



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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Behaviour Policy

September 2021

Date of Approval	Date of Review
September 21	September 2022
Status and Review Cycle	Statutory Annual



South Camberley Behaviour Policy

Our Vision:

A collective drive to raise standards and create a school of excellence where **all** are safe and **want** to learn.

Our Mission:

Our aim is to provide opportunities for every child to succeed through high quality teaching and the development of an engaging and relevant curriculum. We nurture each individual to become confident, ambitious lifelong learners who are responsible, kind and are prepared for the future.

Our core principles of positivity, urgency, resilience and equity underpin all we do.

P.U.R.E. Principles:

- Positivity - We have a 'can do' attitude and recognise and harness individual talents
- Urgency - We are pro-active, and know the importance of every moment
- Resilience - We are curious to try new things and confident to challenge ourselves
- Equity – We value and celebrate differences and develop individuals

We have exceptionally high expectations of behaviour and we expect each individual to respect others' differences, their families, culture and beliefs. Our learning environment aims to be safe, engaging and vibrant and we recognise effort, kindness and achievement. We encourage strong partnerships with parents and our wider community, and we believe that collaboration leads to greater benefits for all.

Behaviour Certainties:

- Ready
- Respectful
- Safe

Excellent Learners

Our philosophy of creating 'Excellent Learners' enables children to have an understanding of key learning behaviours, to develop these and to develop a growth mindset / metacognition skills in order to help them in being successful in future life endeavours.

Rewarding positive attitudes to learning

At South Camberley, our four school houses promote pride and collective responsibility through teamwork. Children may be awarded House Points by any member of staff or volunteer for demonstrating positive behaviour towards learning or by being an upstanding member of the school community. The house with the most house points will receive a reward afternoon each term.

We recognise the importance of children growing into good citizens and aspire for them to feel proud of the work they do and to have this celebrated. Some of the ways we will do this are listed below.

- Verbal praise: this may be done by any member of staff to highlight excellent behaviours, attitudes or achievements.

- Recognition board: children's names are written on the recognition board when they are observed to be making an excellent contribution to their learning or the learning of others.
- House Points: please see above.
- 'Wow work': each year group has a display board where a piece of work from a child who has excelled themselves is displayed. This is updated weekly and children's achievements recognised with stickers, smiley faces or similar.
- Star and Reader of the Week: in our achievement assembly each week, children are publicly awarded certificates to take home. The adult awarding the certificate explains what it has been awarded for and the school community applauds and celebrates with these children.
- A message to parents: we will send postcards home, send text messages or make phone calls to parents to celebrate excellent behaviour.
- A visit to a senior member of staff: exceptional behaviour or work may result in a visit to a member of the leadership team to recognise and celebrate.
- The Excellence Book: Children who demonstrate behaviour which makes us smile may have their name written in The Excellence Book. This special book is kept in the staffroom and all staff are encouraged to write in it. At the end of each half term, every child whose name has appeared more than once in The Excellence Book receives a special letter home to recognise their achievement and additional House Points.
- Camberley Congratulations: This is the highest level of public award in our school. These prestigious awards are presented for effort and achievement in the following areas: Academic, Arts, Sport, Community, Computing and Endeavour. A special book is kept in the Head of Site' office at each site to record and commemorate those pupils who have received this award.
- Outstanding Achievement Awards: these awards are the highest accolade given to a pupil at South Camberley School and are rewarded to children who have shown outstanding and consistent positive behaviours. Children can be nominated for these awards by their peers and teachers.

Responding to poor attitudes to learning

For the vast majority of children for the vast majority of the time, our system for rewarding positive attitudes to learning will be enough to support them in making excellent choices. On occasions where wrong choices are made, they will be addressed as they arise, by any member of staff.

In many cases, simple behaviour management strategies will be effective in reminding children of the choices they should be making, for example: clear instruction, a hand gesture, a look, "Are you making the right choice?" and use of recognition when they comply, such as a thank you or thumbs up gesture. Where children are presenting escalating behaviour, de-escalation techniques will be used. Examples of these are included in the appendices of this policy.

