



BEHAVIOUR POLICY & STATEMENT OF BEHAVIOUR PRINCIPLES

Reviewed March 2019

Next Review Date: March 2020

Related Documents:

SEND & Inclusion, Safeguarding and Child Protection, Anti-Bullying and Cyberbullying, Drugs & Smoking, Teaching and Learning, Complaints, Exclusions and Equal Opportunities Policies

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
- 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

This policy also complies with our funding agreement and articles of association.

3. Rationale

Our children are encouraged to live and work as a Christian Community in accordance with the Aims and Mission Statement of our school. We aim in our living and working to create a family atmosphere for all. All parents and staff must help the children through the gradual process of growing in self-discipline, in an environment, where authority, fairness and love prevail.

Parents are the first educators of their children and it is expected that they will play a full role in the positive behaviour and discipline of their children. The quality of relationships throughout the school is of utmost importance to:

- Enable teachers to teach and pupils to learn
- Raise self esteem and promote pupil confidence
- Provide a harmonious atmosphere and co-operation between pupils and adults
- Encourage self discipline and responsibility towards people and property
- Develop understanding of, and a tolerance towards various races, religions and cultures

4. Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

5. Our Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, the values of which are built on mutual trust and respect for all. The school's behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others and we aim to treat all children fairly and to apply this behaviour policy consistently.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

The school aims to promote and reward good behaviour, as this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

Pupils Need	Parents Need	Teachers Need
<ul style="list-style-type: none"> ● Regular Attendance ● To access a safe, stimulating environment ● To feel valued ● To be offered an appropriate, well balanced curriculum with realistic expectations ● To have good role models ● To develop an understanding of right and wrong 	<ul style="list-style-type: none"> ● To support the school policy ● To know that their children are safe and are going to be treated fairly ● To be welcomed into school as partners in their children's education ● To be well informed and involved with their child's life in school ● To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school 	<ul style="list-style-type: none"> ● To be able to teach without disruption ● To be supported by a clear and consistent implementation of the behaviour policy ● To work in partnership with parents ● To be supported by school staff, governors and other agencies ● To be valued, consulted and informed

5.1. Application to Vulnerable Pupils

Reasonable adjustments will be made in the application of this policy to vulnerable pupils including those who are disabled, children with SEN including behavioural issues and children at risk. These children will be identified through our provision map and on our SEN register. A key member of staff, in most cases our SENCO will ensure good links with home and act as a reference point for staff. Adjustments in provision will be outlined in an IEP (Individual Education Plan).

6. Implementation

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following; RE Curriculum, PSHE and SMSC Curriculum, Citizenship, celebrating achievement and recognising social progress, links with the community, School Council and Buddies.

7. Roles and responsibilities

7.1 The Role of the Governing Body

The governing body:

- is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- 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.
- is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

7.2 The Role of 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.
- 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.
- 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.
- keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

7.3 The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers on the personal and social development of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7.4. The Role of the Parents/Carers

Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents and carers to understand and support them.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

7.5 The Role of the Lunchtime Supervisors

Lunchtime supervisory staff should deal with any minor incidents in a fair way. Staff should report incidents to the class teacher at the beginning of the afternoon session. Persistent bad behaviour should be brought to the attention of the Head or Assistant Head.

8. Pupil Code of Conduct

To follow rules, for example:

- Follow adult directions first time
- Keep hands, feet and comments to self
- Be polite and respectful to others
- Move around the school in a calm and quiet manner
- Respect the environment and property of others
- Do your best work and allow others to do the same



9. Rewards and Sanctions

9.1. We praise and reward children for good behaviour in a variety of ways:

- Teachers praise children for considerate, positive behaviour in such a way as to underline its value to our school.
- Stickers awarded by teacher and other adults across the school
- Teachers award house points for particularly good behaviour.
- On Fridays, we nominate a particular child from each class to be 'Star of the Week'.
- Such nominations are recognised with the award of certificates in Friday's Whole School assembly.
- We award House Points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes take turns to lead a 'Collective Worship' where they are able to show examples of how their actions fulfil our Mission Statement.
- The school acknowledges all the efforts and achievements of children, both in and out of school and are celebrated each Friday.

9.2. The school uses a number of sanctions to enforce school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

9.2.1. In Class:

- Teachers deal with minor disruptions in class with a verbal warning, look or signal
- When poor behaviour prevents other children from learning a child is given a warning
- Disruption of the class a second time results in pupils name being placed on board
- If disruption continues, staff give a further warning and tick beside name
- If disruption continues, staff put a second tick beside name which results in a 5 minute playtime sanction. In KS1, pupils must spend the 5 minutes with member of staff on playground duty. In KS2, pupils must spend 5 minutes at the wall
- If disruption continues, staff send child to Headteacher or Deputy Headteacher
- If disruption persists over a longer period, then Headteacher and class teacher organise a meeting with the parents of child
- Pupils are able to reverse the warning procedure by displaying exemplary behaviour
- Pupils start each day with a 'clean slate' in KS2 and each afternoon with a 'clean slate' in KS1.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

9.3 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 on the bus on the way to or from school.

