



All Semley CE VA School policies apply to year R to 6 inclusively or Semley CE VA School Staff	
Name of Policy	Semley CE VA Primary School Code of Conduct for Pupils
Agreed by the Governing Body	11/03/2024
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Rooted and Growing in Love:

A culture of kindness in which all can flourish.

(Ephesians 3 & 4)

Semley CE VA Primary School Code of Conduct for Pupils

This policy sits alongside the Semley CE VA Behaviour Policy which is based around the Wiltshire Model Policy and should be read in conjunction with this policy.

Introduction:

Semley CE VA Primary School aims to ensure that all our children are safe, happy, and empowered to make a positive contribution to school life. Therefore, in addition to teaching the basic skills, we are also concerned with teaching how to work and play alongside each other and how to behave towards one another. Children need to be aware of moral issues such as right and wrong, fairness, tolerance and respect. The aim of this School Policy is:

- To develop in our children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly school community where all can flourish in which effective and positive teaching and learning can take place, in which there is mutual respect between all members, and where there is proper concern for the school environment.

As a School we feel that there is an expectation that every child has a right to be healthy, to stay safe, to enjoy and achieve and to make a positive contribution. We know that quality learning only takes place in a school where every child is valued and feels safe and secure.

Within School, children should:

- Feel safe and secure
- Be able to learn and fulfil their potential
- Be treated with respect

Within the School Community it is the responsibility of staff members, children and parents to ensure that these are upheld.

School Responsibilities:

- To provide a safe environment where children can learn and grow
- Where the opinions of children are valued
- Where there is equal celebration for all
- Where behaviour is positively and consistently reinforced
- Where children are helped to fulfil their potential
- Where the implementation of behaviour policy is consistent and fair
- That all staff have an equal responsibility to ensure that good behaviour is encouraged and pupils who find it challenging to work within the behaviour boundaries are supported positively
- To provide a stimulating curriculum which engages the children in their learning

Children's Responsibilities:

- Each child needs to learn and demonstrate their understanding of the responsibilities and rules that are within set within the school building
- They need to learn how to apply the rules to themselves and others
- They are encouraged to participate in the discussion around school behaviour, this includes setting a classroom charter each year within their class and also thinking about behaviour on the playground and in the lunch hall
- Each child has the right to feel safe in school and should extend that to those around them
- Each child has participation in the class charter

Parent and Carer Responsibilities:

- To support the school in their efforts to create a safe secure and happy school where learning and children flourish
- To understand the School's Behaviour Policy and the Code of Conduct for Pupils and share information that they feel is pertinent to support their child
- To bring their children to school ready to learn
- To trust in the School's judgements
- To inform the School if there are any concerns from home about the children that might affect their learning
- To understand that there may be pupils at Semley who find it more challenging to work and play within these behaviour boundaries. These children will be positively supported.

Governor Responsibilities:

- To review the school's behaviour policy and Pupils' Code of Conduct
- When visiting the school ensure that they feel that the Behaviour Policy is being upheld
- To respond to any concerns about behaviour raised by parents

School Classroom Charters

At the beginning of the school year each Class will write a Charter and this will be displayed prominently for all to see in each classroom. Each class member is a part of and has responsibility for upholding the charter. Behaviour management in Semley CE VA Primary school starts with the class charter.

Playground, Forest School and PE

It is anticipated that the same level of behaviour that is expected inside school will also happen outside. This also includes if there is an external teacher.

Ways in which we promote positive behaviour:

Establishing positive behaviour at our school is a **collective** responsibility. This is done through:

- Positive re-enforcement of good behaviour
- We as staff recognise that it is the **behaviour** that is inappropriate **not the child**

- Use of the language to remind children that behaviour is a choice they make
- Discussion of good behaviour and positive attitudes in PSHE lessons, school assemblies and our Friday Celebration Assembly. Stickers, certificates and visits to the Head Teacher should acknowledge and reinforce positive behaviour as well as academic achievement
- Well-organised lessons that are well-prepared and take into account the range of abilities which encourage participation and therefore good behaviour
- Classroom behaviour management systems which reward good behaviour, respect of other's rights and positive attitudes to learning, these will vary dependant on the age of the children
- Playtimes and lunchtimes uphold the same ideals as teaching time
- All staff to understand the behaviour codes within Semley CE VA Primary School and model appropriate behaviour and language to pupils
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How do we manage unacceptable behaviour?

At Semley CE VA Primary School our priority is to address unacceptable behavioural issues in a consistent way. Behaviour incidents are tracked on MyConcern. The Head Teacher alongside the DDSL has the responsibility for tracking this behaviour to notice trends or recurring behaviours.

