

# Sonning Church of England Primary School

## Behaviour policy



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<b>Approval required by</b>	LGB	<b>Based on a model policy?</b>	Yes
<b>Date approved</b>	26 January 2023	<b>Date for review</b>	Autumn 2024

Version	Date	Description
1	November 2022	Created from previous document and latest guidance. Numbering reset as part of the new policy and the changes within it.

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## Introduction

At Sonning Church of England Primary School, our vision is to build strong foundations for the years ahead (Matthew 7:24-25), and this is the guiding principle in helping us make positive choices in all we do. We have high expectations for the behaviour and conduct of all members of the school community. We are committed to creating a safe and

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secure environment in which children can learn. Our school recognises that every member of the school community has a responsibility for their actions, and all are expected to behave in a way which reflects our Christian values by caring for, helping and respecting people, the school and its contents. Staff are committed to working closely with parents, pupils and governors to promote positive behaviour and to create a culture of respect where exemplary behaviour is evident. We (staff, parents, pupils and governors) all share this responsibility to maintain high standards of behaviour. We will always take a considered and sensitive approach to managing behaviour in order to support all of our pupils to develop an understanding of behaviour expectations and the impact of antisocial behaviour on others.

Our school values help us build strong foundations for the future, and our values are one of the key ways we promote prosocial and positive behaviour. Our school values, and their Christian foundations, are as follows:

### Love

- We treat everyone with friendship, kindness and compassion, as we would want to be treated ourselves.
- Jesus tells us to love one another as he loves us (John 13:34).

### Courage

- We seek to have the resilience to cope when things are hard, the perseverance to overcome problems, and the courage to make the right choices.
- God gives us the strength to have great endurance and patience (Colossians 1:11).

### Respect

- We show gratitude, demonstrate fairness and seek to treat everyone and everything with dignity.
- Jesus tells us to always treat others as we would want them to treat us (Matthew 7:12).

### Aspiration

- We strive to be the best we can be through hard work and self-belief.
- God gives each of us different gifts to use to the very best of our abilities (Romans 12:6).

### Curiosity

- We listen and are open-minded. We ask questions and are curious and brave when trying new things.
- God blesses those who find wisdom and gain understanding (Proverbs 3:13).

This policy refers to the school's expectations of behaviour, detailing the core principles as well as specifics for governors, staff, pupils and parents. It clarifies the positive aims of a clear, safe and consistent behaviour policy, covering praise, conflict resolution and exclusion. It also highlights the importance of a good, communicative relationship between the school, pupils and parents. To create this policy, Sonning Church of England Primary School has researched best practice from a number of sources as well as reflecting on the needs of our own community.

It should be noted that all references to 'parents' should be read as 'parents or carers'.

## Aims

At Sonning Church of England Primary School, our core principles for behaviour are as follows:

- We seek for our Christian vision and values (love, courage, respect, aspiration and curiosity) to build strong foundations for pupils' current and future positive relationships, support appropriate behaviours and underpin daily interaction within our school and local community.
- To work to create a positive culture that promotes and celebrates excellent behaviour, ensuring that all pupils have a fair and equal opportunity to learn in a calm, safe and supportive environment.
- To encourage independence and self-discipline, so that each child learns to accept responsibility for their own

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behaviour, and assesses and manages risk appropriately to keep themselves safe.

- To strive to foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To ensure a systematic and consistent management of behaviour by setting clear boundaries and following school policy.
- To ensure parental cooperation and involvement.

## Responsibilities

The following sections outline the key responsibilities for different groups:

### Headteacher/SLT

- To review, approve and implement this behaviour policy.
- To ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- To ensure that the school environment encourages positive behaviour.
- To ensure that staff deal effectively with poor behaviour.
- To monitor how staff implement this policy, to ensure rewards and sanctions are applied consistently to all groups of pupils.
- To provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- To offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- To liaise with the SENDCo to engage and work with outside agencies.
- To ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- To ensure that the data from the behaviour log is reviewed regularly, and to make sure that no groups of pupils are being disproportionately impacted by this policy.

