



# **Shoreham Village School**

## **Behaviour Policy**

***Ratified by Governing Body***

**Signed:**  
**Chair of Governors**

**Date: October 2024**

**To be reviewed: October 2025**

## **Governors' Statement of Principles**

Shoreham Village School provides a safe environment in which all pupils are supported to achieve their potential, both academically and socially, and are provided with support to overcome any barriers to learning they may face.

We believe that:

- Children should be taught to behave in a manner that reflects the values of the school.
- Teaching children respect for each other, staff and other adults, is at the heart of the school's ethos.
- A behaviour policy is vital for the safety and welfare of the whole school community.
- The school's behaviour policy should be based on the principles of positive behaviour management.
- Our policy should build on the children's pre-school experience and establish positive home school links and partnerships.
- A policy will provide a professional approach ensuring fairness and consistency.

The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will monitor the impact of all its policies and will be alert to disproportionate impact on vulnerable groups.

### **Aims and objectives:**

- to ensure the safety and well being of all in the school;
- to establish a high quality of care to all members of the school community leading to attitudes of mutual respect, responsibility, self-esteem and self-discipline;
- to encourage co-operation, honesty and good manners;
- to promote an atmosphere where children are valued and can express their feelings, needs and concerns;
- to have high expectations of behaviour;
- to develop and implement codes of conduct;
- to encourage children to act appropriately and be accountable for their actions;
- to teach children the skills to enable them to solve conflicts as peacefully as possible through a process of negotiation;
- to develop consistency of consequences;
- to develop strategies for discouraging the formation of negative behaviour patterns and to avoid disruption to the quality of teaching and learning;
- to use rewards to encourage positive behaviour;
- to expect all adults in school to act as positive role models; and
- to promote strong links between home and school.

This policy links to other relevant policies within the school including:

- Safeguarding
- Anti-bullying
- Health and safety
- Teaching and learning
- Marking
- Physical restraint
- Attendance
- Home school agreement
- Complaints
- Allegations against staff
- Special Educational Needs

This policy also applies to the before and after-school care club (Riverclub) that is run by Shoreham Village School.

### **Anti-bullying**

Shoreham Village School is committed to ensuring that all pupils feel safe at school and enjoy their education. A strong stance is taken against all forms of bullying. The school's policy on anti-bullying can be accessed on the school's website.

### **Children's Responsibilities**

Pupils will play an active part in the writing of class rules. In this way they will feel ownership and a shared responsibility for any code of behaviour. By following class rules they will try:

- to be gentle and not hurt anyone;
- to be kind and not hurt the feelings of others;
- to listen and not interrupt others;
- to work hard and not waste others' time;
- to be honest and not cover up the truth; and
- to look after property and not waste or damage it.

### **School/staff responsibilities:**

- to implement the behaviour policy fairly and consistently;
- to provide a warm caring environment;
- to provide a stimulating environment so that children do not want to misbehave;
- to be aware of cultural differences and reflect this in our curriculum;
- to recognise that the majority of children want to behave well and that it is our job to help them achieve this;
- to recognise each child as an individual;
- to ensure high expectations where pupils can reach their full potential;
- to encourage children to talk about their learning if motivation is a problem;

- to use target setting effectively so that children are more responsible for their own learning;
- to understand that making mistakes is a natural part of the learning process;
- to remind children of school rules and codes of conduct regularly;
- to use rules and sanctions fairly and consistently;
- to be prepared to listen and hear everyone's point of view;
- to discuss situations calmly;
- to be good role models;
- to praise good behaviour rather than commenting on bad;
- to spend time talking with the pupils and share interests when appropriate to create trust;
- to interpret pupils' behaviour, intentions and motives positively. For example a pupil's behaviour could be an attempt to solve a problem they are experiencing not a deliberate act of misbehaviour;
- to create action plans to modify difficult/challenging behaviour with the involvement of parents, teachers, teaching assistants, School Learning mentor and children;
- to employ 'circle time' and other strategies to develop social skills and encourage positive behaviour;
- to monitor the well-being of vulnerable pupils at playtimes and lunchtimes and support all pupils by providing good levels of supervision and activities;
- to encourage care of the school environment;
- to encourage care of equipment;
- to encourage responsibility by giving children special jobs and roles; and
- to form a good relationship with parents so that children can see that the key adults in their lives share a common aim.

### **Parents'/Carers' Responsibilities**

Shoreham Village School seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a safe and calm environment where children can learn. All parents/carers sign the home/school agreement when their child starts Shoreham Village School and in doing so agree to support the school in the implementation of the behaviour policy. Parents will be contacted at any stage if we feel there is a need or if a child's behaviour is of concern.

The responsibilities of parents and carers are:

- to encourage children to behave appropriately;
- to encourage independence and self-discipline;
- to work with the school to develop good communication and to support school policies; and
- to be aware of class and school rules.

### **Governor Responsibilities**

The Governing Body is responsible for setting general principles that inform the behaviour policy. The Governing Body must consult the Headteacher, school staff, parents and pupils when developing these principles.

Governors have a responsibility to ensure that the behaviour policy is being implemented. Behaviour is monitored through Governor school visits, visiting guest feedback and Headteacher reports.

