



**Independent and Co-educational
Pre-Preparatory and Preparatory School**

**Behaviour Policy
(AS003)**

Registered Charity No: 1086829

DEAN CLOSE AIRTHRIE SCHOOL

BEHAVIOUR POLICY

Introduction

This document is a statement of the aims, principles and strategies for the promotion of good behaviour amongst pupils at Airthrie, and together with Sections 6.0 and 7.0 below, which refer to the Responsibility of Pupils and Parents, constitute **the School Rules**.

It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring people, who demonstrate responsibility and a respect for difference, and sets out the sanctions to be adopted in the event of pupils' misbehaviour.

Purpose

The Behaviour Policy, alongside Airthrie's Mission and Aims Statement, Values, Anti-Bullying Policy, SEND Policy, Use of Reasonable Force, Homework Policy, Safeguarding (Child Protection) Policy including EYFS and the PSHE Ed Policy, inculcate the general ethos of the school, and it;

- references Keeping Children Safe in Education (KCSiE) and, in particular, Part 5 which relates to Peer on Peer/Child on Child, Sexual Violence and Sexual Harassment.
- includes measures to be taken to encourage good behaviour, self-discipline and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils;
- sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against staff;
- emphasises that corporal punishment is neither used nor threatened at any time.
- acknowledges that there are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means *'using no more force than is needed'*.

Aims and Expectations

- It is a primary aim of Airthrie that every member of the school community feels valued and respected, and it is expected that every member of the school community will behave in a responsible, considerate way towards others, demonstrating a respect for difference.
- We treat all children fairly and apply this behaviour policy in a consistent way however, we recognise our duties under the Equality Act 2010, including issues related to pupils with SEND and reasonable adjustments are made for these pupils.
- This policy aims to enable children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation and sanctions or resolution/restorative-based justice is used in the event of misbehaviour.

Responsibilities of the Leadership Team

It is the responsibility of the Head and senior staff to promote and support the aims and expectations of the school's behaviour policy by:

- actively promoting a positive, caring atmosphere, which fosters respect for the protected characteristics of the 2010 Equalities Act and by ensuring that all incidents of discrimination, of any kind, are taken very seriously and dealt with quickly;
- ensuring they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions and that this policy is implemented effectively;
- exhibiting a consistent, whole-school approach to behaviour management;
- supporting staff in the removal of an oppositional pupil refusing to comply with a request;
- demonstrating strong school leadership and one which ensures a positive school ethos which is communicated to parents, pupils and staff;
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken;
- recording and reporting proven incidents of serious misconduct and sanctions imposed upon pupils for serious misbehaviour;
- liaising with parents and if necessary, outside agencies, of pupils who persistently misbehave;
- provide support and staff development opportunities in implementing effective behaviour management strategies;
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified;
- providing a programme of Personal, Social, Health and Economic Education (PSHE ed) designed to promote mutual respect, self-discipline and personal and social responsibility;
- ensuring that staff have read Part 5 KCSiE 2024 and are able to recognise and manage an incident of Peer on Peer / Child on Child.

Responsibilities of All Staff

All members of the Airthrie staff will be issued with a copy of the Behaviour Policy annually and new staff will receive a copy of the Behaviour Policy during induction.

All members of the Airthrie community will adhere to the school's Behaviour Policy by:

- making sure all adults know how to respond the particular needs of SEND pupils;
- presenting a consistent approach to behaviour management by developing strategies to eliminate unacceptable behaviour both within and outside the classroom by encouraging high, yet realistic standards;
- ensuring that children receive rewards every time they have earned them and receive a sanction or an opportunity to make amends every time they behave badly;
- implementing effective classroom management, setting out a clear structure for rewards and sanctions, and providing a well-ordered environment in which all are fully aware of class routines and behavioural expectations and have class rules and rewards and sanctions displayed clearly;
- conscientiously supervising pupils at all times;
- paying particular attention to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet;
- fostering and promoting good relationships and a sense of belonging to the school community through the Airthrie Mission and Aims Statement and our Values;

