

# Vernon Primary School



## **Behaviour Policy & Behaviour Principles Written Statement (Appendix A)**

## **Rationale**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Vernon Primary School. It outlines the school's expectations and aspirations for behaviours which are integral to teaching and learning. The policy celebrates achievement and applies sanctions where appropriate. It promotes a consistent approach which involves all staff, pupils and parents. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents/carers, Governors and other members of the wider school community.

This policy has been written in accordance with the following legislation and guidance:

- Behaviour in Schools, Advice for Headteachers and school staff (DfE) July 2022.
- Education Acts: The Education Act 1996
- School Standards Framework Act 1998,
- Education Act 2002, Education and Inspections Act 2006 and the Education Act 2011
- School Information Regulations 2008
- Equality Act 2010 Behaviour and Discipline in Schools – Advice for Headteachers and school staff.
- School suspensions and permanent exclusions guidance - DfE- July 2022
- SEND Code of Practice
- Equality Act 2010
- Children and Families Act 2014
- Mental Health and behaviour in Schools
- Keeping Children Safe in Education

The policy is the result of ongoing consultation with pupils, parents/carers and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's behaviour rules and class rules. The School Governors regularly consult with groups of children regarding various aspects of school life, including behaviour in school. The current statement of behaviour principles has been written by the Governors and is included as [Appendix A](#).

## **Aims**

- To create a culture which encourages positive behaviour, high expectations and mutual respect
- To establish a calm, safe and supportive environment conducive to learning
- To define acceptable standards of behaviour, making boundaries clear
- To ensure a consistent approach to behaviour throughout the school, empowering all members of the school community to embody its culture and to uphold the behaviour policy
- To foster positive, caring attitudes towards everyone where achievements at all levels are recognised, acknowledged and valued
- To encourage and support children to take responsibility for their own behaviour and choices
- To encourage the involvement of both home and school in the implementation of this policy

Positive behaviour is vital because it:

- Is central to a good education
- Contributes to the safety of the children
- Is an aid to successful learning (behaviour for learning)
- Gives the children a sense of wellbeing and emotional security

An awareness of the need for self-discipline, self-regulation and a responsibility to others is an important part of moral and social development. Co-operative behaviour can result in increased happiness and efficiency within the whole community.

## Practice

Everyone within the school community at Vernon acknowledges and has adopted the three behaviour rules:

# Safe Ready Respectful

All adults and all children are committed to following these rules with unwavering consistency. Staff, children and parents/carers have a joint responsibility in promoting positive behaviour in school. These responsibilities work in line with British Values, as well as our values at Vernon Primary School.

### 1. The **Headteacher and Senior Leaders** have a responsibility to:

- Promote and drive forward a clear vision for a positive, purposeful and safe culture in school
- Take responsibility for implementing measures to maintain positive behaviour
- Empower and support staff to collectively embody the school's behaviour culture and to uphold the behaviour policy, through rigorous induction processes for new staff and regular training sessions for staff on behaviour
- Visibly and consistently support staff in managing pupil behaviour, following the behaviour policy
- Promote, among pupils, self-discipline, self-regulation and mutual respect
- Act in accordance with the current statement of behaviour principles made by the governing body ([Appendix A](#)).

### 2. All **staff** have a responsibility to promote good behaviour by:

- Ensuring that children have a clear induction into the school's behaviour systems, both on entry to the school and at transition points, such as the beginning of a school year and with new teachers.
- Developing a set of class rules at the beginning of each new school year, alongside pupils, within the school's overriding rules of **Safe, Ready, Respectful**.
- Treating all children fairly and with respect
- Valuing the individuality of children and recognising their differing needs
- Taking every opportunity to raise children's self-esteem by encouragement, recognition and praise
- Providing a relevant, ambitious and interesting curriculum that includes appropriate, meaningful activities
- Encouraging children to take responsibility for their own behaviour, providing support to enable children to resolve conflicts themselves
- Encouraging co-operative behaviour through the PSHE curriculum
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Being consistent in their approach and modelling expected behaviour and positive relationships
- Forming positive relationships with parents/carers where regular communication is possible
- Ensuring that all children are safe from harm (including the removal of items/objects that could prove harmful to individuals)
- Ensuring that all children are aware of safe behaviour (both in school and outside school), through the delivery elements of the PSHE curriculum (including online safety). See the 'Social Media' policy for further details.
- Ensuring that all children are aware of Remote Learning guidelines and expectations for behaviour when learning from home during specific circumstances. ([See Appendix B](#))