### All staff

- To behave in a way which reflects the Christian ethos, vision, and values of the school at all times and act as a role model for our children.
- To fully comply with the school's policies and procedures.
- To attend appropriate training with regard to behaviour.
- To inform the Headteacher of any behaviour concerns.
- To treat all children fairly and with respect, consistent with the Christian values of the school. Our Christian values of love and respect mean we are inclusive for everyone. Therefore, we will ensure we adapt provision and support, where appropriate, for pupils with SEND or complex emotional/behavioural needs.
- To raise children's self-esteem and develop their full potential by offering high quality learning experiences and individualised support which fosters positive attitudes and good behaviour.
- To maintain high expectations of pupil behaviour and learning at all times in all circumstances.
- To use rules and sanctions clearly and consistently, within class and across the school, taking time to work with pupils to build those strong foundations in respect and love for others.
- To establish effective partnerships with parents so that children are well supported and receive consistent messages regarding their behaviour.
- To record behaviour incidents promptly.
- To praise and reward prosocial behaviour and achievements.

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### Pupils

- To behave in a way which reflects our school's Christian ethos, vision, and values, including being kind, polite, helpful, honest/truthful and showing care, respect, understanding and empathy for others.
- To respond appropriately to the instructions of staff and other adults working in school, and cooperate with staff and their peers.
- To take care of property and the environment in and around school.
- To help formulate and comply with the classroom rules and behaviour expectations.
- To move sensibly and quietly in and around school.
- To share in celebrating the achievements of all members of the school community.
- Represent the school in a way which reflects our values on residential trips, class trips, sporting matches and/or local visits.
- To use positive behaviour to enhance their learning, and be positive learners in the following ways:
  - Be ready and well-prepared to begin each lesson
  - Be an active participant in all learning activities
  - Always complete tasks to the very best of their ability
  - Be confident and resilient when approaching new learning
  - Be ready to stop and listen immediately, and take on board feedback to learn
  - Be prepared to consider, reflect and respond positively to written/verbal behaviour feedback.
- To show courage when responding to displays of antisocial behaviour, taking ownership for that behaviour and using it as a basis to build a stronger foundation for positive relationships and reactions in the future.

### Parents

- To behave in a way which reflects the Christian ethos, vision and values of the school at all times.
- To ensure their child/ren attends school, arrives on time and is collected on time each day.
- To tell school staff about anything that may affect children's learning, behaviour and/or wellbeing at school.
- To show an interest in all that their child does at school and promote positive attitudes towards learning.
- To encourage independence and self-discipline in their children.
- To establish good communication with school staff and support the behaviour policy.
- To encourage, respect and model good behaviour, whilst also making their child/ren aware of inappropriate behaviour.
- To work with school staff to address and review any behaviour issues with their child/ren.
- Attend key events and support the school by reinforcing key messages with regard to behaviour.

### Governors

- To ensure that the school behaviour policy reflects the Christian ethos, vision and values of the school.
- To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and government guidance.
- To ensure the behaviour policy is made available to parents.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.
- To ensure that staff undertake appropriate behaviour management training.
- To nominate a governor to be responsible for liaising with the local authority and/or partner agencies in the event of allegations of abuse being made against the Headteacher.
- To review their policies and procedures and provide information to the local authority when appropriate, regarding policy and about how the above duties have been discharged.

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### Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information.

### Approaches to managing behaviour: a therapeutic approach

Children will respond differently to behaviour management techniques. Therefore, it is important to have a consistent behaviour management approach but ensure the flexibility to allow pupils to be supported to improve their behaviour. Our goal is to improve a child's behaviour and help them understand why positive behaviour is essential, and our methods and flexibility reflect this. We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

We will promote a therapeutic approach towards behaviour management and, to enable this, it is the responsibility of every adult at our school to know how to promote prosocial behaviours, to know how to manage difficult or dangerous behaviours and to understand what certain behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

### Definitions and explanations of key terms

The following definitions make it clear what each term means:

- **Conscious behaviours:** Behaviours over which the person has a choice
- **Subconscious behaviours:** Behaviours over which the person does not have full control
- **Prosocial behaviours:** Behaviours that benefit not only the individual but also those that are around them
- **Antisocial behaviours:** Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Unsocial behaviour (Not enjoying or trying to behave sociably in the company of others, but not to the detriment of others) will also be encompassed as 'antisocial behaviour' for the purposes of this policy.
- **Equality:** Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.
- **Equity:** Giving everyone what they need to achieve success.