### **Promoting positive behaviour through recognition and praise**

We understand that the types of rewards affect children's self esteem. Rewards need to be age appropriate, and personalised. Younger children may respond to small, frequent, demonstrative recognition and rewards, (praise, stars, stickers etc), whilst older children may appreciate more privately offered praise and encouragement and less frequent tangible rewards (stars, certificate etc). All classes follow the 'Good to be Green' scheme which is based on the expectation that all pupils are 'green' and demonstrate good behaviour.

Rewards should be accompanied by an explanation of why the reward was given so that the pupil recognises their contribution towards achieving the goal. These rewards include:

- verbal feedback;
- stickers, stars, smiley faces, Headteacher stickers, good work assemblies and certificates;
- Golden Time;
- class Treat Trails
- positive written comments; and
- names / work on the Headteacher's Wall of Excellence.

The reward system should include the regular involvement of senior staff and governors, by holding brief discussions with pupils perhaps during good work assemblies and by monitoring the curriculum. Records of award receivers should be kept by all staff to ensure equal opportunities of awards.

### **Sanctions and consequences:**

Staff at Shoreham Village School have the right to regulate pupil behaviour and to impose sanctions when pupils fail to observe school rules. Pupils need to be made aware of the consequences of breaking rules. Minor incidents will be dealt with within the classroom but those of a more serious nature may necessitate the involvement of the Headteacher, Deputy Headteacher or parents. Sometimes an outside agency such as Behaviour Support will be consulted. In very extreme cases a period of exclusion could be considered (see below). The sanction used will take account of a pupil's age and any Special Educational Need or disability. Consequences should be given consistently and calmly to help pupils learn to behave responsibly. The following consequences are agreed:

- a reminder about appropriate behaviour;

- verbal warnings about consequences of behaviour;
- removing a child from the source of a problem e.g. move to another table/class;
- time out (egg timer can be used);
- completing a reflection sheet;
- writing a letter of apology;
- clearing up a mess;
- improving work;
- re-phrasing replies etc;
- contacting parents;
- following a behaviour reward timetable;
- exclusion from classroom for part/whole of day; and
- confiscation, retention or disposal of a pupils property.

### **Restorative approaches**

Shoreham Village School has developed the use of restorative approaches to deal with behaviour incidents. Restorative approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

### **Exclusion**

Shoreham Village School is committed to using exclusion only as a last resort after all other sanctions have been exhausted. Where exclusion is used the school conforms to the Local Authority (LA) and DfE guidance. If a pupil is excluded for a period of less than 5 days the school will provide work. It is the parent's responsibility to ensure the pupil completes work and returns it to school. In the event of a permanent exclusion the LA will contact parents with details of day 6 provision.

### **After School Clubs**

All coaches and providers of after school and lunchtime clubs will be given a copy of the school's Behaviour Policy so that the policy is implemented consistently whilst the children are taking part in extra-curricular activities. Teachers will monitor children's behaviour in after school clubs regularly.

### **Support and training for staff, coaches and parents on managing challenging behaviour and pupils requiring additional support**

The training needs of staff will be reviewed at their annual performance management reviews and through the information gathering for the annual Staff Development Plan. Additional training needs may also be identified and implemented before or when children with Special Educational Needs (SEND) /behaviour difficulties join the school and staff do not feel they have the knowledge and understanding required. Pupils who require additional support may have an individual behaviour plan. Training will be provided either through an external provider or by using the expertise of outside agencies/outreach workers. The Special Educational Needs Co-ordinator (SENDCo) will also flag up any school training needs at

termly Pupil Progress meetings. Members of staff can request training at any time by speaking, either to their line manager or the SENDCo. Staff will also receive regular training and updates related to safeguarding children.

The school will advise parents about the range of services that are available for them to access. Teachers will also offer support to lunchtime supervisors, as well as coaches and supervisors of after school clubs.

### **Physical restraint**

Physical restraint should be used only in an emergency unless the member of staff has attended an extensive training course. In an emergency the DfE document 'Use of Reasonable Force Guidance' should be adhered to.

### **Searching pupils**

School staff can search pupils with their consent for any item.

The Headteacher and teaching staff have the power to search pupils or their possessions, without consent, where they suspect a pupil has a "prohibited item". Prohibited items include:

- mobiles phones;
- stolen items;
- any article which is likely to cause personal injury or damage to property.

### **Allegations of abuse against staff**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Education Officer or Local Authority Designated Officer and dealt with using the LA procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

### **Behaviour out of school**

Pupils are expected to follow the school rules and Behaviour Policy, and uphold the reputation of the school whenever they are out of school and wearing their school uniform. It also applies to any school trip or outing.

### **Monitoring behaviour**

All significant behaviour incidents are recorded on a set pro forma which is kept in a behaviour file in the Heads Office. These forms are monitored and analysed to track any

trends or patterns in behaviour. . Information is shared regularly at staff and governors' meetings. Data may also be used as evidence for referrals and to ensure that the school meets its statutory duties with regard to the Equalities policy. The Headteacher and SENDCo also monitor the impact of intervention groups used to improve behaviour, for example social skills groups. The school ensures that there is appropriate confidentiality within its monitoring and reporting.

### **Monitoring and Reviewing the Behaviour policy**

The Governors and headteacher will monitor the implementation of this policy annually and make changes in consultation with other members of staff.

The policy will be reviewed formally every year in consultation with staff, governors, pupils and parents/carers.

All staff are given a copy of this policy as part of their induction.