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- by adhering to the Safeguarding (Child Protection) Policy, Staff Discipline, Conduct and Grievance Policy, Equal Opportunities Policy and Staff Employment Handbook which provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil;
- having a zero-tolerance approach to incidents of conflict, bullying and harassment;
- by keeping a record of all known incidents of misbehaviour and any sanctions given in the Log and referring to this in the appropriate (CPOMS) system;
- as far as possible, conflict between pupils, which have been dealt with, should be 'forgotten' so that pupils have the opportunity of a 'fresh start' the following day;
- incidents of bullying should not be forgotten, and staff must remain watchful of further negative behaviour;
- liaising with parents and other agencies in support of good behaviour;
- caring for, and taking a pride in, the physical environment of the school;
- providing opportunities for children to discuss appropriate behaviour;
- remaining calm when dealing with incidents of misbehaviour.

Responsibilities of Pupils

Pupils (appropriate to age and particular needs) will adhere to this Behaviour Policy by:

- attending school in good health maintained by adequate diet, exercise and sleep and wearing the correct uniform;
- being punctual, polite and ready to begin lessons on time;
- being organised and completing assigned work;
- contributing to the development of Airthrie's Values and conducting themselves in an orderly manner in line with the school's aims;
- accepting responsibility for their own behaviour;
- understanding that everyone is different and accept and be tolerant of the individuality and uniqueness of others;
- showing respect for property, staff and their peers.

Responsibility of Parents

Parents adhere to the school's Behaviour Policy by:

- providing support for the discipline within the school and for the teacher's role;
- being realistic about their children's abilities and offering encouragement and praise;
- participating in discussions concerning their children's attainment and progress;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- taking an active interest in children's learning by supporting at home where appropriate, giving due importance to homework;
- accepting responsibility for the conduct of their children at all times.

Strategies for Eliminating Unacceptable Behaviour include:

- Remain in control.
- Respect and acknowledge race, gender and culture.
- Be fair and consistent when issuing sanctions.
- Inform parents/carers of positive achievements.
- Listen attentively and show interest.
- Look for the win-win solution.

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- Evaluate what worked well.
- Disapproval of the behaviour, not of the child.
- Reward and praise good behaviour.
- Teach the child to self-manage their behaviour.

Pre-empting situations and ‘catching’ poor behaviour before it starts, reinforcing expectations and giving clear guidelines, is the preferred method of eliminating unacceptable behaviour, which may otherwise escalate.

Other strategies include:

- drawing attention to positive behaviour and ignoring negative behaviour and minor misdemeanours where appropriate;
- where there is conflict, encouraging the pupils to meet face to face to reflect on how their behaviour has affected others and to apologise;
- discussing with the pupil what happened and why; encouraging the pupil to reflect on what would help them to modify their behaviour;
- ensuring that pupils apologise to the member of staff or pupil affected by their behaviour either verbally or, if appropriate, in writing;
- resolving incidents - those who feel aggrieved want to see justice done; blame may not all be on one side; what happened may never be proved;
- pupils discussed at staff meetings and brief details added to the appropriate system in the S-Drive.

SEND

Some pupils with special educational/behavioural needs may require specialist help, e.g. Educational/Behavioural Psychologist. Relevant aspects will be addressed within their EP and arranged in consultation with their parents.

It is recognised that pupils with SEND can be more prone to peer group isolation than other children, can have behaviour traits put down to their SEND and have communication difficulties.

Rewards and Sanctions

Responding to misbehaviour effectively reduces the impact it has and Airthrie believes a **resolution or restorative based response**, which encourage pupils to think about how their behaviour has affected others, should be used in the first instance. We believe this approach helps children develop respect, responsibility and truth telling and is best undertaken in face-to-face meetings with a member of staff.

