

# Behaviour & Attitudes Policy

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**This policy should be read in conjunction with the following:**

Personal, Social, Health and Economic Education Policy	Charging and Remissions Policy
Special Educational Needs and Disability Policy	Equality and Community Cohesion Policy
Anti-Bullying Policy and Positive Handling Policy	Safeguarding and Child Protection Policy
E-Safety Handbook	Home School Agreement
Health and Safety Policy and Procedures	Statement of principles for promoting good behaviour

**Throughout this policy 'parents' denotes those with parental responsibility.**

## **1. Mission Statement**

At Belmont Primary School, we believe that positive behaviour, both in terms of attitudes to learning and personal conduct and relationships, is a crucial underpinning for learning and success.

### **1.1 School Aims and Values**

Our key aim is to create an environment and a culture that is calm, safe and supportive and free from disruption. Our school's behaviour culture starts with our school behaviour policy which highlights the importance of positive reinforcement and setting clear and consistent expectations with reference to our Belmont values; Be Safe Be Respectful Be a Learner.

We aim to provide a balanced, creative education in a stimulating, safe environment through which children maximise their talents and abilities, develop pride in their achievement and feel happy, confident and secure.

We believe in educating the whole child and preparing him or her to take an active role as a local, national and global citizen. To achieve this, our school values: Be safe, Be respectful, Be a learner, are explored and embedded in all aspects of school life.

### **1.2 Behaviour Principles**

The Behaviour Principles have been developed and agreed by the Governing Body to underpin this Behaviour Policy. They support the School's core values, as outlined above.

'Statement of principles for promoting good behaviour' must be read alongside this policy.

### **1.3 Belmont Values**

The School's core values form the basis of how we live and work within school by providing, in effect, a School 'code of conduct', and supporting the School's positive approach to behaviour management. The values were developed and agreed by all school stakeholders and have become part of the day-to-day language in school when talking about behaviour and attitudes towards learning. The Belmont Values words are clearly displayed around the school, within classrooms and are the focus of assemblies and PSHE lessons throughout the year.

## **2. Classroom Management**

Good classroom management ensures that a positive social learning environment is set up and maintained, enabling children to make the most of learning opportunities. It is recognised that children who are not feeling safe and secure are unable to learn effectively.

Clear and consistent expectations in terms of behaviour and attitudes towards learning are set in each class across the School. Class rules are drawn up with the children at the beginning of the academic year, expressed in positive language that the children understand, and appropriate routines are established and maintained. When talking about behaviour, references are made to the Belmont Values and how they should affect our behaviour in all areas of school life.

## **3. Teaching Positive Behaviour**

We promote an understanding of one another through teaching and modelling the attitudes, values and respect that we expect members of our community to show one another. Appropriate behaviour and attitudes towards learning are modelled by adults and are specifically taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. Time in the Early Years is devoted to teaching appropriate behaviours and social conventions as part of the children's Personal, Social and Emotional Development. Assemblies are also used to promote and praise positive behaviours and specifically relate them to the Belmont Values. We use Zones of Regulation to help the children understand and manage their emotions.

There are many opportunities for children to act as positive role models to one another through additional responsibilities outside lessons such as being School Council representatives, playground and canteen buddies or house captains and organising fundraising events.

#### **4. Praise, Rewards and Sanctions**

It is important that achievement and good behaviour are praised and rewarded. We believe the consistent and regular use of praise and rewards, to be a very important feature of our school and of good behaviour management. Our experience shows that this positive approach reduces the need for sanctions.

##### **4.1 Praise**

High levels of praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them. Praise is a simple strategy which is extremely effective providing the adult applies it consistently, giving explicit, rather than general, praise that is genuinely deserved.

We believe the purpose of praise and encouragement to be:

- valuing and accepting children as they are, not putting conditions on acceptance;
- pointing out the positive aspects of behaviour
- showing faith in children so that they can come to believe in themselves, thereby raising their self-esteem and confidence;
- recognising effort and improvement as well as achievement;
- showing appreciation for contributions.

In developing an environment in which praise is used regularly we also provide a role model to the children, and encourage high standards. By praising not only our pupils but also one another, we encourage an atmosphere in which all members of the School Community give and receive praise and encouragement.