### Conscious and subconscious behaviours

Staff must identify whether an inappropriate behaviour is conscious or subconscious, as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider the following:

- What is the expected outcome of the behaviour?
- What is the motivation to behave in an antisocial manner?
- What is the motivation to behave in a prosocial manner?
- What are the expected consequences?
- How can the adult impact in the young person's beliefs and values?

To assess subconscious behaviours, the adult needs to consider these aspects:

- Is the behaviour medical or habitual?

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- What may be causing anxiety, fear, anger, confusion and/or embarrassment?
- What is stimulating/overwhelming the child?
- Is the behaviour a result of a SEND or mental health need (met or unmet)?

### Promoting prosocial behaviour

We believe that teaching behaviour, rather than imposing and demanding obedience, results in more positive behaviour and helps our children build strong foundations for their years ahead, including secondary school and adulthood.

Initially, we do this through having very clear expectations of behaviour which are set out in our 'Sonning school rules', which link directly to our school values (Appendix 2).

To promote prosocial behaviour, staff ensure the following:

- Consistently value the effort and input from children, and reward both effort and outcome.
- Build positive relationships with each child – listen and show empathy.
- Be comforting and forgiving.
- Use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children.
- Role model what positive behaviour looks like and how to 'play nicely'.
- Be consistent with responses to behaviour.
- Give positive reinforcement of positive behaviour – through recognition strategies.
- Use positive phrasing and positive body language.
- Develop scripts of positive communication.
- Give children time and space to reflect on their behaviour.
- Use restorative practice. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Staff may make reasonable adjustments in the spirit of equity over equality, but we will be open and transparent about our reasons.

### Children with SEND or additional needs

We recognise our legal duty under the Equality Act 2010, with respect to safeguarding and supporting pupils with special educational needs and disabilities (SEND). Approaches to managing the behaviour of these children will be decided by school staff after appropriately considering all safeguarding arrangements and needs of the child. Agreed approaches will usually be decided in consultation with our SENDCo. When a child with SEND displays negative behaviours, the school will consider the nature of the child's SEND and the extent to which they understand and are in control of what they are doing. Children with SEND may not be issued sanctions for behaviours which they cannot control; this will be dependent on the circumstances and needs of the specific child.

### Responding to the behaviour of pupils with SEND

When dealing with challenging behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

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As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Some of these preventative measures may include the following:

- Movement breaks.
- Adjustment to seating plan.
- Uniform adjustments.
- Safe spaces for regulation.

### Adapting management strategies for children with SEND

When considering the management strategies for a pupil with SEND we will take in to account the following:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the school has a concern about the behaviour of a pupil with an Education, Health and Care Plan (EHCP), it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP. The SENDCo may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

### Equal opportunities

Our Equal Opportunities Policy states that our school believes that no-one should receive less favourable treatment on the grounds of, for example: race, gender, disability, sexuality, age, income, religion, colour, ethnic background, origin, marital status, nationality or appearance. This statement is particularly pertinent to our behaviour policy and our Christian values of respect and love. It is useful to note that strategies may be adapted to suit individual needs, our school will be vigilant to ensure there is, and every child knows that there is, a fair system in place to ensure good behaviour exists at school.

### Celebrating prosocial behaviour

Success is celebrated and individual and collective achievement valued. Children are encouraged to identify their own and others' strengths and to recognise and value diversity as described in our school vision. The achievements of individuals are celebrated in many ways at our school and this happens through the following:

- Verbal (praise and encouragement) as well as individual conversations for positive feedback.
- House points: These are given to children for exceptional consideration for others, positive learning attitude/behaviour, good work, consistent effort or a specific achievement. Please see Appendix 1 for overview of House point system.
- Stickers, certificates and other visual rewards.
- Headteacher Awards are awarded for exceptional learning/behaviour. Children are recommended for an award by a member of staff and sent to the Headteacher. Headteacher Awards are collated and celebrated in our regular celebration worship.
- Weekly 'Superstar' certificates are awarded to two pupils within each class and presented at Celebration Assembly on a Friday. Often, there is a focus linked to our school values and Christian ethos which are the basis for choosing children to receive these awards.
- Each term, 'Golden Flame' certificates are awarded to children following recommendations by the class team

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for outstanding work or behaviour. These will be presented at an end of term assembly. Golden Flame award winners are treated to a special 'afternoon tea', hosted by the Headteacher.

