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Behaviour policy and statement of behaviour principles

A statutory policy

Effective from	Feb 2022
Signed, Head Teacher	
	Gary Price
Signed, Chair of Governors	David Savage
Date approved by Governing Body	Feb 2022
Date of next review	Feb 2025

Contents

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

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 pupils

- Sections 88-94 of the [Education and Inspections Act 2006](), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance]() explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, at break and lunchtimes, collective worship and school assemblies

- Poor attitude to learning

- Not showing respect towards authority and property

  - **Non-completion of classwork (and homework in upper Key Stage 2, years 5 & 6)**

  - **Not following class or 'Golden' rules**

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying

- Leaving, or attempting to leave, the school premises without authorisation

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

  o Knives or weapons

  o Alcohol

  o Illegal drugs

  o Stolen items

  o Tobacco and cigarette papers

  o Fireworks

  o Pornographic images

o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

See Horsley Primary School Anti-bullying policy for further information.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to follow the school's Golden Rules which spell out, in appropriate pupil language, the code of conduct. These are:

1. Show respect towards people and property
2. Try our best in all that we do
3. Walk around the school safely and quietly
4. Keep our hands and feet to ourselves

More specifically, it is expected that children:

- Complete learning tasks set, asking for help if needed

- Respond to adult support when given

- Accept that learning often involves getting things wrong, to get it right

- Follow instructions, first time, given by adults in school (and on school trips/visits)

- Make it possible for all pupils to learn, behaving in an orderly and self-controlled way

- Move silently around the school and church. Move quietly from the playground to the church car park (and vice a versa)

- Treat the school buildings, school property and individual's property with respect

- Wear the correct uniform at all times (including PE uniform)

- Remember to bring PE uniform to school, as required

- Arrive to school punctually

- Complete homework set and within the allotted period

- Accept rewards and sanctions when given

- Be truthful to parents/careers about school rewards and sanctions, and behaviour management approaches adopted by staff in school, when applied

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards, interventions and sanctions

7.1 Rewards

The school adopts a positive approach to behaviour. Good behaviour will be rewarded with:

- Verbal or non-verbal praise

- Written praise in pupils' books

- Dojo points or raffle tickets, which accumulate, leading to a reward given by the class teacher (e.g. computer time, extra play, etc.).

- A sticker (inserted in the pupils books and/or to wear)

- A headteacher 'smelly' sticker (for exceptional effort or achievement)

- A congratulations certificate (issued in Friday Congratulations Assemblies)

- Values leaves (for exemplification of Christian values)

- Values doves (for exemplification of Christian values at home and in the community)

- Whole-class marble jar treats (e.g extra play, movie, etc.)

- Responsibility within school

- The opportunity to represent the school at events (e.g. sports fixtures)

The school may also use one or more of the following interventions and sanctions, listed below, in response to unacceptable behaviour. These are in line with government advice as defined in [Behaviour and Discipline in Schools, 2016](#).

7.2 Interventions

- A verbal reminder

- 'Time Out'/Reflection time in another class

- Expecting work to be completed at home, or at break or lunchtime

- A letter of apology, completed in or out of school

- Completing or rewriting of work during another part of the school day (e.g. during an art lesson)

- Letters or phone calls home to parents

- Agreeing a behaviour contract with parents

7.3 Sanctions

- A verbal reprimand

- Detention at playtime or lunchtime, or the missing of part of a playtime/lunchtime

- Referring the pupil to a senior member of staff

- Loss of privilege, such as: not being able to represent the school at a sporting event; removal of school council membership

- **Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.**

We may use the DEN (a quiet, safe breakout room) in response to serious or persistent breaches of this policy. Pupils may be sent to a senior leader in school during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The approach is founded on mutual respect and kindness.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the Golden Rules/Class Rules in their own classroom

- Develop a positive, nurturing relationship with pupils, which may include:

    o *Greeting pupils in the morning*

  o *Establishing clear routines*

  o *Communicating expectations of behaviour clearly both verbally and non verbally.*

  o *Highlighting and promoting good behaviour*

  o *Having a plan and strategies for dealing with low-level disruption*

  o *Using positive reinforcement and a positive approach to behaviour management*

  o *Concluding the day positively and starting the next day afresh*

8.2 Traffic Lights System

- Across the school, staff adopt a traffic light system to support the management of behaviour. This is a graduated approach in responding to inappropriate behaviour choices.