All children whose behaviour does not meet expectations may receive a consequence proportionate to the circumstance. We will not issue 'blanket consequences' e.g. a whole class sanction due to the poor choices of one or two pupils. Most poor choices will be managed as follows:

- A warning using behaviour management strategies such as those listed above
- A private reminder and explanation of the warning
- Minutes of play time lost (reflection time in classroom for EYFS)
- Opportunity for reflection
- Follow up action. This may include a telephone call home or face to face conversation at the end of the school day

Depending on the nature of the incident or the needs of the individual child, other consequences may be given in addition to or above those set out above. These include:

- A verbal or written apology

- Removal from class for a set period of time with work to complete independently
- 'Pay back' of missed learning time
- Suspension of a privilege, for example: representing the school at a sporting event, attending a school club - Being placed on a behaviour report
- 'Community pay back' such as tidying a messy area
- Referral to third parties, such as an Educational Psychologist
- Seclusion in an identified room within the school
- A fixed term internal or external exclusion (external exclusions follow guidance from Surrey Local Authority Exclusion Policy)
- Permanent exclusion

All children whose behaviour leads to a consequence will complete a reflection activity at an appropriate time after the event. This will allow them to consider why their choice was a problem and how they could make a better choice in future. Class teachers will discuss the reflection with the child and keep reflection sheets in their class behaviour folders. This will allow for staff to identify patterns in behaviour and to identify areas for concern around the well-being of a child, allowing for early intervention to support.

Children whose behaviour is repetitive but not significant will receive a telephone call home after **three** incidents occurring in a week long period. For example, if a child loses minutes from their playtime on three separate occasions in a week, a telephone call will be made to their parent to discuss.

There are 3 levels of behaviour, Level 1 (low), Level 2 (medium) and Level 3 (high) – all Level 2 and Level 3 behaviour incidents are logged on CPOMS. Three Level 1 (low) behaviour incidents in a week, automatically become a Level 2 behaviour incident and a phone call to parents will be made (appendix C).

When logging a behaviour incident on CPOMS, staff will choose one of the pre-loaded buttons to identify which level behaviour they are logging. The incident will only describe the level of incident and the clear action taken. Additional detail of the incident will be found in the green folder in the classroom (appendix D)

Behaviour at break and lunchtime

This free choice time is an opportunity for children to explore their interests and social interactions in a less structured environment. Naturally, conflict can occur and we aim to teach children positive ways to manage their emotional responses to this in the following ways:

Teachers ensure that there is a clear instruction and activity on classroom boards after every break and lunch time because our expectation is that children come in to the classroom ready to learn.

A designated member of staff at each site is responsible for checking each classroom after break and lunchtimes to support pupils who have experienced an issue. This may lead to mediation, a telephone call home, reward, consequence or advice, as required. Teachers regularly remind children that they will receive the opportunity to discuss and manage their situation and will also reinforce that these issues will be dealt with by the appropriate named member of staff and not be brought into class and affect learning.

Moving around our school

As a large school, based over three sites, we work hard to ensure that our rules and routines are mirrored so that transition from our infant sites to the juniors is as easy as possible. Therefore, we will teach all children at South Camberley to walk on the left-hand side of the corridor, keeping hands and feet to ourselves and using a volume which is respectful to others who may be working as we move around our school. Unless in a school club or group, children are expected to play outside during break and lunchtime, except during wet play. A member of staff leads children out of the school building at break time, lunch time and at the end of the day. Children are not left unattended in classrooms.

Off-site visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff and volunteers are involved in any offsite visits. All trips are risk assessed and if a child's behaviour is identified as high risk, we will consider what the key risks are of the child attending the trip. For example, unsafe behaviour in school may place the safety of them and others at considerable risk.

Leaving the School site

If a child leaves the school site during the school day a member of staff will follow and the police and parents called. The staff member will not chase the child and will use a calm and reassuring tone, when appropriate, to speak with the child. The staff member will inform the office immediately before following to ensure the phone calls can be made swiftly. A meeting will take place with parents and where necessary a risk assessment put in place to support the child's safety in the future.