- Children may be awarded a Postcard Home for consistent effort / achievement or for going above and beyond.
- Staff will contact parents specifically to share positive verbal feedback. This could be verbal, or via telephone, email or a Postcard Home.
- Individual or class rewards, such as extra or extended break, or opportunities to have extra time with school staff doing something which interests them e.g. a game of chess or creating a piece of art.
- In Year 6, pupils are awarded the privilege of being a prefect for a term. All children in Year 6 will have a turn through the year, except where behaviour is deemed inappropriate for a child holding a role model position.
- Out of school achievements are celebrated with the whole school on a Friday at our Celebration Assembly and/or in the school newsletter.
- Any other reward deemed appropriate by school staff, allowing for staff creativity and class/pupil interests and motivations in line with our Christian vision and values.

### Antisocial behaviour

At Sonning Church of England Primary School, we are committed to promoting prosocial behaviour at all times. Below are examples of behaviour which the school would consider unacceptable:

- Disrupting lessons: not letting the teacher/ teaching assistant teach and other children learn.
- Speaking to a child or adult in an unacceptable way, including rudeness, confrontational behaviour or disrespect.
- Using bad or inappropriate language, including swearing.
- Teasing, name calling or provoking another child.
- Sexist, racist or homophobic/bi-phobic/transphobic behaviour/bullying (including cyber bullying).
- Being physically aggressive.
- Deliberately damaging school property or disrespecting the premises (e.g. littering or marking walls/furniture).
- Being verbally or physically aggressive, including fighting or play fighting.
- Behaving in a way which endangers the safety (safeguarding) of any child in the school.
- Failing to follow any school rules (non-compliance).

### Managing antisocial behaviour

A range of strategies are used to support the understanding of (and reduce instances of) antisocial behaviours, in order to protect the welfare of pupils, and the security, stability and ethos of the school community. Any strategy employed is intended to achieve the following aims:

- Help the child understand their behaviour and how they could make better choices in the future in order to build those strong foundations of positive relationships, love and respect.
- Impress on the child that what they have done is unacceptable.
- Deter them from repeating that behaviour.

At specific times, it may be necessary to use a response to antisocial behaviour (such as an apology letter) to signal to other children that the behaviour is unacceptable and deter them from doing it.

Responses to antisocial behaviour will be proportionate and may vary according to the age of the pupil and any other special circumstances that may affect the pupil. When antisocial behaviour is identified, strategies or responses should be implemented consistently and fairly in line with the behaviour policy.

A response will be decided by school staff and will be applied when antisocial behaviour demonstrated by pupils is inappropriate at any time during the school day, and/or at events out held of school hours when children are wearing school uniform. See the 'Behaviour beyond the school gates' section for more information.



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The range of strategies and responses includes (but is not limited to) the following:

- Discussing the behaviour with the child, to ascertain whether the behaviour is conscious or unconscious, and how the child can make more positive choices in the future.
- A verbal reminder of expectations highlighting the impact the behaviour is having on the child and others.
- Verbal and non-verbal checking of behaviour or verbal reprimand.
- A restorative learning penalty, where possible relevant to the offence, such as picking up litter for those who drop it or removing graffiti for those who have defaced school property.
- Repeated – or extra – work where learning has been missed due to antisocial behaviour. This is to help the child understand the importance of their education and ensure they do not miss out on key learning. School work is not a punishment for antisocial behaviour, but a child cannot use antisocial behaviour to avoid school work and learning.
- The child is asked to reflect on their behaviour/action and write a letter of apology or complete a similar educational consequence (see the 'educational consequences' section for a definition).
- The child is asked to reflect on their behaviour/action and complete a self-review of their behaviour or a similar educational consequence, which may be sent home to parents.
- Removal of class awards/treats (if the whole/majority of a class are involved, although this should be used with caution).
- Withdrawal from part of a break or lunch time.
- Phone call/meeting with parents and child to discuss the child's actions.
- Removal from classroom (child to work in a different part of the school), or removing other children if a child's behaviour is dangerous.
- Other agreements made in consultation with parents (e.g. loss of privileges at home).
- Any other sanctions deemed appropriate by school staff.

