

Behaviour Policy and Statement of Behaviour Principles



Approved by P Laws on behalf of the Governing Body

Signed: P LAWS

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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, in corridors between lessons, and at break and lunchtimes
- Can include non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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, 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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

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 3 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
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concerns remains, they should make an appointment to discuss the issue with the Head teacher, If these discussions cannot resolve the problem, the Chair of Governors will become involved and a formal complaint process can be implemented.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn

- Move sensibly and considerately around the school
- Treat the school buildings, school property and the property of others with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

We adopt a positive approach to behaviour and discipline in school, we praise and reward children quickly in a variety of ways:

- Staff verbally congratulate and praise children
- Staff follow the awards and sanctions as illustrated in our 'Good to be Green' Behaviour Policy
- Staff award team points throughout the week
- Key Stage Managers congratulate children within their Key Stage
- Children share with the Head teacher their special achievements –praise and sticker awards
- Each week 1 child from each class (KS1 & KS2) will be awarded a 'Good to be Green' behaviour certificate; and 2 children from each class receive a merit award. These are presented at our weekly 'Celebration Assembly'. Merits are awarded for either consistent good work or to acknowledge outstanding effort or acts of kindness in school
- To encourage and support positive behaviour, individual behaviour charts can be used as appropriate. Copies will be sent home daily for parents to sign and returned the following day
- Praise notes are sent home by the Head teacher
- All classes have an opportunity to lead a celebration assembly where they can share with their parents/carers examples of their learning achievements
- Special responsibilities

The school employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. (The child will always be in view of another adult). If necessary, the child will be sent to work under the guidance of the Key Stage Manager or Deputy Head teacher in their classrooms and will return to their own class when they are able to work sensibly again with the others
- Sanctions may be imposed if a child continually repeats inappropriate behaviour e.g. loss of classroom privileges, deprivation of playtime or lunchtime. In some instances a child may be prohibited from attending an educational visit if their behaviour prior to the event is unacceptable
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session
- If a child threatens, hurts or bullies another child, the class teacher informs the Head teacher. The school 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. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child
- If school sanctions fail to have a positive impact on the child's behaviour, the Head teacher through the SENCO will call in the advice and support from external agencies such as Behaviour support or the Educational Psychologist.

- In the case of unacceptable behaviour at lunchtime, the Senior lunch-time Supervisor deals initially with the incident and refers this to the class teacher at the end of the lunchtime if appropriate. If there is an incident over lunchtime that she is unable to deal with, the child is referred to the Deputy Head teacher or the Head teacher
- All incidents of inappropriate are recorded on classroom Behaviour Logs

7.2 Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *DfE Exclusion from Maintained Schools, Academies & Pupil Referral Units in England (September 2017)*. We refer to this guidance in any decision to exclude a child from school.

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school. The school follows the above guidance and procedures when dealing with fixed and permanent exclusions and will refer to the LA for guidance and support.

7.3 Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or guardian will be asked to come into school to administer it. If this is not possible parents must follow the guidelines as detailed in the school's Medication in School' procedure.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or residential visit.

7.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will discipline the pupil in accordance with this policy.

The Head teacher will also consider the pastoral needs of staff accused of misconduct.

Verbal abuse/offensive language against the school is a serious breach of our Home School Agreement. If a child is found to have written (including electronic messages on any social media sites i.e. Facebook, Instagram, Twitter, Whatsapp and texting or made verbal offensive comments/words which could adversely

affect the reputation of the school, the following actions will be considered: Fixed term exclusion or/and Notification to appropriate external parties i.e. Facebook, Police.

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.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom behaviour charters
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In rare circumstances, staff may take reasonable actions to prevent a pupil:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint will:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- 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

8.3 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](#).

8.4 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. 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 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. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher every 3 years. At each review, the policy will be approved by the Headteacher and the Governing Body.

The school keeps a variety of records concerning incidents of misbehaviour on their classroom Behaviour Log.

Any incidents that occur at playtime are recorded on an appropriate 'Playtime Behaviour Log'.

Lunchtime Supervisors also record any incidents of unacceptable behaviour. These logs are monitored by the Key Stage Managers. If a child's name has been recorded on several occasions the Key Stage Manager will discuss the matter with the appropriate class teachers.

Appropriate action will be agreed, this may include contacting parents to inform and discuss the child's behaviour.

The Head teacher records those incidents where a child is sent to them, on account of inappropriate behaviour. Lunchtime supervisors give written details of any serious incidents that occur at lunch-time.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- 'Good to be Green' Behaviour Policy
- Dove Bank Primary says 'No to Bullying'
- Dove Bank Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Head teacher and Governing Body every 3 years or sooner if necessary.

