# St Mary's C of E Primary School and Nursery

# Behaviour policy and statement of behaviour principles



'Be the BEST you can be'

| Approved by: | LGB | | Date: November 2021 |
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| Last reviewed on: | May 11th 2021 | | |
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# 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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

Please see Appendix 2 for examples of unacceptable behaviour definitions.

## 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 |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Strategies for preventing bullying:

- Preventative action will be taken through the curriculum, for example during PHSE lessons. As well as opportunities to discuss bullying as an issue, children will be made aware of strategies which will help them be more assertive in any potential abuse situation. Our structured PSHE curriculum (Jigsaw) includes elements which deal directly with this.
- Whole school involvement in national Anti-Bullying Week to raise awareness of bullying of children in school and elsewhere and to highlight ways of preventing and responding to it.

Staff members need to be constantly aware of the nature of relationships in the school and be prepared to listen if children complain about feeling unsafe in any way. Action is taken immediately and the situation discussed openly so that clear signals are given about the unacceptability of such behaviour.

Responses:

- take the report / incident seriously
- remain calm - remove the bully or the victim from the scene

- make it plain to the bully that their behaviour is unacceptable

- encourage the bully to see the victim's point of view

- reassure the victim and offer help / support

- investigate the incident and take the necessary action.

NB. All cases will be dealt with individually. There is no single sanction or strategy that will apply to every incident. Children are always encouraged to speak to a responsible adult, e.g. class teacher.

All reported incidents will be noted by the Head, via CPOMS (software for monitoring Safeguarding, wellbeing and pastoral issues), along with a note of any action taken.

# 5. Roles and responsibilities

## 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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 and ensuring that all staff know and understand the rules/sanctions

- Deciding on the rules collaboratively with the class at the beginning of the year, displaying them in class and having a clearly defined sanction model

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents (CPOMS)

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:

- 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 quietly around the school

- Treat the school buildings and school property 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

Positive behaviour will be rewarded with:

- Praise

- Dojo points (where applicable)

- Class rewards systems – agreed with the children (individual and whole class)

- Visits to the SLT/deputy/headteacher for praise

- Achievers certificate

- Letters or phone calls home to parents

- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Sending the pupil out of the class

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

- Missed break or lunchtime

- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents

- Agreeing a behaviour contract

- Putting a pupil 'on report'

See appendix 2 for further sanctions, which may be used in response to unacceptable behaviour.

## 7.2 Off-site behaviour

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

## 7.3 Malicious allegations

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

Please refer to our safeguarding policy for procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

# 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

- Discuss and agree class rules with the children, at the beginning of each academic year and encourage ownership of rules so that children hold themselves and each other accountable for upholding them.

- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
  - 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 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
- 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 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. Training

Our staff are provided with training on managing behaviour, including proper use of restraint.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Governing Body (LGB) every year. At each review, the policy will be approved by the headteacher.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding 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 circumstance.

# Appendix 2

## Behaviour Definitions

**Concerns - Misbehaviour which can be effectively managed within the classroom environment by the class teacher.**

### Suggestions of unacceptable behaviour

Not on task

Disrupting another child

Chatting in class

Distracting

Interrupting

Answering back

Not taking instruction

Telling lies

Getting others into trouble

Verbal abuse

Minor bad language

Unsafe movement around the classroom/school

Unsafe behaviour

Careless damage

Destruction of property (first time)

Playtime incident – first occurrence

### Examples of sanctions/strategies (to be logged by class teacher)

A stern look

Repositioning / proximity of children

Peer reminders (used sensitively)

Reminder of class code of conduct

Private discussion with child

Re-focussing / diversion

Simple directing

Non-verbal signs

(avoidance of the word "No")

Giving a choice

Giving a warning of a consequence

**Discipline stage 1**

More serious misbehaviours which are not so easily managed within the classroom. Class teachers are to seek support from the Leadership Team at this stage: identify what is going well first; then what needs to be done to improve the situation & identify strategies – teacher to identify triggers & collect evidence. The pupil will be assigned a key Leadership person who will carry out a risk assessment based on what the pupil has done, whether it constitutes a low/medium/high risk & what to do if it happens again.

**Unacceptable behaviour**

Persistence of "concerns"

Deliberate incompletion of tasks

Refusal to work

Defiance

Deliberate destruction of another child's piece of work

Minor vandalism

Stealing/intent to steal

Direct verbal abuse

Racial abuse

Threatening behaviour

Isolated acts of violence – kicking, thumping, hitting etc.

Bullying

Persistent name calling

**Examples of sanctions/strategies**

'Time out' in the classroom, or timed outside

Staying in at breaktime in a supervised area OR stood outside at playtime with duty teacher

Taking work to finish at home

Sharing of information with Key Stage leader – possibility of temporary removal to another class to get work completed

Loss of privileges/choice of activity

Parents informed by class teacher

CPOMS behaviour log initiated

## Discipline stage 2

Serious misbehaviour or persistent stage 1 misbehaviour.

### Unacceptable behaviour

Persistence of stage 1 (logged on CPOMS)

Major disruption of class activity

Vandalism of school buildings/property

Persistent stealing/intent to steal

Repeated incidents of bullying

Persistent bad language

Persistent verbal/racial abuse

Violent hitting, kicking, fighting

Aggressive violent behaviour causing deliberate injury

Abuse/threatening behaviour towards staff/parents

Dangerous refusal to obey instruction

Leaving school premises without consent

### Examples of sanctions/strategies

'Time out' with Leadership person

Action Plan agreed involving Head & parents: areas of concern; interventions; monitoring/evaluating/reviewing plan; timescale + rewards. Class teacher to complete Daily Behaviour Report with pupil. Remember to avoid "hot spots" & to support younger pupils to achieve. Parents informed of progress.

Pupil conference – solutions focus.

Involvement of outside agencies (Behaviour for Learning assessment; Emotional Literacy assessment; statutory assessment; CAMHS; EP; CAF etc.)

Exclusion (Internal first)

### Discipline stage 3

Following an external exclusion, a Pastoral Support Plan will be drawn up, following guidance.