9.4 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 child protection and safeguarding policy 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.

10. Behaviours to be Discouraged

Bullying; physical, verbal, cyber / Violence of any kind (hitting, kicking, shoving, biting, spitting) / Racial or verbal abuse (isolating, name calling, winding up, teasing, threatening, cheekiness) / Absconding, running out of school / Truancy / Repeated non-compliance with school rules / Destruction of property/equipment / Stealing / Telling lies or blaming others / Persistent disruption of lessons / Refusal or non-compliance / Poor punctuality / Defiance

Teachers can enforce playtime sanctions for undesirable behaviour other than disruption to learning. The number of minutes will depend on the severity of the incident. Teachers will use their professional discretion to determine the duration of the sanction. Persistent inappropriate behaviour will be reported to the Headteacher or Assistant Headteacher who will inform parents if necessary. Persistent misbehaviour should be recorded by teacher. A fixed term lunchtime exclusion may result if a child persistently behaves badly during lunchtime.

10.1 Bullying

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 of any kind from others.

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

11. 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.

11.1 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.

12. Fixed-Term and Permanent Exclusions

Exclusions will only be used for serious breaches of school policy, for example; verbal abuse, violent or threatening behaviour, persistent/defiant/disruptive behaviour, racist or homophobic abuse, bullying.

Permanent Exclusions are an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil. This can arise for an accumulation of fixed-term exclusion or as a result of a very serious one-off offence, for example; serious actual or threatened violence, sexual abuse or assault, supplying an illegal drug, carrying an offensive weapon.

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows the national Exclusions Guidance, published by the DCSF in 2008 and updated in 2011, and has regard to the standard national list of reasons for exclusion. We recognise the legislative changes which are likely to take effect from 1 September 2012, and this policy will be reviewed in the light of those changes. Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and headteachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher (or an acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

13. 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 will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

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. 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 headteacher. 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.

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.

14. Step Procedure for the Effective Management of Children's Behaviour

Procedures outlined in the school handbook in dealing with sanctions should be followed. All instances of inappropriate behaviour should be recorded on an action record. Persistent inappropriate behaviour must be discussed with the Head teacher, SENCO, Governor and Parent/Guardian.

- Concerns about any child's behaviour should always be noted and addressed on an IEP alongside academic targets
- Factual notes should be maintained of any incident on the action record sheet
- The SENCO will contact parents to invite them to meet with the class teacher to develop an action plan and review date if necessary. Action records must be maintained throughout the procedure.
- At the review meeting, the child will also be asked to attend. If the action has been unsuccessful then the SENCO will refer the child to the Behaviour Support Service with the permission of parents. Involvement of other agencies means the category is School Action Plus in the Code of Practice.
- Recommendations made by the Behaviour Support Service and continued consultation with parents will form the next individual behaviour plan.
- If behaviour continues to be a difficulty and causes extreme disruption the child can be referred for a statement of Special Educational Needs. Involvement with parents, SENCO and Education Psychologist is required for this procedure.

REMEMBER

- Talk to parents as equal partners
- Define emotional and behavioural difficulties clearly and invite parents to comment
- Describe the things a child does well
- Tackle one main problem at a time
- Set realistic targets
- Set a realistic review date

Managing Difficult Behaviour

- Avoid confrontation
- Keep calm
- Listen
- Carry out any actions promised
- Be consistent
- Record all serious incidents in the School Behaviour Logs.

15. The Use of Force and Control to Restrain Pupils

Senior members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document *The Use of Force to Control or Restrain Pupils – Guidance (DCSF 2010)*, and the recent non-statutory advice issued by the Department for Education in July 2011. Teachers in our school do not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with government guidelines on the restraint of children.

Examples include:

- A pupil is attacking a member of staff or another pupil
- When pupils are fighting
- When a pupil is running in school and may cause an accident
- If a pupil is likely to injure themselves and/or others
- A pupil attempts to leave school
- When a pupil is behaving in a way that compromises good order and discipline
- When a pupil seriously disrupts a lesson or refuses to do something asked of him or her

Using Reasonable Force

- Ask pupil to stop the behaviour and explain clearly what will happen as a result
- There must be a teaching member of staff present
- Restrain the child using reasonable force. This may be:
 - Physical interposing between pupils
 - Blocking a pupil's path

- Holding
- Pulling gently
- Leading a pupil by the arm
- Moving a child away by placing a hand in the centre of the back
- Using more restrictive holds if the child is using force
- Act Calmly and efficiently
- Reassure the child that physical restraint will stop as soon as it ceases to be necessary
- Immediately after the incident, or as soon as possible afterwards make notes in the incident book
- The Headteacher will immediately invite parents into school to discuss any incident.

Teachers are authorised to use reasonable force and restraint. Teaching Assistants are authorised to use reasonable force if necessary.

16. Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records more serious incidents which have resulted in his/her involvement. We also keep a record of any significant behavioural incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the School Behaviour Log that we keep in the School Office.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the occurrence of both fixed-term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools* (published by The Commission for Racial Equality), and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every year.

Appendix 1: Governors 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 body 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 full governing body every year.

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____