The strategies or responses listed above are not in order of severity, and different measures and methods are applied depending on the child and circumstance. At all stages, other staff members or a Key Stage lead may be asked to speak with a child.

### Conflict resolution

We encourage children to take a proactive role in solving their own problems or supporting their peers to do so. We have pupils trained as Play Leader, who promote prosocial behaviours. Conflict resolution is also discussed as part of our SMSC and PSHCE, RSE/PHE curricula and Collective Worship.

### Working in partnership with parents to address antisocial behaviour and promote prosocial behaviour

Sonning Church of England Primary School is keen to work in close partnership with parents and will formally inform parents regarding their child's behaviour at parents'/carers' evenings. Staff will also informally discuss behaviour (both antisocial and prosocial or exemplary behaviour) with parents when appropriate at the beginning/end of the school day or via telephone as required. Parents are also encouraged to speak with staff to discuss their child/ren's behaviour at any time if they feel it would be beneficial.

### In more detail: discouraging techniques and managing antisocial behaviour

To support children who are displaying antisocial behaviour, the following can be used to discourage these behaviours:

#### Discussion with the child

- Positive phrasing, for example as follows:
  - "Stand next to me. Thank you."
  - "Put the toy on the table. Thank you."
  - "Walk beside me. Thank you."

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- Limited choice, for example as follows:
  - “Put the pen on the table or in the box. Thank you.”
  - “When we are inside, Lego or drawing?”
  - “Talk to me here or in the courtyard.”
- Disempowering the behaviour, for example as follows:
  - “You can listen from there.”
  - “Come and find me when you come back.”
  - “Come down in your own time.”

### Use of a de-escalation script

Below is a script that all staff can use to de-escalate a scenario:

- Use the child’s name.
- Acknowledge their right to their feelings (e.g. “I can see something is wrong...”).
- Tell them you are there (e.g. “I am here for you.”).
- Offer help (e.g. “Talk to me and I will listen.”).
- Offer a ‘get-out’ (positive phrasing) (e.g. “Come with me and...”).

### Restorative discussion

Where pupils choose not to make prosocial choices despite adult guidance, a restorative discussion may be had in isolation or will form part of a reflective process. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. This approach aims to restore relationships following antisocial behaviour.

This process may be supported by staff to ensure that the child embeds the understanding of the consequences of antisocial behaviour choices and how they can learn from this experience to help them make prosocial choices in the future.

### Protective and educational consequences

Protective consequences involve the actions taken to manage the risk of harm. This could include the following:

- Increased staff ratio.
- Limited access to outside space/resources (e.g. footballs).
- Escorted in social situations.
- Restricted on/off site activities.
- Differentiated teaching space.
- Exclusion.

‘Educational consequences’ takes several forms:

- Completing a reflective exercise (e.g. writing a letter, time out or a restorative conversation).
- Rehearsing and practising situations that cause antisocial behaviour (scenario).
- Learning to repair relationships.
- Research the real-world implications of similar behaviours.
- Conversation and exploration.

### Beyond low-level antisocial behaviour, or if core strategies are not effective

Sometimes, core therapeutic, restorative or reflective strategies do not have the desired effect. This may be for a number of reasons, including the following:

- The child’s capacity to understand.

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- Their perception of risk or consequence.
- The level of their emotional (or other) issue which prevents them from being responsive to support.

There may be other reasons for reaching the threshold for moving beyond low-level antisocial behaviour. Examples of these reasons are as follows:

- Repeated low-level antisocial behaviour which is negatively impacting others and shows no sign of improvement despite support.
- A particular instance or instances which are of a more extreme nature (e.g. physical aggression where the child does not have emotional or SEND needs that could affect their decision making).

If a child's antisocial behaviour meets threshold, we may move to the following support mechanisms:

### **Therapeutic plan**

In repeated cases of antisocial behaviour, or when other measures have not been successful, we implement a therapeutic plan. This plan is bespoke to the child and documents strategies that work well in preventing and de-escalating behaviours. See Appendix 3 for a copy of the plan.

This plan looks at the following:

- Background information or instances that led to a need for the plan.
- Triggers for the antisocial behaviour (if needed).
- Risk reduction measures and differentiation measures.
- Prosocial behaviours and they should be responded to.
- Anxiety and difficult behaviours and how they should be responded to.
- Dangerous behaviours and how they should be responded to.
- Debrief strategies.