Travel to and from school

The expectations set out in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain a positive reputation of the school.

Bullying

South Camberley does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We encourage all children to speak out against any behaviour by others that bothers them and make time to listen to pupils and families who are concerned. The Preventing Bullying policy can be found on the school website.

Racist Comments

We have a zero tolerance to racism. If a child uses a racist comment they will automatically receive consequences for their actions and their parents will be contacted so that we may discuss our findings and ways forward. We do not label children 'racist', however all children need to understand that any type of racist comment is unacceptable in our community. Repeated racist incidents may lead to consideration under child protection procedures. If a child uses racist or prejudicial language in any form a full investigation will take place which could result in a 1 day internal seclusion.

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation. Reasonable force may be necessary to prevent a child from doing, or continuing to do, any of the following:

- Committing a criminal offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil); the Police will be contacted where necessary.
- Causing personal injury to, or damage or vandalism to school property, or of any person (including the pupil him/herself). For example, staff may physically separate pupils who are fighting.

- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school at any time.

All incidents involving the use of force will be recorded via our in-school recording system. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Consideration of a pupils' individual needs, including disability and special educational needs, is taken into account if reasonable force is required to allow for reasonable adjustments.

Physical Contact with Pupils

We recognise that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- Holding the hand of a pupil
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use equipment
- To demonstrate techniques
- To administer first aid

Confiscation, Retention and Disposal of Items

The school can confiscate pupils' property, as a disciplinary sanction in certain circumstances e.g.) to maintain an environment conducive to learning and safeguard the rights of other pupils to be educated. In most cases the item confiscated to reinforce the school rule will be returned at the end of the lesson, school session, or school day.

The school has the power to search without consent if we believe there are prohibited items, such as knives and weapons, stolen items, tobacco or cigarettes or any other item banned by school rules. Weapons and knives must be handed over to the police

Exclusion

Wherever possible, the parents/carers of children at risk of exclusion because of the seriousness and/or persistence of their behaviour will be invited to attend a Risk of Exclusion meeting with the Head of School or Executive Head Teacher and any other staff as necessary before exclusion occurs. Children whose behaviour poses a risk to the safety and/or learning of themselves or others in the school can be excluded as follows:

- Internal Exclusion – children attend the school but are separate from other children for a period of time.
- Fixed Term Exclusion (up to the equivalent of 45 days in a school year)
- Permanent Exclusion

An exclusion can be sanctioned without the steps above if the child's behaviour is deemed detrimental to the education or welfare of themselves or others in the school.

Additional Sources of Information

Statutory guidance on exclusion 'Exclusion from maintained schools, academies and pupil referral units in England' can be found at www.gov.uk/government/publications/school-exclusion

Use of reasonable force Advice for headteachers, staff and governing bodies, July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

If you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) within six months of the exclusion.

<http://www.tribunals.gov.uk/Tribunals/Firsttier/firsttier.htm>

You may also find it useful to contact Coram Children's Legal Centre www.childrenslegalcentre.com on 0300 330 5480 or ACE Education www.ace-ed.org.uk on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time; both services provide legal advice and information to parents on state education matters.

Surrey Contact Centre Schools & Childcare Line – 0300 200 1004

Exclusion Advice for Parents – Exclusion Team exclusions@surreycc.gov.uk – 01483 519064

Surrey SEND Information, Advice and Support Services Network (formerly known as partnership with parents, based in Redhill) ssiass@surreycc.gov.uk 01737 737000 www.sendadvice.surrey.org.uk and Surrey SEND Local Offer www.surreylocaloffer.org.uk

Traveller Education Service

NW/SW REMA sue.hurtley@surreycc.gov.uk – 01483 517831

NE/SE REMA moira.lempriere@surreycc.gov.uk – 01483 519109

The National Autistic Society (NAS) www.autism.org.uk

Independent Parental Special Education Advice www.ipsea.org.uk

Exclusion Team Business Support (all quadrants) exclusions@surreycc.gov.uk 01483 519064

Area SEN Team for pupils with an EHCP: NW – nwsen@surreycc.gov.uk – 01483 518110

Allegations against staff

See the Safeguarding Policy for procedures regarding allegations made against adults. Following investigation, disciplinary action may be taken against pupils who are found to have made malicious allegations against school staff.