- Traffic lights (or visually adapted versions) are displayed in each class. All pupils start the day 'on green'(stage 1). Pupils have their names displayed in the green zone at the beginning of each new day.

- Pupils who make inappropriate behaviour choices move through the system. There are clear consequences to actions. Staff exemplify positive approaches to behaviour management at all stages. The table below summarises the process:

		Example inappropriate behaviours	Example Teacher/TA intervention	Next step
Green (Stage 1)	A pupil is making good behaviour choices. Praise and reward may be given to encourage continued good learning behaviour and/or for excellence.		N/A	
	A clear verbal warning will be given to a child making an inappropriate behaviour choice. The child has the opportunity to modify behaviour before consequences are actioned. Continued inappropriate behaviour results in proceeding to stage 2, **Amber.**	- Not settling to the task/task evasion - Low-level disruption - Non-compliance - Disrespectful behaviour towards others - Lack of effort	- Check tasks are understood/pitched appropriately - Adopt Assessment for Learning strategies (AfL) - adjust teaching & learning accordingly - Ensure the child understands the consequences of their actions - Time limit to complete task/modify	**1st Verbal warning**, including details of consequence should the behaviour continue

			behaviour	

Amber (Stage 2)	Despite a **verbal warning**, the chid has chosen to continue to behave inappropriately. Further inappropriate behaviour following one additional warning necessitates moving to Stage 3, **Red.** Good behaviour choices may prompt a return to **green.**	• Not settling to the task/continued task evasion • Continued low-level disruption • Continued lack of effort • Continued non-compliance • Continued disrespectful behaviour towards others • Repetitive unkind behaviour verging on bullying • Unsafe behaviour	• Ensure the child understands the consequences of his/her actions • Modify task, if appropriate • Use motivating strategies and positive reinforcement	• Child to work independently, away from distractions, or alongside a positive role model • Temporary removal (e.g. 10-20 mins) from learning activity (e.g. PE, music) • Complete work during lunch/break or other designated time within the school day • The teacher may choose to send work home to be completed (e.g. worksheet), or complete work at playtime • **Final verbal warning** • The teacher may feel it is appropriate to notify the parent, as appropriate to the context

Red (Stage 3)	The child has continued to make inappropriate behaviour choices, despite verbal warnings and support/intervention Alternatively, the child has made a serious wrong doing, prompting immediate escalation to Stage 3, **Red**.	• Further low-level disruption impacting on own and others' learning • Continued lack of effort • Continued non-compliance • Continued disruption to teaching and learning • Continued disrespectful behaviour towards others • Continued unsafe behaviour • Continued verbally abusive behaviour • Physical or aggressive behaviour towards others, or property • Bullying (in any form)	• Send to see a member of the Senior Leadership Team (SLT), i.e. the Headteacher or Assistant Headteacher • Work independently in another classroom (incl. SLT notification) • Restorative justice approaches, e.g. letter of apology, work completed at home/during playtime, etc. • Discussion with parent at the end of the day and/or phone call home • A short term, fixed period exclusion (in line with GCC Exclusions Policy) • Frequent or recurring episodes of behaviour resulting in the pupil moving to the red zone may prompt further intervention. This can include one or more of the following: 1. A meeting with the parent/guardian to discuss strategies or approaches to support the child in making good behaviour choices. 2. The creation of an individual behaviour plan (IBP) or My Plan to support and monitor the child with their behaviour. This may include using an appropriate reward chart. Should the child be putting themselves or others at danger, there may be a need to create a personal emergency and evacuation plan (PEEP) 3. Engagement with relevant outside agencies to support the school and family; for example, GCC advisory teaching Service (ATS), a GCC Educational Psychologist (EP) 4. Permanent exclusion, in line with GCC Exclusions Policy

A child who damages property, or is verbally or physically aggressive, will accelerate to Stage 3 (Red). Repeated cases of Stage 3 behaviours over a period of time may prompt further loss of privileges in school. These can include loss of more than one break time over a period of more than one day, expulsion from the school council, non-representation at previously allocated sporting events, etc.

