



SNAPE PRIMARY SCHOOL BEHAVIOUR POLICY

At Snape Primary school we aim to provide a safe, happy environment where children feel secure, valued and supported. Our policy is written in accordance with section 89 of the Education and Inspections Act 2006.

The Snape Superstar Rules:

The children of Snape were involved in creating a set of rules which they felt would ensure a safe and happy environment. These rules were named the Snape Superstar rules.

Snape Superstar rules are on display around the school and are available to view on the school website. The rules are referred to by all staff when the need occurs to remind children about our expectations of behaviour.

Inclusivity and Equality:

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. Calling out behaviour as it happens will help all pupils understand what is and isn't OK.

If the incident is very 'low level' – for example, a pupil making a comment that we have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.

If pupils make these comments, we will:

1. Ask them to apologise to anyone the comment was directed at
2. Support and educate them to improve their behaviour. For example by using it as an opportunity to encourage a class discussion about appropriate and inappropriate language

3. Monitor their behaviour for any recurrence
4. Talk to the parent face to face (or call if not possible) if the pupil refuses to apologise in the first instance

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like and covers important areas such as:

- Consent
- Good touches and bad touches
- Personal space-what is it and how do we protect it?
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Rewards:

Children are rewarded with verbal praise as well as stickers. We believe it is important that children know why they are receiving praise. We reward for showing learning 'muscles' e.g. trying again even if it's hard or sticking at something with great concentration..

Every fortnight children who have shown exceptional attitude, behaviour or achievement are rewarded in our Friday celebration assembly with a Headteacher's certificate. Names are recorded on our fortnightly newsletter.

Throughout the school pupils are rewarded for exceptional behaviour and achievement by all school staff with verbal praise, stickers or their own class rewards. We also make sure we continually celebrate learning successes by sending children to different classes to share and also sending children to share their successes with the headteacher. As we are a small school and have good relationships with the parents we are also able to let parents/ carers at the school gate know when children have done something extra special.

Playtime

Stickers are given out at playtime and during lunchtime -for example, MDSAs give out healthy eating stickers or stickers to encourage fussy eaters to try different foods/eat a little more.

Consequences

At Snape we believe that if somebody chooses not to follow the Snape Superstar Rules they have chosen to accept a consequence to their behaviour.

We have a simple yellow and red card system.

Within class, around school and at playtimes everybody uses the same system. If a child has chosen not to follow the rules will be reminded with a yellow card. For example:

Talking, not being ready to listen rocking on chairs

fiddling with pencils

wandering around the classroom not following instructions.

A yellow card will be issued if the inappropriate behaviour continues.

If the child chooses to continue with inappropriate behaviour then a RED card is issued and the incident is recorded. This is closely monitored by all staff. The child is sent to another classroom for the rest of the learning session.

New sessions mean new start with the card system.

Sessions are:

9.00-10.30- 1st session

10.30-10.45- Playtime

10.45-12.05/10- 2nd session

12.05-1.05- Lunchtime

1.05-2.10- 3rd session

2.10-3.00- 4th session

3.00-3.15- Story

Playtime consequences

If behaviour is repeated outside in the playground the same system can be used but the child will be sent in to sit in the library/in a classroom with a member of staff.

If the behaviour is more serious- e.g. back chatting or gesturing such as shrugging, hitting, spitting, kicking, biting, swearing, refusal to take adult direction, a child will be given time