Behaviour and Rewards

There is a clear system of rewards in place which aims to ensure good behaviour: verbal and non-verbal praise e.g. smiles;

- use of Forest (House) Leaf Points, for good work and contribution to the wellbeing of the school community, which are collated weekly and communicated to pupils in assembly. These are logged on Epraise and the children earn points to buy rewards from the Epraise shop.
- certificates;
- class use of stickers, stamps, ‘Star of the Week’ initiatives;
- sharing work and positive behaviour with other adults and pupils;

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- positions of responsibility within the class and wider school, including opportunities for mentoring for Year 6;
- awarded the Rofekidi trophy annually (for being responsible, focused, kind and diligent)
- receive Year 6 Oak leaf pin as Airthrie Values are demonstrated;
- acknowledgement in assemblies.
- Head certificates in assemblies

Behaviour and Sanctions

Alongside the range of options outlined above to reward, reinforce and praise good behaviour, there is a clear escalation of sanctions for those who do not comply with the school's behaviour policy. These are proportionate and fair responses that may vary according to the age of the pupil, and any other special circumstances that affect the pupil and can be imposed by any paid member of staff who has responsibility for pupils, including teaching assistants. In extreme incidents an informal exclusion (isolation) or suspension, may be the first sanction used. Sanctions include:

- non-verbal disapproval which gives the pupil a look of enquiry or concern;
- the giving of a mild warning e.g. asking the offender for the class rule or school values and a reminder of the consequences of further poor behaviour;
- loss of an Epraise (Forest) point
- verbal one-to-one reprimand;
- removal from the group and being seated elsewhere e.g. a quiet area of the classroom or playground;
- removal from the playground, class or a particular lesson and being sent to a member of the Leadership Team;
- removal of break or lunchtime privileges for a given amount of time;
- parental involvement which will outline strategies for support;
- a behaviour contract which monitors behaviour over a given time and set S.M.A.R.T targets;
- prevention from participating in non-curriculum activities, for example a school trip, sports event or 'mufti-day';
- informal exclusion e.g. completing work in isolation
- fixed-period exclusion;
- permanent exclusion.

When to issue sanctions:

Sanctions should be implemented if a child is engaging in any of the following:

- breaking school/class rules
- affecting the education and well-being of other children
- preventing the teacher from teaching
- failing to follow instructions
- unacceptable behaviour for example, non-verbal, verbal or physical aggression; bullying; stealing; name calling and taunting; damage to school property; leaving the classroom, school building, or school grounds without permission; refusing a member of staff after three requests (this list is comprehensive but not exhaustive).

The types of sanction issued need to be reasonable and proportional to the circumstances of the case. If they are too severe, delayed or inconsistent they will have little or no impact.

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Guidance for Using Reasonable Force

Corporal punishment is neither used nor threatened at any time. However, reasonable force may be required in certain circumstances such as to avert the immediate danger of personal injury. Reasonable force is usually used either to control or restrain.

Before using reasonable force, staff should wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Paragraph 108 of Keeping Children Safe in Education states:

'There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom'

Actions **could** include:

- passive physical contact resulting from standing between pupils or blocking a pupil's path;
- active physical contact such as leading a pupil by the hand or arm;
- ushering a pupil away by placing a hand in the centre of his/her back.

An incident report should be written immediately and given to the Head, including eyewitness accounts. The Head will contact the parents to discuss the incident on the same day or as soon as reasonably practicable.

Persistent unacceptable behaviour will result in:

- planned meetings with parents and members of staff;
- a meeting with parents to create an individual behaviour plan;
- pastoral support plan based on a home/school liaison;
- exclusion, a 'fixed' term or permanent as appropriate, if behaviour does not improve, particularly if it involves bullying or harassment;
- liaison with other agencies if appropriate;
- meetings logged on the on the appropriate system.