##### **4.2 Rewards**

Rewards are used to praise general good behaviour, specific improvements in behaviour and/or positive attitudes towards learning. They are also given to acknowledge personal achievements within an activity or piece of work. These rewards include stickers, house points and certificates. Rewards may also be used for a group of children such as a class or even a house and may include special events chosen by the children themselves. Children who demonstrate the Belmont Values are also recognised in Community Assemblies where they are nominated by their peers and/or by adult members of the School Community with the winners chosen by the School Council.

There are, however, occasions when we need to issue sanctions depending on the nature and severity of an incident.

##### **4.3 Sanctions**

Sanctions are used for the following reasons:

- to enforce appropriate behaviours;
- to increase awareness of what is not acceptable behaviour;
- to punish unacceptable behaviour;
- to clarify boundaries for individuals and groups;
- to provide a future deterrent.

Sanctions must, to some extent, depend on knowledge of the child, particularly those with identified emotional and behavioural difficulties.

Incidents are monitored and followed up by class teachers in the first instance, then senior members of staff, the Deputy and Head Teacher as appropriate.

An action, or lack of action is unacceptable if it

- inhibits the learning processes of self or others;
- causes physical harm to self or others, or puts self or others in danger of harm;
- causes distress to another;
- causes damage to the environment or the property of others.

In the event of vandalism or deliberate damage to equipment or property, the School is entitled to ask the parents of the children concerned to pay for the damage.

Depending on the nature of the incident the following sanctions may be used:

- completing a reflection sheet and discussing it with a teacher or member of SLT
- loss of playtime and/or lunchtime play (this may include the loss of an activity)
- time out of class
- timeout in class
- sent to phase leader or other senior members of staff
- exclusion from school events (class trip, workshop, party)
- working in isolation (internal exclusion)
- exclusion (fixed term or permanent)

So that children can understand our sanctions easily, the school has a 3 strike rule (2 **yellow** cards and a **red** card) for persistent and challenging behaviour.

- A yellow card will be issued after 2 warnings for poor behaviour that is deliberate and not accidental
- A maximum of 2 yellow cards can be issued.
- After yellow cards 1 and 2 the child will be asked to complete a reflection sheet and miss a playtime. Parents will be notified by email/ letter or a phone call within the school day by the class teacher
- Strike 3 (after 2 **yellow** cards have been issued) will then result in a **red** card. The child will be sent to the Deputy Head Teacher or Head Teacher to be issued with a **red** card. This will result in an immediate internal exclusion and a meeting will be arranged with parents and child to discuss their behaviour
- If a child continues to receive additional red cards or has had a number of internal exclusions this could result in an external fixed term exclusion from school
- All strikes will be reset at the beginning of a new week to ensure a fresh start.

For a serious incident such as a **deliberate** physical act of aggression, abusive and discriminatory language towards another child, a child will be issued with a **red** card immediately without any previous yellow strikes.

Reasonable adjustments will be made when issuing sanctions to children with emotional and behavioural needs in accordance with the school's SEND policy.

## **5. Inclusion**

There are high expectations on all children at Belmont in terms of behaviour and attitudes towards learning. However, all children are treated as individuals and staff use their professional judgement when dealing with children who find managing their own behaviour difficult, so as to allow them to participate and work within achievable boundaries. Reasonable adjustments are made when issuing sanctions to children with emotional and behavioural needs in accordance with the school's Special Educational Needs and Disability Policy.

When making a plan to tackle the behaviour of an individual child we focus on one or two aspects of the child's behaviour where we wish to see changes and set small step targets. Small step targets are more easily attained and, when these are clearly defined, all adults who come into contact with him/her can praise the child consistently for his/her efforts and achievements. Rewards may be negotiated with the child and his/her parent so as to be of value to the individual concerned. Details of these actions are included in the child's support plan.

In some cases, the advice of outside agencies is sought to help the school in planning interventions to support the child in improving his/her behaviour. This may be for children who display continuous disruptive behaviour or those who have difficulties with their social skills or anger management. See the Special Educational Needs and Disability Policy for such referral procedures.

## **6. Positive Handling**

Positive handling is defined as the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. Positive handling strategies should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. Such strategies are only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Staff at Belmont Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety and well-being and maintain good order and discipline and that it must only be used in appropriate circumstances.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used.

Further details of the use of positive handling are available in the Positive Handling Policy.