The school's behaviour culture consistently promotes high standards of behaviour and provides the support necessary to ensure all pupils can achieve and thrive both in and out of the classroom. The whole-school approach outlined in this policy meets the needs of all pupils, including pupils with SEND, so that a sense of belonging is established and maintained for all. Pupils with additional needs can access support where required from the school's SENDCo and Pastoral Manager through bespoke intervention sessions or through one-to-one wellbeing support, as well through referrals to external services such as CAMHS. The SENDCo and/or Pastoral Manager will communicate with specific children with needs and their parents/carers on a regular basis via phone conversations, emails and face-to-face meetings. Where required, the support of external professionals such as CAMHS, CEAT (Cheshire East Autism Team, Educational Psychology Services and Counselling services) can be sought. Individual SEND (Special Educational Needs/Disability) support plans are written by the class teacher in

consultation with the SENDCo when a child displays consistent emotional and behavioural needs and when significant additional adult support and provision are required. Through in-house consultation between the class teacher, SENDCo, Deputy SENDCo, Pastoral Manager and/or members of the Senior Leadership Team, a decision will be made regarding provision for individuals in this area.

3. The **children** have responsibilities:

- To consistently follow the school's key behaviour rules: **Safe, Ready, Respectful**
- To consistently follow their class rules
- To treat others with respect and kindness
- To co-operate with other children and adults
- To take care of property and the environment in and out of school
- To work to the best of their abilities and allow others to do the same
- To respect all adults working in school
- To move about school calmly and quietly
- To follow the Remote Learning Guidelines if necessary (see [Appendix B](#) and Remote Learning Policy)

4. The **parents/carers'** responsibilities are:

- To encourage their child to consistently follow the school's key behaviour rules: **Safe, Ready, Respectful**
- To become familiar with the school's behaviour policy and practices, reinforcing this at home
- Ensure that their child goes to school regularly, on time, appropriately dressed and equipped (being mindful of items children take to school, ensuring that they are safe and appropriate)
- Make the school aware of any significant concerns or problems that might affect their child's work or behaviour
- Communicate with members of staff with respect in accordance with the 'Communications Policy'
- Work in partnership with the school to encourage and promote positive behaviour
- Support the school's policies and guidelines for behaviour
- Support the school's policy for homework
- Support the school's guidelines for Remote Learning and behaviour expectations when learning from home during specific circumstances ([See Appendix B](#)).
- A Home-School Agreement should be signed by parents/carers and child at the beginning of each academic year (Please refer to the annual Home School Agreement issued online to parents/carers via school spider)

### **School Rules**

The following school rules have been agreed by staff and children: **Safe Ready Respectful**

*This means that we will:*

- Keep hands and feet to ourselves
- Value everyone and their contributions to the school
- Always speak politely to everyone
- Treat each other and their property as we would like to be treated
- Move carefully and quietly around the school
- Show good 'listening' behaviour when someone is talking
- Always try to understand other people's point of view

### **Class Rules**

The class agree together rules/guidelines for behaviour within their group and display them within their area under the key umbrella rules of **Safe, Ready, Respectful**. Rules are to be written in a positive manner and should be limited to 5 or 6 to ensure key points can be remembered, reinforced and retained. Rewards and sanctions are displayed alongside the agreed rules.

