

Amblecote Primary School



Behaviour Policy 2020 – 2021

Responsibility for monitoring this policy: Head teacher as Lead DSL / Business Manager

Review Annually

(or in response to changes in legislation/ DSCB operating procedures)

Updated September 2020

Review date September 2021

Proposed by the Acting Headteacher.....Mrs J. Cook

Approved by Governing Body.....Mrs Claire Roberts (Chair of Governors)

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Statement of intent

Amblecote Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour in a positive way.
- Promoting self-esteem, self-discipline, self-efficacy, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Behaviour is everyone's responsibility and ALL staff must follow the behaviour policy and ensure rewards and sanctions are administered fairly and consistently.

Signed by:



Headteacher

Date: 28th September 2020



Chair of Governors

Date: 28th September 2020

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Amblecote Primary School.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The Headteacher and Senior Leadership Team will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to Mrs Cook (Headteacher).

2. Definitions

- 2.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a continuous type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual (Several Times On Purpose – STOP)
 - Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
 - Possession of legal or illegal drugs, alcohol or tobacco
 - Possession of banned items
 - Truancy
 - Refusing to comply with disciplinary sanctions
 - Theft
 - Swearing, racist remarks or threatening language
 - Fighting or aggression
 - Spitting and biting
- 2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils. See Appendix 1 for definitions.
- 2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.
- 2.4. Refer to Appendix 1 for examples of the different types of behaviour.

3. Training of staff

- 3.1. At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

4. Pupil expectations

- 4.1. Pupils and parents/carers will be expected to follow our school’s Code of Conduct (see appendix 2) which requires pupils to:
- Conduct themselves around the premises in a safe, sensible and respectful manner.
 - Arrive to lessons and school on time and fully prepared.
 - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
 - Behave in a reasonable and polite manner towards all staff and pupils.
 - Follow classroom rules and procedures.

- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

4.2. The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

5. Smoking and drug policy

- 5.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 5.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 5.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 5.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.
- 5.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

6. Rewarding good behaviour

The school believes that reinforcing positive behaviours is of the utmost importance and that pupils should always be rewarded when they show examples of good behaviour, good choices and good manners.

This may be in the form of:

- A personal word of praise or thanks, to recognise their efforts.
- Good behaviour praised within the whole class/group
- Dojo points
- House Points
- Stickers
- Praise certificates

- Letters / notes home
- Banking treats / wages

7. Low Level Unacceptable Behaviour

At Amblecote Primary School, unacceptable behaviour will not be tolerated at the school in any circumstances.

Breaking any of the rules laid out in our Code of Conduct (Appendix 2) will lead to sanctions and disciplinary action.

This procedure is to be followed in KS1 and KS2 if a pupil deliberately continues to disrupt their own learning or the learning of others in their group.

Phase 1

- A verbal warning is given if a pupil displays low level behaviour within the classroom or for not following the school rules, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop immediately, the teacher will give a second warning.

Phase 2

- If, after receiving a second verbal warning, the pupil's behaviour does not improve they will be asked to move to sit on their own in the classroom away from the other children for 10 minutes.
- If the pupil stops this behaviour their action should be acknowledged at the end of the lesson as a positive result.

8. Sanctions for further unacceptable behaviour

Phase 3

We follow a 'Time Out' procedure for more continuous low level disruption where Phase 1 and 2 have not improved behaviours or for serious unacceptable behaviour:

- In Key Stage 2, this involves the pupil being sent to another classroom for 10 minutes. The pupil will take their work or a reading book and go with an escort to another classroom. After this time, they will be sent back to their own class. If appropriate any work that is missed during the time out should be sent home to complete. At the point where a child is sent out of their classroom, a Time Out letter will be completed and sent home to inform the parents with a reply slip to be returned to school and sent to the head teacher. This incident will also be recorded on CPOMs. In addition to this the child will need to complete a 'Face Up' sheet, in their own time. This requires the child to reflect on their behaviour, the impact of their behaviour on others and requires them to acknowledge how they should have been behaving.

A copy of this face up sheet will then be uploaded onto CPOMs. The original will be kept in the head teacher's office.

- In KS1 or EYFS if a child requires a 'Time Out' their parent will be invited in at the end of the day so the child can explain to their parent why they were given the 'Time Out' and this time out session and discussion with the parents will be logged on CPOMS. If the parent is not collecting the child that day, the parent will be contacted by telephone. If telephone contact cannot be made, then a 'Time Out' letter will be sent home.
- When a child has received 3 'Time Out' letters, within one academic year, then the parents will be invited in to discuss their child's behaviour and support a strategy for improvement.
- If the child is unable to recover their behaviour, he/she is sent to the Phase Leader / Deputy Head.
- They will remain there for a period of time. The time is at the discretion of the phase leaders with the aim being for the child to return to their class to continue learning as soon as they are calm and in an appropriate state to learn as well as having had the opportunity to reflect on their behaviour and the positive changes that they can make. The child reflects and discusses their behaviour with the phase leader.
- Once again, the incident will be recorded on CPOMs.