## **7. Searching and Confiscation**

In accordance with Education Act 1996 and Article 8 of the European Convention on Human Rights school staff can search a pupil for any item if the child agrees. We will also search pupils or their possessions, without consent, should we have reasonable grounds for suspecting the pupil has a prohibited item. School staff will seize any prohibited item that they consider harmful or detrimental to school discipline.

Staff also have the right to confiscate an item that is not prohibited but is being used inappropriately. This item may be returned to the child at the end of the day or directly to the child's parent if there are particular concerns.

## **8. Anti-Bullying and Racial Incidents**

We believe that bullying of any form is unacceptable and damaging to individuals. We therefore do all we can to prevent it within our School and, if it occurs, to deal consistently, fairly and effectively with all parties involved to prevent repetition. We show support to individuals and record the action taken and the names of those involved.

For details on bullying behaviour and the school procedures on promoting anti-bullying, please see the Anti-bullying Policy.

Racial discrimination or abuse is not tolerated at Belmont. All incidents of such behaviour, are reported directly to a member of the senior leadership team and reported to governors. Time is taken to support the victim and enable the perpetrator to understand the impact of their actions. In some cases, a racial comment may not have been made to be intentionally harmful and again time is taken to allow the child to understand why such comments are not appropriate.

## **9. Health and Safety and Safeguarding**

The safety and wellbeing of children at Belmont is of the upmost importance. Therefore children are taught to conduct themselves in ways which enable them to keep themselves, and others, safe. This guidance is not just limited to behaviours within school but also how to stay safe outside the school gates (e.g. road safety) and when using technology such as the Internet as well as issues around sexual harassment and other harmful sexual behaviours (HSB) which are commonplace in schools, according to findings from Ofsted's recent report into sexual abuse in schools.

In addition adults must comply with **safer working practice** in line with '[Guidance for Safer Working Practice for those working with Children and Young People in Education Settings](#).' to ensure that safeguarding is **proactive and preventative** i.e. to:

- understand that children's welfare comes first and that they have a responsibility to safeguard and promote it;
- be responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- discuss and take advice promptly from a senior member of staff if they believe they have acted in a way which may give rise to concern;
- work, and be seen to work, in an open and transparent way and in an open environment, especially if working with an individual child away from others;
- speak clearly, without whispering so that children do not need to come close to hear;
- treat all members of the school community with the same respect and dignity, regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation;
- be aware of overall proximity; maintain safe and appropriate distances;
- avoid touching children, unless necessary for **safety** or **education** and following these guidelines:
  - ask permission, saying what they intend to do and explaining why;
  - stop if a pupil seems uncomfortable, unless it would be unsafe to do so;
  - only touch hand, arm or shoulder nearest them (avoid reaching across the body);
  - move away as soon as contact is no longer required
- not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children;
- present as an exemplary role model by not smoking, swearing, allowing suggestive conversations or jokes, using a mobile phone during lessons or wearing less than professional clothing when in the company of pupils;
- seek to be enthusiastic and constructive when giving feedback rather than making negative, critical or personal remarks;

On occasion, a child's behaviour may give cause for particular concern, suggesting a possible safeguarding issue. Staff have been trained to be alert to behaviours that may indicate some form of abuse or neglect. The school has four designated safeguarding leads (DSL): **Elaine Lacey (Headteacher)**, **Sarah Boyadjian (Deputy Headteacher)**, **Jenny Nicholas (SENCO )** and **Luci Dunk (EY phase leader)**.

For further details, see Safeguarding and Child Protection Policy, Health and Safety Policy and Procedures and E-Safety Policy.

#### **10. Discipline Beyond the School Gate**

When off the school premises on an educational visit and under the responsibility of a school member of staff, children are expected to behave in the same manner as they would in school. The same school rewards and sanctions apply.

In accordance with Section 90 of the Education and Inspections Act of 2006 the school has the power to discipline a child or children:

- when not on school grounds and within school hours but wearing school uniform;
- travelling to or from school;
- in some way identifiable as a pupil at the school;
- if their behaviour could have repercussions for the orderly running of the school;
- if their behaviour poses a threat to another pupil or member of the public;
- if their behaviour could adversely affect the reputation of the school.

In these cases the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of a staff member.

