



SIAL.school
Bilingual English/Italian

**Code of Practice for
Positive Behaviour:
Rewards- Discipline
& Pastoral Care
(KS1 &2)**

Last reviewed February 2025

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Principles

At SIAL we believe that:

- Children want to behave well. *We believe that the children are happy when they behave well and when that behaviour is recognised by adults and their peers.*
- Children can learn to improve their behaviour.
- Mistakes are part of the learning process. *We understand poor behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support the children to get it right knowing that practice improves performance.*
- All adults can learn strategies to support children to improve their behaviour. *Developing an understanding of why children behave as they do, a positive attitude to the child and their behaviour and effective strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional development. As for the children, constant practice improves performance.*
- Positive behaviour enriches learning:
 - Learning to work together – experiencing reciprocity.
 - Learning to strive – showing resilience.
 - Learning how to succeed – showing resourcefulness.
 - Learning how best to learn – benefitting from reflection.
 - Learning today for tomorrow – taking responsibility.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools <https://www.gov.uk/government/publications/behaviour-in-schools-2>

The Equality Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students <https://www.legislation.gov.uk/ukpga/2006/40/section/88>

Aims

This policy aims to:

- Provide a consistent approach to behaviour management, so that students understand what is expected of them at all times
- Promote self-regulation, so that students develop independence and can manage themselves well
- Provide every student with the knowledge, skills, self-belief and motivation to be successful in their learning
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Outline our system of rewards and sanctions
- Promote a culture of high expectations and achievement
- Promote fairness and transparency
- Promote inclusivity
- Promote trauma informed practice – we know that when expectations of behaviour are clear and consistently applied by all members of staff, learners are not expected to experience anxiety.
- For the Positive Behaviour Policy to be supported and followed by the whole school community – parents, teachers, pupils and governors.
- Promote a caring, nurturing atmosphere, in which teaching and learning can take place in a safe and happy environment.

Staff should:

- Provide positive role models at all times.
- Follow procedures in this policy consistently
- Establish and maintain clear and consistent expectations and boundaries
- Discuss with pupils when and how they could have made more positive choices when something goes wrong.
- Encourage, self-esteem and self-respect in pupils
- Work in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils efforts and achievements
- Maintain well organised learning environments and appropriately challenging learning opportunities.
- Respect pupils and listen to their views without discrimination.
- Ensure parents are informed by the behaviour slip of incidents or invited for a meeting with the class teacher and KS Coordinator if 3 behaviour slips are sent home during the term. –
- Ensure that parents are informed of rewards such as Gold Award certificates. – replace this with the value of the week and the end of term certificates at KS1 and 2?
- Support the school in its strategies for managing behaviour

- Inform the school (class teacher in the first instance) of any factors or barriers which may influence a pupil's behaviour.

Pupils should:

- Arrive on time every day ready to learn
- Tell an adult if they see something that they know is wrong
- Take responsibility for the choices they make

Promoting Positive Behaviour

These must be promoted by the whole school community. They work on an individual basis as well as whole classes and houses working together. The following incentives and rewards for achievements apply:

- **Verbal praise**
- **Achievement stickers**
- **Merits on ET-AIMS** – These will feed into the students' profile as well as the student's house. Merits can be assigned for good behaviour, effort, home learning and good representation of the school's values.
- **Gold Award Certificates** (individual) - pupils who are chosen for the week's focus by peers and teacher

Verbal praise

Phatic praise (good boy/girl/well done) or praise for low-challenge activities and error-free achievements should be avoided as it has no educational value. Instead, praise should emphasize effort in order to engender a growth mind-set in children. We want our children to focus on hard work, passion and perseverance.

Achievement stickers

These are awarded to children for academic achievements (phonics star/excellent homework/classwork), working hard or displaying excellent behaviour. Children can also be sent to members of ELT or SLT to share their excellent work.

Gold Award

At Sial school we believe in 7 fundamental values: Respect, Kindness, Honesty, Creativity, Resilience, Responsibility and Courage. Each week, the teachers introduce the value of the week to each class and the winner of each class is celebrated in assembly children are given a new whole school focus, e.g. helpfulness, kindness, eco warrior etc. In their classes, the children choose one child who they think has shown this quality and they are awarded a certificate. The certificate is sent home with the pupil the

winners of the value of the week are shared in the school's weekly bulletin, whereby the information is also shared with parents.

