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Behaviour Policy **(Whole School including EYFS)**

Introduction

The policy principally relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes staff in relation to a bullying or racist incident. The policy follows the recommendations and principles set out by the Department for Education:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Aims

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to **good choices** (which lead to good consequences) and choices that are bad (which lead to negative consequences).

There are two key reasons for using the language of "choice":

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behaviour options (we don't accept/expect that some children will always behave in such a way)
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.



Praise is the key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to "catch" good behaviour. If we become complacent, many good choices could be taken for granted and many children who always make good choices could become "invisible".

Refer to *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings for important safeguarding procedures* to which we all adhere.

Roles, Rights and Responsibilities

Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships.

Pupils should follow three simple rules to avoid bad choices:

1. Follow Instructions
2. Keep hands, feet and objects themselves
3. Use positive language (including body language)

Following instructions can include "3-2-1-Stop": in our school, this means

1. Silent voices
2. Empty hands
3. Eyes on the speaker

Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships - "catching" pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rules they have broken, and always record the incidents
- display in the classroom the consequences of their choices (both positive and negative; see Consequences, below) - this can help when you explain way you are praising/warning
- be consistent with all consequences



- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around the school
- be a positive role model by demonstrating positive relationships with everyone in school.
- keep a record and any relevant notes if a child misbehaves and/or receives a warning
- having followed regular procedures and consequences, seek help and advice from the Headteacher
- liaise with external agencies as necessary, to support and guide the progress of each child, e.g. discuss the needs of a child with the education social worker or local authority behaviour support service.
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

Code of Conduct

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

- All members of the school community are asked to respect each other;
- Children are expected to respect staff, other adults and fellow pupils, and be encouraged to be polite at all times;
- Children are expected to respect their own and other people's property and to take care of books and equipment;
- Children are asked to be well-behaved, well-mannered and attentive;
- Whilst in school, children are expected to walk quietly along corridors and move carefully on stairs;
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter;
- Rough play will not be tolerated in the playground and children who are found playing inappropriately are made to 'sit out' or have 'time out';
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to suspension and possible exclusion;
- Foul, racist or abusive language must not be used;
- Bullying is not tolerated in school (See [Anti-Bullying Policy](#));
- Children and adults are expected to be punctual;
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Jewellery should not be worn apart from stud earrings, and except in certain specific cases where jewellery is required at certain times of the year in conjunction with specific religious festivals.



- Parents need to be aware that in these rare circumstances their child may be asked to either remove or cover up the jewellery for sports lessons where the health and safety of the child or indeed other children is a risk. If this is not possible, the child will be required to sit out for the lesson.

At the end of the day, children remain with the member of staff in charge of the class until parents/guardians come to collect them from their designated area (varies according to class). Children should say 'goodbye' before being dismissed. They should leave the school in a proper manner and remain with the adult collecting them.

Consequences of Poor Choices

Sadly, there will be times when children need support to behave in an appropriate manner. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Normal consequences include:

- a verbal reprimand and reminder of expected behaviour,
- moving to sit alone,
- sending work home,
- letters of apology and/or loss of responsibility.

If problems are persistent or recurring, parents will be involved. Children may then be placed on a daily or weekly report system to monitor their behaviour in partnership with the parents.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, persistent bullying, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Head who will deal with it appropriately, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded. A verbal warning by the Headteacher or most senior member of staff in the Head's absence, as to future conduct;



- Withdrawal from the classroom for part of or the rest of the day;
- A letter or phone call to parents informing them of the problem;
- A meeting with parents, and a warning given regarding the next stage unless there is an improvement in the child's behaviour; where practical, otherwise notification must take place immediately after exclusion and no later than 12 hours after the event.
- If the problem is severe or recurring then suspension procedures are implemented;
- In a case where exclusion is deemed necessary, a member of the Governing Board will be consulted first;
- A case conference involving parents will follow;
- Permanent exclusion will only take place after consultation with the Governing Board;
- Parents have the right of appeal to the Governing Board against any decision to exclude.
- Any major breach of discipline or serious problem may result in parents being asked to take their child home immediately.
- Permanent exclusion may take place in response to a serious break or persistent breach of school policy or where allowing the pupil to remain in school would or might (in the reasonable opinion of the Board of Trustees and Headteacher) risk serious harm to the education or welfare of the pupil or others in school.
- A decision to exclude a pupil permanent should only be taken in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and
- where allowing the pupil to remain in school would or might (in the reasonable opinion of the Board of Trustees and Head Teacher) risk serious harm to the education of welfare of the pupil or others in the school
- Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN of disability that a pupil may have.
- The Headteacher should also consider the use of an early help assessment (eCAF) for pupils who demonstrate persistently disruptive behaviour.

It should be noted that any such assessment above may pick up previously unidentified special education needs but the scope of the assessment may go further, for example, by seeking to identify or rule out mental health or family-related problems.

Parental Involvement

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, staff and children;
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;



- By attending Parents' Meetings, parents' functions and by developing informal contacts with school;
- By acknowledging that learning and teaching cannot take place without sound discipline;
- By remembering that staff deal with behaviour problems patiently and positively.
- By working collaboratively with the teachers to reinforce positive behaviour in the classroom and at home

Care and Safety of Children

At all times staff should encourage good behaviour through praise and positive reinforcement. No member of staff must in any way verbally or physically chastise a child. If the child is about to cause bodily harm to his/herself or another child, or a member of staff, it may be necessary to restrain the child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect him or her to another activity;
- Talk to the child – discuss what has happened;
- Discussion in groups or whole class;
- Move the child from the group to work on his/her own;
- Repeat work;
- Miss playtime (but must be supervised);

Behaviour modification programme – setting targets;

- Remove child from the class – place with Headteacher or in another class;
- Parental involvement;
- Daily report;
- Sanctions as deemed appropriate for age and behaviour exhibited

Serious incidents are recorded in the child's individual behaviour file and highlighted to the Headteacher. No child should be made to stand outside a room on their own unsupervised.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding



Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and taken to the Headteacher or a senior member of staff who will take immediate action to involve parents. An incident report should be written and the situation discussed with the Headteacher. The Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

The safety of all children is paramount at London Scandinavian School and the use of physical restraint will be used if the member of staff decides that the welfare of that child/another child is in danger.

Behaviour Modification Policy

At London Scandinavian School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our approach to behaviour management we use behaviour modification strategies to change individual children's behaviour which are used by all staff. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. A wide range of options are used to reinforce positive behaviour.

These can include:

- Change in classroom organisation;
- Using different resources;
- Using short term targets when small steps are devised for each child (e.g. sitting on chair for given length of time or putting hand up to answer questions);
- Reinforcing good choices/behaviour with other children/other staff;
- Involving parents at an early stage to develop an action plan together.

By using a positive system of praise, and reinforcing good behaviour we help children to feel good about themselves.

Equal Opportunities

At London Scandinavian School we also recognise the importance of the Equality Act 2010. This replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that all people (pupils/teachers/parents/family/visitors etc.) have equality of opportunity in accessing and experiencing the life of the school.



When carrying out our day to day work, we should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity
- foster good relations across all people, whatever their characteristics may be