It is important that this plan is built alongside the teacher, parent and the child (where appropriate) so that it is collaborative and everyone is clear about their role in the plan. This must also be shared with staff so that they can support the plan. Once the therapeutic plan period has been completed, a review should be held, and include the following:

- A discussion regarding the impact of the therapeutic plan in improving the child's behaviour.
- Reference to ongoing actions in monitoring or further improving behaviour.

### **Involvement of other agencies**

If a pupil shows signs of emotional and behavioural difficulties that cannot be resolved within the school's resources, the school will begin procedures as advised in the Special Educational Needs Code of Practice. As a part of the school's response to these needs, other support agencies – such as the Educational Psychologist, Behaviour & Emotional Support Team and Educational Welfare Officer – may be consulted. This process will be co-ordinated by our SENDCo.

### **Withdrawal from regular activities or privileges**

Removing a child from an event/activity, restricting them from attending an event/activity or withdrawing rewards or privileges is not designed to punish a child, but is used as a precaution if the school does not believe the child can represent the school appropriately, keep themselves safe or keep others safe. Examples of this are as follows:

- Withdrawal of privileges (e.g. responsibilities, the right to go on visits, residential trips, participation in class activity, membership of school teams and attendance at events/activities run by the school or PTA).
- Withdrawal of individual children from any reward/s as a result of winning the House Cup.
- Exclusion from clubs attended within or out of school hours offered by the school.

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### Severe behaviour incidents: exclusion

Where behaviour is extreme, children may be excluded by the Headteacher (with support of the Governing Body), on a temporary or permanent basis. "The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community." Please see the Exclusion Policy for full details.

### Behaviour beyond the school gates

Children are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Strategies or responses may also be applied for pupils where behaviour outside of school is deemed to affect (or could impact) the school and/or its pupils and staff, including disrupting learning or behaviour within the school.

The school sees its role in developing caring children and young adults as very important, and may also investigate and/or sanction a pupil for an incident outside of school, regardless of whether they are in uniform or not. However, this will depend on the specific circumstances of the incident reported. The school will always follow the policy in any investigation of incidents which are thought to involve Sonning Church of England pupils or other local children, where applicable. The behaviour of a pupil outside school can be considered grounds for an exclusion.

'Behaviour beyond the school gates' also includes conduct online.

We will challenge and address any out of school antisocial behaviour (including online) that meets some or all of the following:

- Behaviour that poses a threat or causes harm to another pupil.
- Behaviour or actions that could have repercussions for the orderly running of the school.
- Behaviour that adversely affects the reputation of the school.
- Behaviour or actions where the pupil is identifiable as a member of the school.

### Recording and reporting behaviour

The following incidents should be reported in the following ways:

- **Bullying:** All incidents of bullying must be reported to the DSL or Headteacher. The relevant staff member will regularly report incidents to the Local Governing Body and other bodies as appropriate.
- **Racial, sexual or homophobic abuse or harassment:** All incidents of harassment must be reported to the DSL or Headteacher. The DSL or Headteacher will regularly report incidents to the Local Governing Body and other bodies as appropriate.
- **Incidents of a sexual nature:** All incidents are reported to the DSL or Headteacher and recorded. Behaviour records are kept.

Senior leaders will then analyse the data generated and implement plans to improve this. Logging the behaviour also allows the school to monitor the behaviour of individuals and analyse the typical behaviours that are being shown. Using this information, class teachers can put individual behaviour strategies in place, e.g. reward chart, time out station.

### Sexual harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.



The school's response will be as outlined below:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for the following:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to carry out the following:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police.

Please refer to our safeguarding policy for more information.

### Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. The Headteacher and authorised school staff may also use such force as is reasonable, given specific circumstances, when conducting a search without consent for items deemed dangerous or offensive to others. See Appendix 4 for more information on the use of reasonable force and physical intervention.

### Malicious accusations against school staff

If a child within the school makes a malicious accusation against school staff, this will be investigated by the Headteacher (or Governing Body if the accusation is against the Headteacher). If the allegation is deemed to be unfounded, an appropriate sanction will be enforced by the school. Examples might be education around the impact of allegations for the pupil, a letter of apology or, in severe cases, exclusion. Sanctions will be decided by the Headteacher and/or Chair of Governing Body.