### **Procedures**

Every opportunity should be taken for recognising, promoting and encouraging good behaviour by positive reinforcement and reward. Acknowledging positive behaviour provides opportunities to reinforce the school's culture and ethos. Rewards should be applied fairly, consistently and clearly.

## Rewards

- Verbal praise and smiling/positive body language towards children
- Verbal praise to parents/carers about their children
- House points
- Class Dojos – used in every classroom to create a positive culture. Teachers can encourage their children for any skill or value by giving them a dojo. At Vernon we are using the Class Dojo tool as an internal reward system only.
- Stickers, stamps and certificates
- Headteacher Awards
- Star Awards (Deputy/Assistant Headteachers)
- Sending good work to other staff members for reward or praise
- Praise book certificate
- Special jobs and responsibilities (Year 6 children who have key roles and responsibilities have the opportunity to model positive behaviour to the rest of the school)
- Positive phone call or note home
- Whole class rewards
- Midday notes or verbal feedback to the teacher
- Midday lunchtime stickers for positive behaviour

## Sanctions

It should be made clear to the child concerned that it is the behaviour that is unacceptable and not the child. Sanctions should always reflect the age and stage of the child. **For Reception children, an appropriate sanction that reflects the age and stage of the child will be used and will not necessarily follow the specific structure below.** Discussion around naming emotions associated with the behaviour will be discussed at all stages; and strategies to encourage and support de-escalation and self-regulation are used throughout the school in order to discuss the behaviour and emotions at an appropriate time. Staff respond promptly, predictably and with confidence to address any behaviour issues and to consider how such behaviour can be prevented from recurring. The aim is always to restore the calm and safe environment in which all pupils can learn and thrive.

The procedure and structure for school sanctions are outlined below:

- Pupil will be given a verbal warning by the adult
- Pupil will be moved to another space/table (where appropriate)
- Pupil will miss 5 minutes of break time (either inside with an adult or staying near to the teacher on duty).
- Pupil will miss all of break and writing a note or picture of apology, explaining the alternative behaviour they should have chosen.
- Pupil will miss all of their break time staying near to the teacher on duty when their class/year group is outside.
- Pupil will discuss their behaviour with the Key Stage Leader
- Pupil will discuss their behaviour with the Headteacher/Deputy Headteacher/Assistant Headteachers
- Parents/carers will be informed if the behaviour persists
- Pupil's parents/carers will be notified by a telephone call or in person to discuss strategies for improved behaviour with the Headteacher/Deputy Headteacher/Assistant Headteachers/SENDCo
- When the behaviour involves persistent breaking of class/school rules or involves physical and/or verbally inappropriate behaviour, a behaviour letter from the Headteacher is sent home to parents/carers. This outlines the behaviour choices made and the related sanctions.
- There may be some occasions where the behaviour is so extreme that it warrants suspension, made by the Headteacher (see 'Suspensions and Permanent Exclusions Policy')

(If a pupil's behaviour has not been acceptable and they have to miss some or all of a break time, it is the teacher's responsibility to ensure that the pupil is supervised at all times).