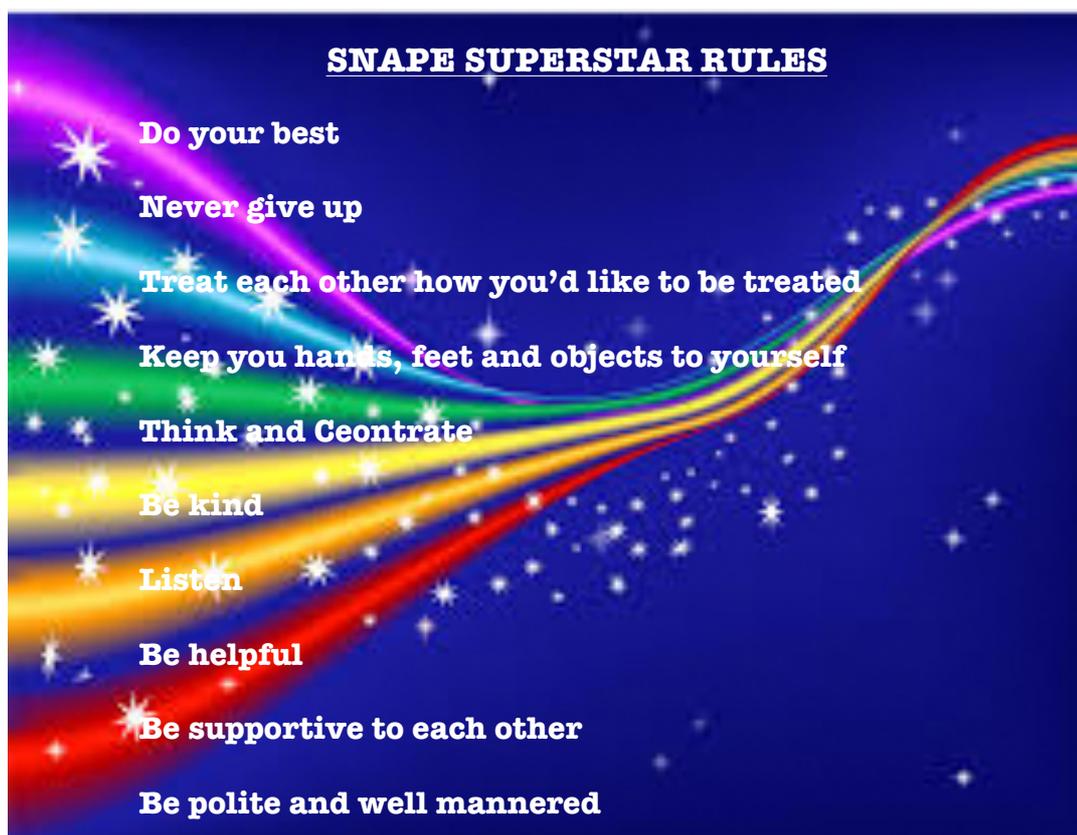
in detention. All detentions will be recorded in the red 'putting it right' book. The child will stay in during a lunch/ break time, sitting with either the HT or other member of staff.

If this behaviour reoccurs then the class teacher will speak with the parents/ carers and work together with the child to enable them to re-engage with learning.

Sometimes there may be complex reasons for a child's behaviour. The card system and time outs are still used in this case but alongside other strategies drawn up on Provision maps and Pastoral Support Plans (PSPs). Strategies adopted will be specifically tailored to the child's needs and will be time specific, reviewed regularly and shared with all parties involved in supporting the child. Other agencies may be contacted for additional support via the SENCO; this may include agencies such as the County Inclusive Support Service (CISS) ,CAMHS, Family Support worker from the Early Help team or a Social Worker working on wishes and feelings from the Social Work Team.

Logging behaviour:

We keep careful, detailed chronologies for those children who need them but we also log behaviours in our 'putting it right book' with the actions we took so that our children can see that all their contributions we recorded. We ensure children are able to give their side of the story before we talk through how to put it right. We refer to the Snape Superstar



rules. If there is a consequence issued we then tick to say it has been done and are conscience about re-iterating: that's it...fresh start now.

Reasonable Force: The Education and Inspections Act stipulates that reasonable force may be used by a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil. The power conferred may be exercised where:-

1. a) the member of staff and the pupil are on the premises of the school in question, or
2. b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned e.g. teachers, TAs, LSAs and MDAs

'...A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely -

1. a) committing any offence
2. b) causing personal injury to, or damage to the property of, any persons (including the pupil themselves), or
3. c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

An 'offence' covers behaviour by younger pupils that would be an offence if they had attained the age of criminal responsibility. This means that although the law says a child of under 10 years of age is incapable of committing an offence, you should intervene to prevent any offence regardless of the age of the child. (part 7, section 9)

At Snape, if different sanctions have been applied and the child has chosen not to follow them it may be necessary to use restraint or physical intervention to keep everybody safe. If physical intervention has taken place all staff involved will complete the school's record of restraint form. The child's parent/carer will also be informed.

Exclusion

Consistent disruptive behaviour, inability to work within the School Behaviour Policy or abusive behaviour may result in fixed term exclusion.

The school follows Waveney Trust's policies and guidance at:<https://waveneyvalleyat.co.uk/waveney-valley/arenas/websitecontent/web/Exclusions%20Policy%20June%202021-16107.pdf>

Any child considered to be in danger of exclusion will have a PSP and written evidence should be kept from the members of staff who have regular contact with the child.

If the child's behaviour is such that it is so disruptive as to cause a health and safety risk (either to the child itself or to others) then a risk assessment will be drawn up.

It may be agreed to go to a part time education plan or to seek further help from other 'experts' in the behaviour field to ensure the best help possible for that pupil.

Ultimately, permanent exclusion may need to be considered. This is a very serious step and can only be sanctioned by the Governors. Parents have the right to appeal in such cases.

Reviewed annually during the Autumn term in line with our set of Safeguarding policies