. Rather, we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances.

Promoting Good Behaviour

The helpful examples set by adults both in the ways in which they conduct themselves, the respect they demonstrate to each other and the children, and in their consistent and collective expectations of the children, is a key ingredient in teaching good behaviour. As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the children:

- **Courtesy:** Children will be expected to be polite at all times. Impolite language or behaviour will be drawn to children's attention.
- **Respect:** Children will be expected to treat other people as they wish to be treated, with kindness and respect.
- **Dress:** Children will be expected to come to school dressed appropriately in the correct uniform without adornment, with tidy clothes, clean shoes and combed hair.
- **Property:** Children will be expected to respect their peers' property and the school's property at all times. Any acts of vandalism will be fully investigated and parents will be expected to make a contribution towards the cost of damages.
- **Older children** will be expected to be good role models for younger children and to set helpful examples of good behaviour and respect.

Resolving incidents and conflicts

The school strongly encourages children to resolve and problem-solve issues for themselves where possible. They are taught three initial steps to problem solve which are:

- Stop and calm down
- Say the problem
- Say the feeling

In T1 two further steps are added which are:

- Think of a goal
- Make a plan

Managing Transitions

The school is aware that transitions can be times of anxiety for children. This includes both normal transitions around the school site during the day and the more significant changes of teachers and classrooms that happens at the end of the year.

Children are supervised and monitored by their teaching assistants or teachers at all times during the school day.

At the end of each academic year children who find managing the transition to a new year difficult are identified and a plan is put in place to manage the transition. Handover meetings are held between the current class teacher and new class teacher so that any necessary information is transferred early on.

Support Systems for Children

The school has an excellent pastoral system where the children are actively encouraged to share their worries with an adult. Each child has a safety network of adults to whom they can go with a worry and this work is revisited at the beginning of each term. Each child has a class teacher whom they see regularly and each class teacher discusses their children at a weekly meeting with a senior member of staff to ensure all is well. The Head and the Foreign Head of School are kept informed of all pastoral issues.

Rewards

While some of our pastoral work is naturally and properly devoted to discovering and resolving concerns, the majority of our time should be spent recognising, acknowledging and promoting all that is positive within the community.

It is important always to look for opportunities to praise and encourage, within and beyond the classroom. The cumulative effect of such an approach is very powerful. As a school that prides itself on the care of the individual we need to ensure that we praise and encourage each child, regardless of age and ability. The school has the following rewards

- **Praise:** Praise for children's efforts will foster self-esteem and perseverance and is a key factor in children's academic and general progress. This could come in the form of praise for endeavour in the classroom or for acts of kindness around school.
- **Written Comments:** Positive written comments give the children tangible feedback for their efforts.
- **Congratulations:** The school's primary concern is to ensure that children learn how to get the best out of themselves. For this reason, when there are successes, there is much discrete congratulation of the child concerned but there is not a public ceremony of congratulation.

Sanctions

The school will NEVER:

- **Use corporal punishment or threaten to use corporal punishment.**
- **Use unacceptable, excessive or idiosyncratic punishments including any punishment intended to cause pain, anxiety or humiliation, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone to parents or any appropriate independent listener or helpline or require children to wear distinctive clothing as a punishment.**
- **Withhold medical, optical or dental treatment as a punishment.**
- **Deprive a child of sleep.**
- **Lock a child in an area or room of a building.**

Sanctions

Many minor incidents in EYFS will be dealt with by using the 'Plan to resolve conflicts' which is set out above. However, the following sanctions may be used:

- Supervising the child in a quiet area and helping them to calm down
- Having a quiet word with the children involved
- Asking children to apologise to each other
- Asking children to either draw or make something to say sorry to another child or adult
- Creating a behaviour plan, which is always explained to the child and of which parents are always made aware.
- In extreme cases, and only if we feel the child is too exhausted or overwhelmed to manage their behaviour for that day, we may ask parents to collect their child. This would only be agreed by the Head, the Deputy Head or the Foreign Head of School.

Temporary and Permanent Exclusion

Suspension and expulsion fall within the authority of the Head only. This would only happen as a consequence of a child's failure to respond to the measures outlined above, in which case parents would have been warned in advance, and in writing, of this possibility, or as a result of a disciplinary breach of very serious proportions.

- Expulsion for behavioural reasons would only follow at least one period of temporary exclusion unless the breach of discipline (within or beyond school) was so serious that the expulsion of a child was deemed to be in the School's best interests or those of the child or other children.
- Reasons for suspension and expulsion of a child may include the bullying (including cyberbullying) of other children, persistent non-attendance of the child without good reason, possession of or use of alcohol or illegal substances, persistent refusal to conform to the school's behavioural expectations or the school's inability to guarantee the safety of the child or other children or the school. Children who make a malicious accusation against a member of staff will fall into this category.
- In such circumstances, the school would act fairly and properly in deciding whether a child must be suspended or expelled from the school and wherever possible would seek the agreement of the parents before a decision was taken.

Physical Intervention

- All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to children and staff.

Staff must follow the guidelines set out in the [Physical Restraint and Use of Reasonable Force Policy](#).

Searching and Confiscation

- There may be times when a member of staff needs to search a child or a child's belongings because something has gone missing and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the [Searching and Confiscation Policy](#).
- There is a list of items prohibited in school. These items are:
 - knives or weapons
 - alcohol
 - illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

Record of Sanctions:

- Minor sanctions in the school day will be recorded on the child's action plan and copied to the class teacher, the Deputy Head and Heads of School where necessary. This is so that any patterns of behaviour can be picked up immediately.

Record of Serious Sanctions

- All serious sanctions will be recorded and held centrally by the Deputy Head for monitoring purposes.

Liaison with Parents and other Agencies

- The school actively encourages parents to keep in contact and to keep the lines of communication open. The more we communicate, the better we can look after our children. Parents will be kept informed of any serious behavioural issues regarding their child. If a Behaviour Plan needs to be put in place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies in order to gain advice or to work in tandem to provide the best support for a child.
- The policy is made available to parents at all times on the school website.
- The policy will be reviewed annually. However, if any amendments are made at other times of the year, parents will be informed.

Staff Training

- Staff will receive annual training on this policy so they have a clear understanding of the systems and procedures and their legal responsibilities.

The Designated Safeguarding Lead and Behaviour Lead is Mrs Alice Wu