The actions of any child who repeatedly enters the Red zone, over a given period of time, will result in a formal meeting with parents/carers, and the Headteacher/SENCo may be needed to discuss strategy. A formal behaviour plan may be put in place to support the child. Engagement with outside agencies may also be adopted in line with the School SEND policy.

In rare cases, extreme or repeated behaviours may result in an exclusion. This is in line with LA advice.

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible, and in line with Team Teach approaches.

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents (see appendix 2 for a behaviour log)

- Be recorded in the school. 'Bound and Numbered Book, V.9'. This must be completed by a member of SLT.

Designated members of staff (including all members of the SLT) are trained in Team Teach. Further information about this approach is available a https://www.teamteach.co.uk/.

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. It also relates to the schools responsibilities under the SEN Code of Practice SEN and disability legislation. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. New staff are given training on the school behaviour policy. Behaviour management also forms part of continuing professional development (CPD).

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body ~~annually~~at least every three years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding Children and Child Protection Policy
- SEND policy
- Anti-bullying Policy

Appendix 1: Governor Statement of Behaviour Principles

The governing body must publish a statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils as described in the Education and Inspections Act (2006). See https://www.legislation.gov.uk/ukpga/2006/40/contents. Horsley C of E Primary School is committed to its vision of "together, we can achieve anything". Our core Christian values of thankfulness, justice, forgiveness, friendship, perseverance and trust underpin the behaviour policy. The behaviour policy and statement of principles will be reviewed annually.

1.1 The right to feel safe at all times.

All children, staff and other members of the school community have the right to feel safe at school. The school has an anti-bullying policy which details how bullying is defined and how it is dealt with at the school. The school's 'Safeguarding children and Child Protection Policy' underlies these principles.

1.2 High standards of behaviour.

High standards of behaviour are essential to facilitate effective teaching and learning and to ensure a happy, vibrant, productive and safe learning environment through the whole school. Governors expect pupils to display the high standards of behaviour demanded at school when they are representing the school off-site at school-related events and visits, when they are travelling to and from school and when they are wearing the school uniform offsite. The policy will outline the action to be taken by the school if staff witness non-criminal bad behaviour and bullying off the school premises.

1.3 Inclusivity and Equality

The behaviour policy will recognise that children have varying needs and backgrounds and some pupils may need additional support to meet the behaviour expectations of the school. The school has legal obligations (Equality Act 2010) in meeting the needs of pupils identified as having special educational needs and those identified as 'vulnerable', and will seek the involvement of external agencies to assist in behaviour support as and when necessary. These duties are reinforced the school's 'equality information and objectives' statement. See https://www.gov.uk/guidance/equality-act-2010-guidance for further information.

1.4 The Golden Rules

These aim to encourage fairness, respect, consideration for others and self-discipline. Rewarding the good behaviour of individuals or groups of pupils helps to encourage future patterns of positive behaviour and reinforces aspirations and expectations of the school. A range of reward strategies will be included in the policy. A hierarchy of sanctions for unacceptable behaviour should also be included and be known and understood by all pupils, staff and parents/carers so that it is clear how and when these are applied. This includes the school's position on exclusions which should normally be a sanction used as a last resort. The policy should follow the statutory

guidance - 'School Exclusion.' See https://www.gov.uk/government/publications/school-exclusion. Governors would expect to see the frequency of rewards far outweighing that of sanctions. There is also an expectation that evidence of impact should inform the development and application of interventions.

1.5 The use of reasonable force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The policy should clearly outline the circumstances where staff may use reasonable force/physical contact and follow the guidance in 'Use of reasonable force in schools.' See https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

1.6 Screening and searching pupils

The policy should describe the power of school staff to screen or search a pupil where there is a reasonable belief that he/she possesses an item that is banned in accordance with the list identified in the policy.

It should follow the guidance in 'Searching, screening and confiscation.' See https://www.gov.uk/government/publications/searching-screening-and-confiscation

Appendix 2: behaviour log (incl. incidents of bullying)

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	