Appendices

Discussion and reflection

Discussion and reflection around wrong behaviour choices, at all levels, is key in developing an understanding for the child and staff member. In discussion, staff should guide children through the six key points appropriate to their age/stage of development. For example:

- What was the wrong choice you made?
- What is the right choice?
- Why is it the right choice? Is there any important reason? (e.g. safety) - What choice should you make? Why?
- Why are you making the wrong choice? (if the child understands what the right choice is and why – often this will come down to an emotional or social reason) - What is the consequence of your choice?
- How can you fix the problem?
- How can you make the right choice in the future?

Children may need time to calm and become able to reflect/discuss. This may be achieved by requesting that they move to a different space within the classroom/playground/school. During this calming down time, children will be supervised and staff will use de-escalation techniques as appropriate.

De-escalation techniques

A variety of approaches may be employed to support children in managing their emotions and the behaviours arising. There is no 'one size fits all' approach to de-escalation and several different techniques may be required. Examples of some techniques we use are listed below:

- Calm stance
- Calm voice
- Consequence reminder
- Contingent touch (touch which involves little, if any, active resistance such as: reassuring touch, physical prompts and guides or unobtrusive personal safety responses to low level risks)
- Distraction
- Diversion
- Firm, clear directions
- Humour
- Inform of desired behaviour
- Instruction
- Limited choices
- Negotiation
- Non-threatening body language
- Options offered
- Patience
- Planned ignoring
- Reassurance
- Step away

- Leave the space (maintaining a level of supervision)
- Swap adult
- Success reminders
- “Talk and I will listen”
- “When you are calm, I will be ready to listen”
- Time to think
- Verbal advice and support
- Withdrawal directed “Step away”
- Withdrawal offered “Come with me, we will leave this situation”

Patterns of behaviour and de-escalation of support

When patterns of behaviour are emerging, in the first instance, the class teacher should support the child to enable improvement. This may involve parents and carers. For example:

- Alternative arrangements for playtimes/lunchtimes
- Additional reward/recognition structures
- Setting clear targets for improvement
- Additional coaching support to develop social and emotional skills and awareness
- Additional in-class support

If the behaviour does not improve, are regularly at a medium or high level, or if an underlying need/personal circumstance may be contributing to these behaviours, a referral to the Inclusion Team should be made. The Inclusion Team will then assess and review. They may seek additional support for the child (including outside agencies). A Behaviour Review Meeting may be called at this stage. This will involve the class teacher, SENCO and any other staff as appropriate. Parents/carers may be called to this meeting. The aim of the meeting is to bring together views, build a picture of the child’s difficulties and to review and improve the strategies/support in place for the child. Outcomes of the meeting may include: referrals to outside agencies, multi-agency assessment, an Individual Education Plan being put into place.

Additional Responsibilities

Ambassadors – Children who are Year 6 pupils who are chosen to carry out roles around our school. These include: Organising the resources shed, organise the lunch tokens, be reading buddies for younger pupils, organise events with school leaders and represent the school in events. When they do so, they must consistently demonstrate excellent behaviour. Should an ambassador not meet with behaviour expectations, the role may be removed from them.

Sports Ambassadors – Children who demonstrating excellent sportsmanship and high levels of commitment and behaviour will be selected to represent and support the school in sporting events, such as sports day and other internally or externally organised events.

Other responsibilities in the school include: house captains, reading leaders, eco-school reps and school councillors.