### Additional Points when carrying out sanctions:

- A sanction should be carried out firmly using a calm manner as it is important to remember that it is the certainty of the sanction, not the severity that needs to be addressed. This is in line with the school expectation that all people will be treated with respect.
- A sanction should be carried out when a child has broken an agreed rule and should not be based on the teacher's tolerance level.
- A sanction should always follow a warning (at least one).
- For children who persistently break the rules, a decision can be taken in consultation with the Headteacher/SENDCo about whether to set up an Individual Behaviour Support Plan with agreed behaviour targets.
- Headteachers can use exclusion in response to serious incidents or in response to persistent serious behaviour which has not improved following the above sanctions and interventions (see 'Suspensions and Permanent Exclusions Policy').
- Where appropriate, safeguarding and wellbeing plans can be written to provide additional support for the individual pupils concerned.
- Pupil transition and re-induction into behaviour systems will be made a focus following any incidents of behaviour and will be part of wellbeing support plans to ensure that positive behaviour in the future is encouraged and developed.
- For all behavioural incidents or concerns, the school's 'Child protection Policy and procedures (Safeguarding)' will be adhered to at all times, including measures to prevent child-on-child abuse and the response to such abuse (See 'Child Protection Policy and Procedures (Safeguarding)').
- The above sanctions also apply for conduct outside the school premises, including online conduct, such as when taking part in any school-organised activity, when travelling to or from school, when wearing school uniform, when identifiable as a pupil from Vernon Primary School, when their actions could have repercussions for the running of the school or could adversely affect the reputation of the school, or when it poses a threat to another pupil.
- Records of behaviour incidents will be kept using the school's CPoms system and can therefore be systematically monitored, evaluated and analysed regularly by skilled staff.
- The way in which pupils relate to each other online can have a significant impact on the culture at school and therefore, the same standards of positive behaviour are expected online as they are offline; everyone should be treated with kindness, mutual respect and dignity. Any online behaviour incidents will be dealt with in line with this behaviour policy.
- Mobile phones are permitted in school for children in Upper Key Stage Two – these will be handed in to the teacher and kept in a safe place for the duration of the school day until the end of the day when they will be given back to pupils to take home.

### Searching and Confiscation:

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school.

The prohibited items list is in line with all DfE advice and current legislation in accordance with the Education Acts 2006 and 2011, as well as in line with the 'Searching, Screening and Confiscation Advice for schools' issued in July 2022: knives and weapons; alcohol; illegal drugs; stolen items; 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 property of any person (including the pupil); an article specified in regulations, such as tobacco/cigarette papers, fireworks and pornographic images.

It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice. A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item outlined in the prohibited item section. Headteachers and other members of staff authorised by them, have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of prohibited items. The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if

they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

### **Positive Handling of Pupils**

Staff working with vulnerable children and members of the Senior Leadership Team are 'Team Teach' trained. Vernon Primary School has a variety of measures in place which will reduce the likelihood of the need for positive handling to be used. For example:

- A calm and supportive school environment;
- Positive relationships;
- Whole-school approach to developing social and emotional skills;
- Structured approach to staff development.

### **Suspensions and permanent exclusions**

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort. Please refer to the schools 'Suspensions and Permanent Exclusions' Policy for all details of this procedure.

### **Playtime and Lunchtime Supervision**

Children will be supervised at all times by an adult, including at playtimes and lunchtimes, whether this is in the classroom, on the playground or in the hall. Supervision may be carried out by the teachers, teaching assistants or midday assistants.

The Midday Assistants have regular meetings with their line manager to ensure that behaviour and behaviour management at lunchtimes are consistent with the behaviour policy. Lunchtime routines and behaviour management strategies have been embedded. All of the middays when inducted are given this policy and are trained on school rules, rewards, sanctions and behaviour management strategies.

### **Use of outside agencies:**

The following outside agencies are available to support parents/carers/children who are experiencing difficulties:

- Education welfare
- Educational psychologist
- Police
- Family doctor
- CAMHS (Child and Adolescent Mental Health Service)
- CEAT (Cheshire East Autism Team)

The SENDCo, Headteacher/Deputy Headteacher/Assistant Headteachers/Pastoral Manager advise teachers and parents/carers on which service would be most appropriate and how to contact them.