The Head Teacher is informed of all cases where a child has been disciplined due to an act when off the school premises.

#### **11. Staff Development and Support**

All staff within school are expected to demonstrate high standards of personal and professional conduct, adhering to Part Two of the Teachers' Standards and the school Code of Conduct. As a result all staff members act as positive role models for children in terms of personal behaviour and attitudes towards learning.

Should a member of staff need guidance with managing an individual or group of children's behaviour, the Senior Management Team will offer support and mentoring to enable him/her to develop the skills needed. Training through the borough or outside providers can also be used to develop teacher's behaviour management skills.

The school uses the Hounslow Child Protection Procedures for Dealing With Allegations Against Teaching and Other Staff. In an instance where a member of staff is accused of misconduct they will be offered support from either the HR Section or seek it from their own professional association or trade union. A workplace colleague will also be assigned to give them information on the general life of the school while the matter is being investigated, and counselling support offered through the borough.

At the start of each academic year, all staff read Part 1 of KCSiE and signed and dated the google form to acknowledge they have read and understood it, along with the key changes.



## **12. Roles and Responsibilities**

### **12.1 Head Teacher and Deputy Heads**

The role of the Head Teacher and Deputy Heads is to:

- implement and monitor the Behaviour Policy on a day-to-day basis in accordance with the agreed procedures;
- ensure everyone within the School Community has access to this Policy and is aware of their responsibilities;
- advise the governors on the implementation of the Policy;
- ensure that there are appropriate resources and training for the implementation of the Policy within the context of whole school development planning;
- make arrangements for review of this policy on a two-yearly cycle;
- follow the Hounslow guidelines in case of exclusion;
- report racial incidents or exclusions to the governors every term.

### **12.2 Governors**

The role of the governors is to:

- oversee the implementation of the Behaviour Policy and support the Head Teacher in taking steps to fulfil the aims of this policy;
- monitor racial incidents;
- monitor serious incidents leading to exclusion and convene the Pupil Exclusions Panel as necessary;
- ensure the Policy is monitored regularly and reviewed every two years and that necessary revisions are undertaken.

### **12.3 Senior Management Team**

The role of the Senior Management Team is to:

- act as positive role models for children and staff in terms of personal behaviour and line management of staff;
- implement and monitor the Behaviour Policy on a day-to-day basis in accordance with the agreed procedures;
- provide support and advice to colleagues;
- monitor the behaviour of the children within their phase and inform the Head Teacher or Deputy Heads of serious issues or concerns about individuals;
- identify training issues and liaise with the Staff Development Coordinator, to ensure training needs are addressed.

### **12.4 SENDCO**

The role of the SENDCO is to:

- provide support and advice to colleagues for children with emotional and behavioural needs;
- ensure appropriate target are set and reviewed on children's support plan;
- refer more serious cases to the Early Intervention Service or school Behaviour Consultant for advice and assessment;
- inform the Head Teacher or Deputy Heads of serious issues or concerns about individuals.

### **12.5 Class Teachers**

The role of class teachers is to:

- create a safe and secure learning environment where positive behaviour is modelled and praised;
- ensure an accurate and up-to-date record of behavioural incidents are recorded on CPOMS;
- ensure all rewards and sanctions issued by member of the Senior Management Team are acknowledged and/or carried out.

### **12.6 Staff**

The role of all staff is to:

- ensure they are familiar with this Policy and its aims;
- keep accurate, non-judgemental records of incidents;

- provide a positive role model by observing the Belmont Values and Principles within this Policy;
- adhere to the school Code of Conduct.

### **12.7 Parents**

The role of parents is to:

- support the school's agreed policies and guidelines on behaviour;
- tell the school of any concerns or problems which might affect their child/ren's work or well-being;
- play their part in developing a sense of community leading to respect for each other.

### **12.8 Children**

The role of children is to:

- do their very best at school work and help others do the same;
- do their very best at home learning and return it on time when they are old enough to be responsible for it;
- respect the property of the school and that of other people;
- obey playground and class rules;
- respect other peoples' beliefs, values and views;
- listen to adults and respond positively to what they say;
- be polite, helpful and caring towards others in our school community.

## **13. Policy Review**

This Policy and its effectiveness is reviewed every two years by the governors' Community Committee, which includes both staff and parent governors amongst its representatives.