Child leadership and responsibilities

Prefects help to introduce the children to experiences of responsibility. These include:

- Register monitors- *Collecting and returning the register during the registration periods.*
 - Classroom monitors- *Fulfilling various roles, including assisting with the distribution and collection of books, bags, coats etc..*
 - Lunchtime table monitors- *These are responsible for politely and consistently maintaining an appropriate level of noise and behaviour for their table. They may also assist with the distribution of cups, the collection of finished plates (including discarding the remaining food) and the collection of finished water cups.*
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- **Head Pupils (two elected children in Year 6)**
 - **House Captains (Year 6)**
 - **School Councilors (all classes)**
 - **Committees Representatives (all classes)**

Wherever possible the children holding these positions of responsibility will be asked to assist with:

- ☐ Leading tours of the school for visitors and prospective parents and carers and/or supervising areas where collections of work are displayed, including on Open Day
- ☐ Concerts and Assemblies:
 - welcoming visitors at the door (with an adult standing by for support)
 - showing visitors to the hall (different children) and to their specific seats if reserved (i.e. the governors)
 - collecting money/donations at the end (standing at the hall door with the collection box/bucket).
 - supporting where necessary
- ☐ Miscellaneous (including House events):
 - contributing a message to the weekly bulletin (not every week but maybe once a term on a rota).
 - House Captains to ensure children in their house are behaving appropriately and enter assembly quietly and calmly.
 - Lead House activities during assemblies.
 - Supporting the staff with fundraising events, e.g. Sport Relief, where they support the organisers.

Asking for silence

School staff raise their hand to silently ask the children to become quiet. This allows students to self-regulate. The adult should be silent while waiting for the children to stop talking.

Classroom rules

1. Arrive on time in with all necessary equipment as they move between lessons
2. Listen to instructions and follow them the first time they are given
3. Be respectful to everyone in the class
4. Listen to others without interrupting
5. Work hard throughout the lesson
6. Contribute to classroom discussions
7. Teachers may also adopt classroom/subject specific routines where appropriate

Playtime rules

1. Engage in games where everyone feels safe
2. Take care when running and playing ball games
3. Make sure everyone feels included
4. If you accidentally hurt anyone, ask them how they are and seek the help of an adult if necessary

Behaviour outside of school at home time

Children should leave the school premises as soon as parents pick them up at dismissal.
Children should not play on the school's terrace.

Educational visit rules

During an educational visit, students will be representing the school. Therefore, pupils' behaviour and manners should be impeccable.

When walking in the street or visiting a place of interest, children should walk in a line and quietly.

Children should not walk away from your group and assigned adult.

Children should take interest in the educational visit and be prepared to ask questions.

Consistent Misbehaviour

The following are the school's progressive stages of response to consistent misbehaviour.

Step system (KS1 and KS2)

Verbal warnings leading to Missed Play Time (KS1 and KS2)

Children are given verbal warnings – including discussions as to the consequences of continuing to misbehave – to give them a chance to adapt their behaviour. Here the word 'step' is to be used and the child should be left in no doubt that they have received a warning.

As the table below details, failure to adhere to verbal warnings leads to Missed Play Time for KS1 and KS2. Here the children are given time to sit, calm down and reflect. Failure to respond appropriately to this may also lead to a note that is sent home to parents.

<p>1. Step One: State/remind students of the expected behaviour (i.e. When the teacher talks, the class listens or We don't push each other) <i>First warning-</i> clear verbal warning to be given. Warning to be recorded on class warning board/AIMS. <i>Saying 'this is now warning 1/2/3' is potentially meaningless and may cause or increase anxiety – behaviour expectations must be reiterated to allow the child to self-regulate.</i></p>
<p>2. Step Two: Issue a verbal warning (i.e. if this behaviour continues, you will be sitting elsewhere/you will be sent to the headteacher) <i>Second warning-</i> child to miss the next play time. Warning to be recorded on class warning board/AIMS</p>
<p>3. Step Three: A teacher consequence (<i>ie the students misses 10 minutes of playtime to complete a reflection sheet</i>) <i>This is recorded on AIMS/SIMS as an incident, which parents should be informed about by email</i> <i>Third warning-</i> Reflection sheet to be completed by the child. After discussing with the child, reflection sheets are to be kept in the office. Parents must be informed by a behaviour slip that is sent home to be signed and returned.</p>
<p>4. Step Four: If the child receives 3 or more behaviour incidents within the half term, parents are requested to meet with the class teacher/ KS coordinator.</p>

Recording: All staff will record behaviour incidents on ET-AIMS.

Each day is a new day. Steps/warnings are to be passed to the next teacher supervising the class, but do not carry over to the next day. In the case of whole class warnings, these do not result in a behaviour slip sent home.

All staff will use ET-AIMS consistently. SLT will run weekly behaviour reports on ET-AIMS to monitor standards of behaviour across the school and identify any trends or groups in need of intervention.

Middle order to Major breaches of discipline

No major sanctions (including exclusion) will be initiated without first exhausting other strategies (*see above*) or, in the case of a serious single incident, a thorough investigation.

Exclusion

The decision to exclude a child, either for a fixed period or permanently, is seen as a last resort by the school.

Reasons for exclusion could include:

- Serious breach of the school's rules or codes of practice.
- Risk of harm to the welfare or education of the child or others in the school.
- Breakdown of the relationship between the school and parents/carers.

In the event of an excludable offence which requires the immediate removal of a child from the situation the child should be sent to the office and a member of SLT.

Any exclusion will be at the recommendation of the Head teacher. Exclusions may be temporary (for a fixed period) or permanent.

A **temporary exclusion** should be for the shortest time necessary to secure benefits without adverse educational consequences. A decision to exclude may be made for persistent or cumulative problems or for a single incident.