### Appendix 1: House points

Upon entry to the school, children are organised into four Houses: Paddick, Pearson, Rich and Palmer. We have a House point system and children are encouraged to earn as many points as they can for their House. House points are very special and will only be awarded when children have demonstrated behaviours which are above and beyond our high standards.

#### Why a House points system?

We believe this system reflects our Christian ethos. It aims to encourage a real sense of pride and achievement for the children, and reinforces our school value of aspiration. It fosters community spirit and gives the children an opportunity to contribute to something bigger than themselves, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

#### Awarding of House points

House points can be awarded by any member of school staff for various reasons. House points can only be received from the member of staff who awarded them or the child's class teacher (who will verify the awarding of the House points with the initial staff member). Points will be awarded for behaviours such as (but not limited to) the following:

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- Behaviour which reflects our Christian ethos.
- For exceptional consideration for others.
- Good learning attitude/behaviour.
- Exceptionally good work, including effort to learn.
- Consistent effort or a specific achievement.

House points will be awarded from 1 to a maximum of 5 for an individual behaviour. House points will be identified by coloured counters which are associated to each House by their colour. Staff will endeavour to award House points consistently across the year groups.

### Organisation of House points

Each classroom within the school will have a House point collection area within the classroom. This will consist of 4 coloured coded containers which are sealed. Children will place counters into their House point collection pots.

### Collation of House points

The House points are counted by our Prefects and a weekly basis, with a weekly winner announced during our Celebration Assembly. House points are then tallied over the course of a term: a winner is announced, and the children in that House are rewarded with a special event or treat. At the end of the year, once all House points are tallied, the House Champions will be announced. The winning House will be awarded their ribbons on the House Cup and their names engraved on the House point shield.