Fixed-term and Permanent Exclusions

We do not wish to exclude any pupil from school, but in extreme and exceptional cases this may be necessary. In such cases the following apply:

- only the Head has the power to exclude a pupil from school. The Head may at his discretion require the removal, suspension or permanent exclusion of the pupil from the school, if he considers that the pupil's attendance, progress or behaviour (including some types of behaviour outside school) is seriously unsatisfactory and in the reasonable opinion of the Head, the removal is in the school's best interests or those of the pupil or other pupils;

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- the Head may exclude a pupil for one or more fixed periods. In extreme and exceptional circumstances, the Head may exclude a pupil permanently. It is also possible for the Head to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this;
- if the Head deems it necessary to exclude a pupil, the parents will be informed immediately and will be given reasons for the exclusion. At the same time, the Head will make it clear to the parents that they can, if they wish, appeal against the exclusion. The school will inform the parents of how to make any such appeal;
- if anyone has any reason to contest a decision it should be raised by the complaint's procedure.

Some Examples of behaviour of the most serious nature:

- **Safety** - when a pupil has hurt a member of the school, child or adult, and poses a continued threat to the safety of other members of the community.
- **Damage** - when the pupil has purposely caused damage to the classroom, any other area of the school environment or another person's property.
- **Inappropriate behaviour** - when a pupil exhibits behaviour which in the opinion of the LT is considered to put the pupil him/herself or indeed other pupils and staff at risk whilst in the school environment.
- **Unacceptable language** - When a pupil exhibits behaviour and language considered to be socially unacceptable, inappropriate and additionally may be that which is considered as racist in nature or sexual misconduct or may be deemed to be drug or alcohol related.
- **Theft** – when a pupil is found to be stealing continually from fellow pupils or other persons or indeed from the school.
- **Attendance** – should a child be deemed to be truanting and parents are unwilling or unable to rectify the child's frequent absence from school.
- **Parental Behaviour** – should the behaviour of either parent be inappropriate whilst on the premises and seriously affect any member of the school or the environment or should the parent's behaviour bring the school into disrepute.
- **Peer on Peer / Child on Child Sexual Violence and Sexual Harassment** - Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Malicious Accusation Against Staff

Pupil accusations against staff will be thoroughly investigated. Where accusations are found to be malicious, the Head will issue strict sanctions in order to prevent a similar situation occurring again. In this situation parents will be informed of a pupil's behaviour and the member of staff informed of the sanction.

Violence to staff

The school does not tolerate violence against staff and Airthrie believes that no member of staff should be subjected to aggressive behaviour, in any form, while doing their job. Serious misbehaviour of this kind will be dealt with swiftly.

Early Years Foundation Stage

All staff working within the EYFS will adhere to the above behaviour management policy. Any situation should be resolved by talking to the pupil unless physical intervention is necessary in order to prevent personal injury to the pupil, other pupils or an adult, to prevent serious damage to property, or in what would be regarded as exceptional circumstances. Any occasion where physical

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intervention is used to manage a pupil's behaviour must be recorded on the appropriate system on CPOMS and parents should be informed about it on the same day.

Transition

The school recognises that a pupil prior to transition to another school may be unsettled by the imminent change and this could affect their behaviour. Once the school is aware, staff will be informed. The pupil's behaviour can then be monitored, and support provided where necessary.

Log

A log of pupil misbehaviour resulting in significant sanctions is kept. This includes exclusions and disciplinary meetings involving parents. The log includes the pupil's name and year group, the nature of the offence, and the sanction imposed.

Monitoring and Evaluation

We will regularly monitor our behaviour system for rules/rewards and sanctions. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- informal reports from staff/parents/pupils;
- feedback from classroom observations, team teaching with subject coordinators and monitoring by senior staff;
- number of pupils sent to the Head;
- number of pupils being monitored.

The feedback from monitoring procedures will be used to evaluate the success of our strategies to help us make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development.