Persistent or cumulative problems: temporary exclusion for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies (*please see above*).

Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness or poor academic performance), except where these are persistent and defiant.

Single incident: temporary exclusion may also be used in response to a single serious breach of school rules and codes of practice or a disciplinary offence. In such cases the Head will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's codes of practice. The child will be encouraged to give their version of events and the Head and/or Deputy Head will check whether the incident may have been provoked, for example by bullying or racial harassment.

A **permanent exclusion** is a very serious decision and the Head teacher may wish to consult with the Chair of the Board of Governors before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a major breach of school rules and codes of practice or a disciplinary offence.

These breaches (*ordered alphabetically*) include, but are not exclusive to:

- Any behaviour deemed to be inappropriate or irresponsible by the Head teacher.
- Behaviour in class so disruptive that teaching is rendered unfeasible.
- Bringing the school into disrepute with inappropriate behaviour whilst in school or on a school trip/visit/fixture.

- Bullying.
- Compiling a video or film with the purpose of putting it on the internet and which might bring the school into disrepute.
- Deliberate damage to property.
- Entering the school under the influence of alcohol or substance-abuse.
- Foul or abusive language (verbal, written and/or physical).
- Leaving the school premises without permission.
- Physical assault (including fighting with and/or striking others).
- Racial and/or sexual harassment.
- Refusal to follow direct instruction from a member of staff.
- Refusal to work.
- Repeated minor breaches of discipline in spite of sufficient warnings and support.
- Selling, or attempting to sell, any illegal substances on the school site or in the vicinity of the school.
- Smoking, drinking alcohol and/or using illegal substances on site, in the vicinity or on a school-led or school-sponsored activity.
- Stealing.
- Threatening behaviour (verbal and/or physical).
- Use of another person's internet site – this is deception and fraud – or any other inappropriate behaviour on the internet.
- Videoing or filming any person without the permission of the Head teacher.

If the Head teacher decides to exclude a child they will:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the child
- Contact the parents/carers, explain the decision and ask that the child be collected
- Send a letter to the parents/carers confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the child's return
- Make sure that, when possible, in the case of a temporary exclusion of more than a day, appropriate work is set and arrangements made for it to be marked
- Ensure that a plan is made for how to support the child's needs on their return
- Make certain that a meeting is planned with the parents/carers and the child on their return

The school must take account of any **special educational needs and/or disabilities** when considering whether or not to exclude a child.

We have a legal duty not to discriminate against disabled children by excluding them from school for behaviour related to their disability. The Head teacher should ensure that reasonable steps have been taken by the school to respond to a child's disability so that the child is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- Differentiation in the school's behaviour code of practice:
 - Putting in more scaffolding, tailored to the specific needs of each child, i.e.
 - Varying the classroom management.
 - Making the routines/strategies more detailed.

- Drawing up a Behaviour Plan/Risk Assessment, detailing action to be taken when identified behaviour occurs. *This is to be shared with the child, parents/carers and relevant staff.*
 - Parent/carer/child contracts – regularly reviewed.
- Drawing on additional resources from beyond the school, i.e.
 - Education Psychology observations and targeted support with teachers, parents/carers and children.
- Staff professional development.

Where reasonable adjustments to codes of practice have been made to accommodate a child's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Procedure for appeal

- If parents/carers wish to appeal against the Head teacher's decision to exclude, the matter will be referred to the Board of Governors.
- If the Chair of the Board of Governors has been involved in the decision to exclude another designated member of the Board of Governors will deal with the matter.
- The designated lead Governor will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days.
- The appeal panel will consist of two members of the Board of Governors, neither of whom will have been previously informed of the details of the case in question, and an independent person.
- Records relating to the decision to exclude and the parents/carers' complaint will be copied to all parties no later than two days prior to the hearing.
- In no circumstances, however, will the school or its staff be required to divulge to parents/carers or others any confidential information on, or the identities of, children or others who have given information which has led to the exclusion or which the Head teacher has acquired during an investigation.
- The parents/carers may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible the Board of Governors will resolve the parents/carers' complaint without the need for further investigation.
- Where further investigation is required, the Board of Governors will decide how it should be carried out.
- After due consideration of all the facts they consider to be relevant, the Board of Governors will reach a decision on whether to uphold or rescind the exclusion or they may make other recommendations.
- This decision will be made within ten days of the hearing. The Board of Governors will write to the parents/carers informing them of the decision and the reasons for it.
- The decision of the Board of Governors will be final.
- The Board of Governors' findings and recommendations, if any, will be sent in writing to the parents/carers, the Head teacher and the Chair of the Board of Governors if they have not been a member of the panel.

There will be no refund of fees following temporary or permanent exclusion. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

KS2 Reflection Sheet

Reflection Sheet

Take time to think about why you have been given time out

Your Name: _____ Class: _____ Date: _____

Please support the child with this sheet; they may draw pictures if it is easier:

What happened?

Who was upset or lost something as a result of what happened (consequence)?



What can you do to fix this?

How can you stop this happening again?