Phase 4

- If there is no improvement in behaviour and the learning of other pupils is disrupted or if a pupil's behaviour is more serious, teachers may consider imposing more stringent sanctions according to the severity of the incident, a pupil may be referred to a member of the SLT or directly to the head who will decide the strategy for dealing with the poor behaviour. This may include:
 - Withdrawal from playtime or dinnertime
 - Withdrawal from class for half or full day
 - Writing letters of apology
 - Parental involvement
- Parents will be informed and the incident will be recorded on CPOMs.
- The child discusses their behaviour with the senior leader and completes their school work.
- For those children whose behaviour requires a higher level of support, daily behaviour record sheets are for children with individual behaviour needs will be used. These allow them to record lesson by lesson their behaviour. Once one has been introduced to a child then parents are informed and are required to sign and comment on their daily behaviour record sheet on a weekly or fortnightly basis.
- Daily behaviour record sheets are short term and the expectation is that children's behaviour will improve.
- The school may need to draw upon specialist support and advice from external agencies, e.g. Educational Psychologist, Advisory Teacher for Social, Emotional and Mental Health, Social Care, referrals to G.P. or CAMHS.

- When necessary, the SENDCO will monitor the Behaviour Record Sheets and will analyse and report trends to SLT and to Governors.

9. Serious Unacceptable Behaviour

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

- If a child displays serious unacceptable behaviour or where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- The pupil will by-pass the previous sanctions and will be sent a member of the SLT. The child's parents will be informed and may be called in to school to discuss the way forward.
- Where a pupil poses a risk to the safety of that pupil or other pupils, all pupils will be removed to another room. A member of staff will supervise the pupil in question until a member of SLT arrives, when an appropriate sanction will be imposed.
- Amblecote Primary has a positive behaviour management policy. Should a serious incident of behaviour arise each case will be treated individually. Severe incidents must be recorded on CPOMS and reported by the member of staff who witnessed or dealt with the incident.

Serious unacceptable behaviour is likely to include:

- Bullying (See anti-bullying policy)
- Racist/homophobic behaviour
- Derogatory name calling, insults, racist jokes and language, racist graffiti,
- Incitement of others to behave in a racist way
- Racist comments in the course of discussions in formal and informal settings
- Ridicule of an individual for cultural or religious differences e.g., food, music
- Refusal to co-operate with others because of race or ethnic origins
- Repeated violence (any violent incident should be recorded)
- Repeated inappropriate language
- Damage to property
- Stealing
- Threatening behaviour towards an adult
- Any behaviours that constitute a health and safety risk to themselves or others.

The Head teacher and Deputy Head teacher will be informed and issue the appropriate disciplinary action. This may include a range of sanctions:

- Phoning or sending a letter home to parents/carers
- Inviting parents to a meeting with a Senior Leader
- Placing the pupil on written report for monitoring of behaviour
- Establishing a Behaviour Support Plan

- A reduced timetable
- Contacting external agencies such as social services
- Fixed term or permanent exclusion

10. Lunchtime behaviour

The lunchtime behaviour is monitored and supported by our mid-day superintendent and supervisors.

Poor behaviour is recorded in a book and then transferred onto CPOMS.

The Lunchtime Superintendent follows up all incidents of poor behaviour that are recorded and informs SLT. The Lunchtime Superintendent will also report to class teachers any incidents of poor behaviour that she considers the class teacher needs to be aware of because the child or children in the class will be upset, distracted, in need of support or continued discipline.

These incidents are monitored by the SLT to identify any persistent offenders, possible bullying, or racial abuse. Pupils appearing regularly in the book will be informed and their behaviour closely monitored in line with the procedures above. If necessary, pupils will be subject to close supervision, parental involvement, behaviour reports or excluded from school at lunchtimes. All lunchtime staff will receive a copy of the policy and regular meetings will be held with the head teacher to ensure consistent high standards of behaviour.

Pupils with Special Educational Needs may have to be dealt with in a specific manner in order to understand the issues involved in the incident. Always take advice if you are not familiar with the child e.g. Some children smile when they are nervous and this may be construed as rudeness.

- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- When more serious sanctions have been imposed, it is the responsibility of the SLT to ensure that parents/carers are informed of the behaviours at the end of the school day, or beforehand if necessary.
- A record of all reported incidents will be kept on CPOMs. This will be used to monitor behaviour over time by the Senior Leadership Team.