Time:	Reported by:	Child(ren) Name and Class:	Description of Incident:
Date:	Location:	Target (if any) Name and Class:	
Behaviour (highlight or tick)	Low (repeated and after warnings)	Medium	High
	<ul style="list-style-type: none"> - Calling out - Out of seat - Near-by distraction - Running in school - Work avoidance - Not following instructions - Name calling/teasing - Snatch/throw to disrupt - Misuse equipment (no damage) - Not lining up - Pushing - Littering - Risky play 	<ul style="list-style-type: none"> - Not accepting responsibility - Vandalism/graffiti (low cost) - Refusal to follow instructions - Using objects with intent to hurt - Targeted/repeated name calling/teasing - Refusal to complete work - Disrupting class - Rude to adults - Deliberate use of feet to hurt (i.e. kicking) - Deliberate use of hands to hurt (i.e. hitting) - Deliberate use of mouth to hurt (i.e. biting) - Deliberate actions to upset - Swearing (reaction/to shock) - Stealing (minor) - Leaving classroom - Showing or touching private parts (as a game) 	<ul style="list-style-type: none"> - Threatening/intimidating (pupils) - Threatening/intimidating (staff) - Show/touch private parts (not game) - Discriminatory Language (gender, sexuality, race, religion, heritage) - - Vandalism/graffiti (repair/replace) - Disruption stops learning - Running away/around school - Risk to safety - Swearing (intimidate/threaten) - Bullying - Stealing (major) - False accusations against staff - Fighting - Refusal to leave/blocking room - Open defiance/derogatory to staff - Assault on staff - Bringing/sharing prohibited items - Attempting to leave premises - Risk of/actual injury to others
Follow Up Action(s)	Discussed with adult:	Discussed with adult:	Discussed with adult:
		Parent informed by:	Parent informed by:
		Added to CPOMS? Y or N	Added to CPOMS? Y or N

<ul style="list-style-type: none"> - Discussed with adult - Time-out in class - Time-out off playground - Sent out of class - Discuss at break/lunch - Restorative action/reflection 	<ul style="list-style-type: none"> - Discussed with adult - Time-out in class - Time-out off playground - Sent out of class - Discuss at break/lunch - Restorative action/reflection 	<ul style="list-style-type: none"> - Discussed with adult - Time-out in class - Time-out off playground - Sent out of class - Discuss at break/lunch - Restorative action/reflection
	<ul style="list-style-type: none"> - Discussed with Inclusion/SLT - Referral to Inclusion Team - Individual Behaviour Plan - Behaviour review meeting 	<ul style="list-style-type: none"> - Discussed with Inclusion/SLT - Referral to Inclusion Team - Individual Behaviour Plan - Behaviour review meeting
		<ul style="list-style-type: none"> - Discussed with Head of Site/ Executive Headteacher - Risk of exclusion meeting - Internal exclusion - Fixed term exclusion - Permanent exclusion - Contact police

My Reflection

Name _____

Date _____

What were you feeling?

 Sad	 Frustrated	 Confused	 Worried	 Angry	Other - choose a word to describe your feelings.
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What happened? (You can ask an adult to help write this)

I chose to...

How did my choices affect my learning?

How did my choices affect others?

How will I change my behaviour now?

Staff signature

Actions taken

Further Support Documents

'Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies' (DfE, 2013, reviewed 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

'Behaviour and Discipline in Schools: Advice for headteachers and school staff' (DfE, 2016)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' (DfE, 2017)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Searching, Screening and Confiscation (DfE, 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Keeping Children Safe in Education (DfE, 2021)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KC_SIE_2021_September.pdf

Special Educational Needs and Disability Code of Practice: 0 to 25 Years (DfE, 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Appendix C



← Back

Student: Begin typing a student's name

Incident:

Category: Attendance. Behaviour (monitored pupils only) Bullying. Communication Concern Homophobia Level 1 behaviour Level 2 behaviour Level 3 Behaviour Online Safety Physical Restraint Racism Safeguarding Concern (DSL must be informed verbally immediately)

Linked s: Begin typing a student's name

Maps: Type a student's name to link them to this incident.

Date/Tim:

Status: Active

Assign t: Begin typing a staff member's name

Files:

Alert Sta:

Safeguarding Team:

When logging an incident tick the level of behaviour you are reporting.

Once you have reported your incident you will need to alert your phase leader by using the buttons provided.

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.