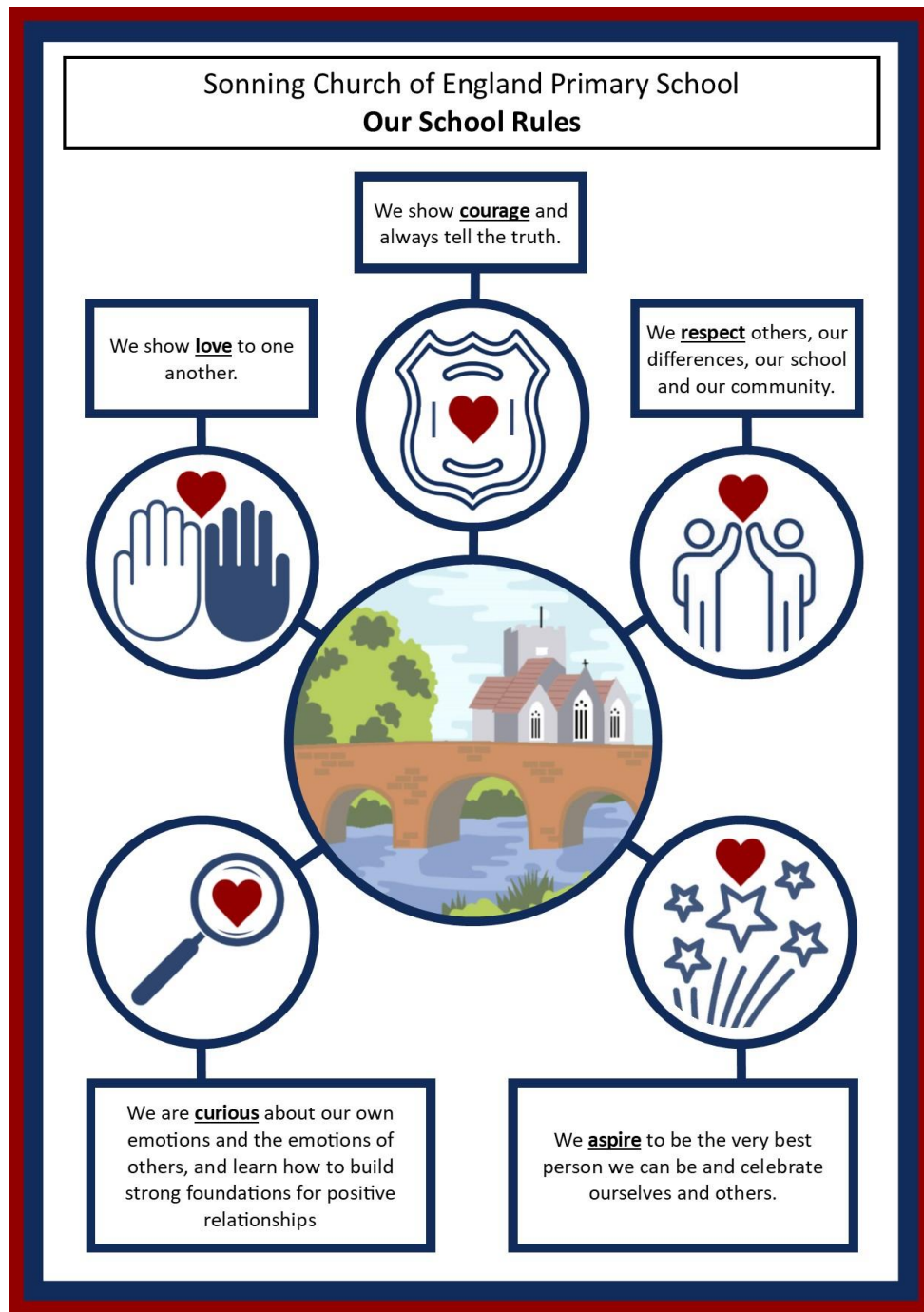
### Reinforcement of the House system

For sport and PE events which involve the whole school, children wear coloured t-shirts which are specific to their House. Occasionally, children will work in House groups rather than year groups. This provides children with useful opportunities to work not only with their peers but with those older or younger than themselves. Activities and events (e.g. sport day) will also contribute to the House points system.

## Appendix 2: Our Sonning school rules

We believe, to build strong foundations for the years ahead, instilling a love and care for one another will prepare children for later life. Our school rules, in line with our vision and values, help to achieve this:

- We show love to one another.
- We show courage and always tell the truth.
- We aspire to be the very best person we can be and celebrate ourselves and others.
- We respect others, our differences, our school and our community.
- We are curious about our own emotions and the emotions of others, and learn how to build strong foundations for positive relationships.



### Appendix 3: Therapeutic plan

Name	Class	Date	Review
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Triggers

**Building strong foundations for the years ahead (Matthew 7:24-25)**  
Love - Courage - Respect - Aspiration - Curiosity

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Risk reduction measures in response to triggers

Prosocial / positive behaviour	Strategies to respond to the behaviour
Antisocial / difficult behaviour	Strategies to respond to the behaviour
Crisis / dangerous behaviour	Strategies to respond to the behaviour

Post-incident recovery and debrief measures

Signature of staff member		Date	
Signature of parent/carer		Date	
Signature of child (if applicable)		Date	

### Appendix 4: Physical intervention policy and the use of reasonable force

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is a last resort, and is usually used either to control or restrain, specifically with the goal of avoiding harm to a pupil or group of pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school’s policy reflects government guidance and law.



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### Principles

The use of physical intervention is an act of care. When force is used, it will be the least amount necessary for the minimum period of time to enable a child to regain self-control and/or de-escalate a situation. Reasonable force can be used as follows:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from physically engaging with a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs (and legal drugs/prescriptions which a pupil should not have in their possession)
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force will not be used to search for items banned under the school rules, although staff will search smart devices if there is a safeguarding, bullying/racist incident or other issue or concern.

### Partnership

The school recognises the important part that parents/carers, other professionals, the Trust and the local authority play in managing children with challenging behaviour, and will actively work in partnership with these people to promote acceptable behaviour in children and young people.

### Authorised Staff

Staff should seek approval where at all possible before using force. However, it is recognised that, in some instances, acting quickly may prevent harm to a child or group and that there may not be time to seek approval. Therefore, the Headteacher authorises all staff to use physical interventions in the course of their duties if absolutely necessary.

### Recording and Monitoring

All incidents of restraint and other physical interventions will be recorded and regularly reviewed. The Headteacher will provide an annual report to governors (which will be available to parents/carers and other professionals as part of Full Governing Body minutes).

### Complaints

All complaints, which arise through the use of physical interventions, will be taken seriously and investigated properly. Under no circumstances should children or their parents take direct action against any member of school staff. Parents should follow the school's Complaints Policy.