11. Exclusions

Only the Head teacher (or the Deputy Head teacher in her absence) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. A fixed-term exclusion can be converted into a permanent exclusion if circumstances warrant this.

If the Head teacher excludes a pupil she informs the parents/carers immediately, giving reasons for the exclusion. At the same time the Head teacher makes it clear to the parents/carers that they can,

if they wish, appeal against the decision to the governing body. The school informs parents/carers how to make such an appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term. It is good practice to inform the LA of fixed-term exclusions of 1 - 4 days also.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

At Amblecote, exclusion proceedings will be put into place if a child's behaviour is extreme or does not show improvement. Guidance from

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

On return to school, the child is always welcomed back by Head and /or Deputy and a reintegration meeting is held.

At Amblecote, exclusions are likely to be triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and/or other pupils
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Deputy Head teacher or Head teacher

Where there is considered to be a need, school can investigate the possibility of a respite place at a PRU (Pupil Referral Unit) where it is considered to be in the best interests of the child and the school.

Exclusion of a pupil either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted. (This is because to allow a pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school)

12. Items banned from school premises

12.1. Fire lighting equipment:

- Matches, lighters, etc.

12.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

12.3. Weapons and other dangerous implements or substances:

- Knives
- Swiss army knives or multi tools
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

12.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones
- Any other toys which are deemed hazardous.

13. Searching (Searching, Screening and Confiscation DfE January 2018)

- 13.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.
- 13.2. Under [part 2, section 2 of the Education Act 2011](#), teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 13.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 13.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 13.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 13.6. Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.
- 13.7. Any staff member, except for security staff, may refuse to conduct a search.
- 13.8. Following a search, the Head teacher will contact the parents/carers to advise them of the procedures which were undertaken.

14. Confiscation

- 14.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 14.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 14.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

15. Use of Reasonable Force

School staff have a legal power to use reasonable force and lawful use of the power will provide defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Staff are required to be aware of and operate in accordance with DFE Guidance, Use of Reasonable Force, July 2013 and reviewed July 15. Senior school leaders should support their staff when they use this power.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils' force is usually used either to control or restrain.

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 in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of the classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder. In a school, force is used for two main purposes- to control pupils or to restrain them. 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 following list is not exhaustive but provides some examples of situations where force can and cannot be used:

Schools can use reasonable force to:

- 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 attacking 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

Schools cannot:

- Use force as a punishment- it is always unlawful to use force as a punishment

Communicating the school's approach to the use of force:

- There is a legal duty to make reasonable adjustments for disabled children and children with SEND
- School does not require parental consent to use force on a student

16. Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

17. Equal Opportunities

This policy adheres to the Equality Act 2010

18. Safeguarding

All school personnel should consider whether the behaviour under review gives cause to suspect that a child is suffering or likely to suffer, significant harm. This may be the case in certain cultures where family discipline is more likely to be harsh. Where this may be the case, school personnel will follow the schools' safeguarding policy. School personnel will also consider whether disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment is necessary.

19. Monitoring and review

This policy will be reviewed by the Head teacher and Governing Body on an annual basis, who will make any necessary changes and communicate this to all members of staff. However, if new regulations are introduced or recommendations on how the policy might be improved are received, then the policy may be reviewed earlier.

Signed:.....
Head teacher

Signed:.....
Chair of Governors

Date:.....

Appendix 1

For the purposes of this policy, staff at the school have agreed the following three categories of behaviour. These are intended as examples only and are not an exhaustive list. It may be in some instances that the sanctions may be more severe for a lower level behaviour if there are other circumstances which need to be considered.

Low Level Behaviours	Unacceptable Behaviours	Serious Unacceptable Behaviours
<ul style="list-style-type: none"> • Shouting out without hand up. Inappropriate clothing/make-up (usually older pupils). • Playing, fiddling, tapping. • Rocking on chair. • Being out of chair for no reason. • Talking to another when should be listening. • Distracting others with low level actions. • Ignoring the teacher/an adult. Being in the corridors at playtime without an adult. • Playing in the toilets at break. • Shouting in class. • Talking when others are speaking. • Fidgeting. • Running around the classroom or school. • Inappropriate body language with others, such as not keeping hands to oneself. • Throwing items either in the classroom or on the playground. • Failure to complete classwork and not concentrating on tasks. • Rudeness and not using manners. • Being unkind to others. • Telling lies. • Lack of correct equipment. • Refusing to complete homework, incomplete homework, or arriving at school without homework. • Not following classroom rules. 	<ul style="list-style-type: none"> • Answering back in a disrespectful way. • Disrespecting others' property. Ignoring the teacher repeatedly. Name-calling. • Losing temper. • Leaving the room without prior arrangement. • Continuous low-level behaviours. Bringing dangerous objects into school unaware of the potential to harm. • Continuous shouting out without hand up. 	<ul style="list-style-type: none"> • Ignoring the teacher repeatedly. • Name-calling. • Losing temper. • Leaving the room without prior arrangement. • Continuous low-level behaviours. Bringing dangerous objects into school unaware of the potential to harm. • Fighting or aggression. • Stealing. • Swearing. • Spitting. • Biting • Racist name-calling. • Bullying/cyber-bullying - a continuous type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. • Name-calling adults. • Physical abuse: child/ staff. Repeated refusal to do as adult asks. • Leaving class or school with intent to evade adults. • Setting fires/intentionally causing floods. • Vandalism eg: graffiti, damaging school's or others' property. Unsafe behaviour on a school visit. • Extorting money/property. Bringing objects into school with intent to harm, eg: knives, lighters, matches. • Refusing to comply with disciplinary sanctions.