### **Related documents:**

This policy is aligned to the following key policies in school: SEND Policy, Uniform Policy, Anti-Bullying Policy; Suspensions and Permanent Exclusions Policy; Child Protection Policy and Procedures (safeguarding); Equality Policy

**Policy Date:** January 2025

**Review Date:** January 2026

**Ratified by Governors:** January 2025

# Appendix A

## Behaviour Principles Written Statement

*This statement was written and approved by the Governing body. It will be reviewed annually in line with the Department for Education, guidance and in line with the school's behaviour policy.*

*This statement has been drawn up in accordance with the Education and Inspections Act 2006 and DFE guidance (Behaviour and Discipline in Schools). The document 'Behaviour and Discipline in School's Guidance for Governing bodies' DFE – July 2013 has also been used as a reference in producing these principles.*

*The purpose of this statement is to provide guidance in the production of the school behaviour policy in order to reflect the shared views of the Governors, staff and Parents/Carers for the pupils in school, as well as taking full account of law and guidance on behaviour.*

Vernon Primary school is an inclusive school where we are committed to teaching and promoting a positive and caring learning environment where individual children can thrive. We aim to provide a consistent approach to behaviour management where mutual respect is fostered and positive behaviour choices are encouraged.

At the beginning of each child's journey through Vernon Primary School, behaviour expectations will be clearly communicated with children and Parents/Carers. Staff will teach and model clear boundaries for behaviour in line with school and class rules, setting high expectations for all. At Vernon Primary school, we believe that all positive learning experiences contribute towards embedding lifelong skills and behaviours.

### Behaviour Principles

- All children, staff and visitors have the right to feel safe at all times at Vernon Primary School;
- The Governors expect all members of the school to behave responsibly and treat each other with respect;
- Vernon Primary is an inclusive school where we value each individual, promoting equality for all;
- The Governors believe that rules and associated rewards and sanctions must be clearly outlined and communicated to all;
- All children have the right to learn and reach their full potential; classroom environments and quality teaching and learning opportunities will enable pupils to engage with effective behaviour for learning;
- Positive behaviours should be acknowledged and praised, embedding good behaviour choices throughout the school;
- Vernon Primary school's legal duties are reinforced through a range of associated policies (Behaviour, Anti-bullying policies, Equality, SEND);
- The Governors recognise that some pupils may need additional support to meet behaviour expectations;
- Bullying or harassment of any description is unacceptable and will be addressed following the school's policies and procedures (anti-bullying policy);
- Sanctions should be applied fairly, consistently, proportionally and reasonably (in line with the school's behaviour policy), taking into account SEND, disability and the needs of vulnerable children. Appropriate support will be offered as necessary;
- The Governors believe that working in partnership with parents/carers is essential practice, joining up in approach, to enable pupils to make positive behaviour choices and reach their full potential;
- The Governors wish to emphasise that physical or verbal threatening behaviour by pupils or Parents/Carers towards anyone in the school community will not be tolerated.
- The Governors recognised that there may be occasions when a fixed term exclusion must be given as a sanction. This is to be clearly written into the behaviour policy.



# Appendix B

## Remote Learning Guidelines

*(Communicated to Parents/Carers)*

In using Google Classroom and Tapestry, we have adopted the following guidelines to ensure that these sessions run as smoothly as possible:

- School rules apply to all school-related activities, including those that take place online.
- A parent/carer must be on hand during the sessions (you do not need to be present for the actual session, but it would be appreciated if you are within earshot so that you can help with any technical difficulties or other queries that may arise).
- Children should access the sessions in a communal living area (not in bedrooms).
- Children should be appropriately dressed for the session - uniform is not necessary but children should be fully dressed in an appropriate outfit.
- Children will be asked to mute their microphones unless instructed otherwise. This will ensure that every participant can hear the teacher.
- Children should not under any circumstances capture or use video or imaging of Vernon staff.
- Staff will record sessions for safeguarding purposes, which will be stored in line with GDPR guidelines.
- If a member of staff has any safeguarding concerns, they will report these to the school's Designated Safeguarding Lead/Deputy Designated Lead.
- If you have any safeguarding concerns regarding an incident during a session, you should discuss these with the member of staff. If it not appropriate to do so, please contact Miss Wood, Mrs Carvell or Mrs Walmsley.
- At the end of any live session, children must end their session when instructed and the teacher will only exit when all children have left the session.
- Staff will invite questions if and when appropriate so that no interruptions occur during any live session.