Initial steps would be to remind the child of the appropriate behaviour, this may escalate to a child being removed from the situation and being given time to calm down in a safe place, members of staff would help the child to manage behaviours that may be considered unacceptable. In more serious cases the Head Teacher may become involved and this would always result in a conversation with parents. The final step for the school in very rare circumstances would be exclusion, possibly leading to permanent exclusion (see Wiltshire Model Behaviour Policy). This is very much seen as a last resort where all other measures including support from outside agencies have failed.

Classrooms

In classrooms management of unacceptable behaviour would be done through a set of sanctions beginning with a verbal warning. Children will always be given the opportunity to change their behaviour and good behaviour choices will be rewarded. Failure to make positive behaviour choices will result in a sanction appropriate to the situation and the age of the child.

Sanctions may include loss of Golden Time or playtime and being sent to the Head Teacher. Parents will be informed of any behaviour incidents that involve being sent to the Head Teacher. Sanctions should be appropriate to the inappropriate behaviour and once the behaviour has changed then all should be able to move on from the incident.

At playtimes and lunchtimes

Behaviour expectations at playtimes and lunchtimes are guided by the whole School Behaviour Policy and Code of Conduct for Pupils. As a first resort, for 'low level' poor behaviour, children are reminded of the expectations around behaviour and of their responsibilities to others, with an expectation that behaviour will improve. If it does not, sanctions may follow, such as standing with an adult playground supervisor. For more serious or dangerous behaviour a child may be immediately sent inside to the Head Teacher or another member of staff.

Decisions with regard to sanctions will be fair, reasonable and not made on impulse. Every effort will be made to establish the facts of a situation and a "cooling down" period may be advisable, although issues should normally be addressed as soon as possible whilst memories are fresh and evidence is

available. Where incidents of poor behaviour are reported to the class teacher, discussions should, if possible, follow lessons rather than impinge on them.

Sanctions for more serious or dangerous behaviour may include further loss of playtimes and loss of certain privileges. Persistent bad behaviour, dangerous or otherwise unacceptable behaviour will be discussed with the child's parents by the class teacher and if necessary, the Head Teacher.

Damage to Property

Wilful damage to school property, through misbehaviour, whether it be to the fabric of the building or to such items as books, which are defaced or damaged, will be reported to parents and where appropriate with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying

Bullying is the wilful and conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. We use the '**STOP**' acronym to help children understand what bullying is: '**Several Times On Purpose**'. It is usual for children to have disagreements with their friends, but the STOP acronym helps them to understand when they may be bullying others or being bullied. Children are taught that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the School.

Individual staff need to be alert to the situations that may occur both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not "telling tales". Appropriate age-related strategies for dealing with different aspects of bullying are explored through a variety of approaches across the school. Children are taught that bullying can be physical or emotional and can include online behaviour. If bullying behaviour persists, parents will be asked to meet the teacher and/or Head Teacher to support the school in eradicating this behaviour.

The PSHE curriculum is integral in discussing these issues with children. We also ask that parents discuss with the School any concerns or worries they might have about these issues in school.

Racial and Sexual Harassment

Through our curriculums children are taught to value diversity and to respect all individuals regardless of race or gender. Any incident which is deemed to be any form of racial or sexual harassment will be taken very seriously and reported to the Head Teacher. Racist incidents must be reported to the local authority. There is a separate behaviour reporting system for these incidents. Incidents of a sexual nature are also reported as a Safeguarding Incident.

Dealing with Challenging Behaviour

Certain behaviour, such as bullying, rudeness, fighting, swearing etc is never acceptable and should always be dealt with when encountered. The use of physical punishments is not appropriate in any circumstances but in exceptional circumstances a member of staff may physically restrain a child to prevent injury to the child, the teacher, pupils and members of our school community. Several members of staff have had appropriate training in de-escalating a situation (Team Teach). All instances where a child has to be restrained will be recorded and also reviewed but the Head Teacher, members of staff involved and also pupils will be given the opportunity to discuss this with staff once the incident is finished. This will always be reported to parents.

A wide range of specialist outside agencies may be used to support children with challenging behaviours. This could include:

- Behaviour Support
- Education Welfare Officer
- Educational Psychology (SENSS team)
- Social Services
- Parent/Family Support
- School Nurse/Health Visitor

The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.

Where a child is presenting persistent significant behaviour difficulties an individual behaviour plan may be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

Rewards

Each class teacher may well use a reward system in their class which is clearly explained to children, so they understand how they receive these rewards in the same way that they receive a punishment. Children are sent to the Head Teacher for good pieces of work, good behaviour and being a respectful member of the school family.

Celebration assembly is a place where children receive certificates based around the School Values: Respect, Aspiration, Adventure and Wonder. These are reinforced throughout school and are an important aspect of our school.

All staff within the school are encouraged to reward the children for appropriate behaviours alongside academic endeavours.