Appendix 2 **Code of Conduct and School Rules**

Good behaviour and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place. We expect and insist on the highest standards of behaviour throughout our school.

Courtesy, good manners and consideration for others, together with self-discipline and a proper respect for authority, are encouraged at all times and are important if we are to make our school a true, caring community. We place great emphasis on praising children for politeness and kindness to others. Praise awards are given for outstanding work or actions.

The Head teacher will bring any serious breach of discipline or any disruptive behaviour to the attention of the parents concerned and an appropriate course of action will be decided upon.

All children are expected to make a full contribution to the school and support the positive endeavours of all its members. Rules are essential for the benefit of all in any community and we try to keep these as simple as possible, but we do expect them to be kept. They are:

1. Children should behave in a responsible manner and are expected to do what they are told, when they are told, whilst under our care.
2. Consideration, courtesy and respect should be shown at all times.
3. Everyone should always try to understand other people's point of view.
4. Children are expected to make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
5. Children should always show friendship, kindness and care to others.
6. Children should be sensible and quiet when in school.
7. Children should always speak politely to each other and all adults.
8. Children should be silent whenever they are required to be.
9. The school should be kept clean and tidy so that it can be a welcoming place of which we can be proud.
10. Children should take pride in their appearance and possessions and have respect for other people.
11. Children should remember that the school's reputation depends on the way they behave.
12. Children should make every effort to attend every day and be punctual.

These rules are designed for the safety of all children:

- There must be no running in the school building
- Before school, at playtime and after eating the mid-day meal, children are not allowed in classrooms unless the weather is bad, or unless instructed by a teacher.
- Climbing walls, gates and fences is not allowed.
- Children must not play on the grass areas unless given specific permission to do so.
- Chewing gum, mobile phones and pen knives are not permitted in school.

Appendix 3 Time Out Letter



Date:

Dear

I am sorry to inform you that
had to be sent to another class for 'time out' today. I would be grateful if you could
ask your child what behaviour led to this action being taken by the adult in charge.
I hope that with your support we can work together to ensure there will not be a
reoccurrence of this behaviour.
Please confirm you have received this letter, by signing and returning the slip below.

Yours sincerely,

Mrs J Cook

Acting Head Teacher







.....

I / We acknowledge receipt of your 'time out' letter, dated

and confirm that I/We have discussed the matter with.....

Signed Date.....

Appendix 4 – Face Up Sheet

Name:	Date:
Write what happened	
<hr/> <hr/> <hr/> <hr/> <hr/>	
How do you feel about what happened?	  
Why?	<hr/> <hr/>
How do other people feel about what happened?	  
Why?	<hr/> <hr/>
What should I have been doing?	<hr/> <hr/>
How can I fix it?	<hr/> <hr/>
Adult comments (continue on back if needed).	
Signed..... (pupil) (Headteacher)	



Amblecote Primary School

Behaviour Policy Addendum

June 2020 onwards

In light of the need for children to behave differently when they return to school (Covid 19), we have made an addendum to our whole school behaviour policy.

Parents, carers and pupils will need to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if they are experiencing symptoms of coronavirus
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where children may or may not play
- follow rules about how to use the toilets
- abide by clear rules about coughing or spitting at or towards any other person
- follow clear rules for pupils at home about conduct in relation to remote education
- understand reward and sanction system where appropriate

Reasonable adjustments will be made for students with more challenging behaviour and individual risk assessments will be completed in order to make an informed judgement if that child can remain in school safely under the current circumstances.

Parents need to be aware that children who repeatedly break these rules/expectations and put their and other people's safety at risk that we may seek to suggest that those children are on reduced timetables as they transition back to school or if this is not successful the child will need to remain at home until social distancing rules are relaxed further so that appropriate support can be provide with the safety of all involved considered.