



# Behaviour Policy



**Approved by:** Full Governing Body

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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. Whole-school expectations of positive behaviour

In all situations and at all times, school staff look for positive behaviour and praise children where praise is due. It is the school's ethos that negative behaviour choices provide learning opportunities for children; all staff take time to talk through negative behaviours with children and help them reflect on these in order to learn from their mistakes. Staff promote independent thinking and encourage children to think for themselves and make their own choices. Reflection sheets (Appendix 3) encourage children to consider what led to their behaviour, the impact their choices had on other people and how they could have made better decisions.

In the Early Years Foundation Stage, we recognise that learning self-regulation and socially appropriate behaviour is a developmental process. Our highly skilled team form strong relationships with the children in our care and teach them how to use a variety of strategies to resolve conflicts and talk about issues as they arise. We help children to develop a positive sense of themselves and others; to form happy relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour and to have confidence in their own abilities. In the instance of repetitive, challenging or severe behaviour where a model of conflict resolution is not appropriate or successful, staff will adhere to the wider school policy.

### 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 that reach stage 3 or above.

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 this policy
- 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 a reasonable, sensible and considerate 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
- Accept responsibility for their own actions and choices
- 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**

Our behaviour approach is to always highlight positive choices and to celebrate all children's achievements and strengths. On the occasions when poor behaviour is identified, sanctions are implemented consistently and fairly. Measures are clearly communicated to school staff, pupils and parents/carers. The table below (Appendix 2) outlines the stages of behaviour and corresponding sanctions. The table below is not an exhaustive list but is an indicative list to exemplify the approach that we would take in a range of scenarios and is a guide to support decision-making.

Positive behaviour will be rewarded with:

- Positive praise
- Southville Stars, which are celebrated in assemblies
- House points, which are celebrated in assemblies
- Classroom rewards as set by class teachers
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Sent to Headteacher / Deputy Headteacher / Phase Leader with good work.

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
- Time out at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Monitoring a child's behaviour with a check-in chart with the senior team.

## 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 or at an off-site event.

## 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 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 learning environment that encourages pupils to be engaged in their learning and that of their peers
- Display the agreed classroom rules
- Encourage pupils to take ownership of their behaviour and learning
- Develop a positive relationship with pupils, which may include:
  - Promote a caring and nurturing atmosphere
  - 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 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 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 as part of their induction process. All staff are also reminded of the school's behaviour policy and procedures at the start of each academic year.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and governing body annually. 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.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Equalities policy
- SEND information report.

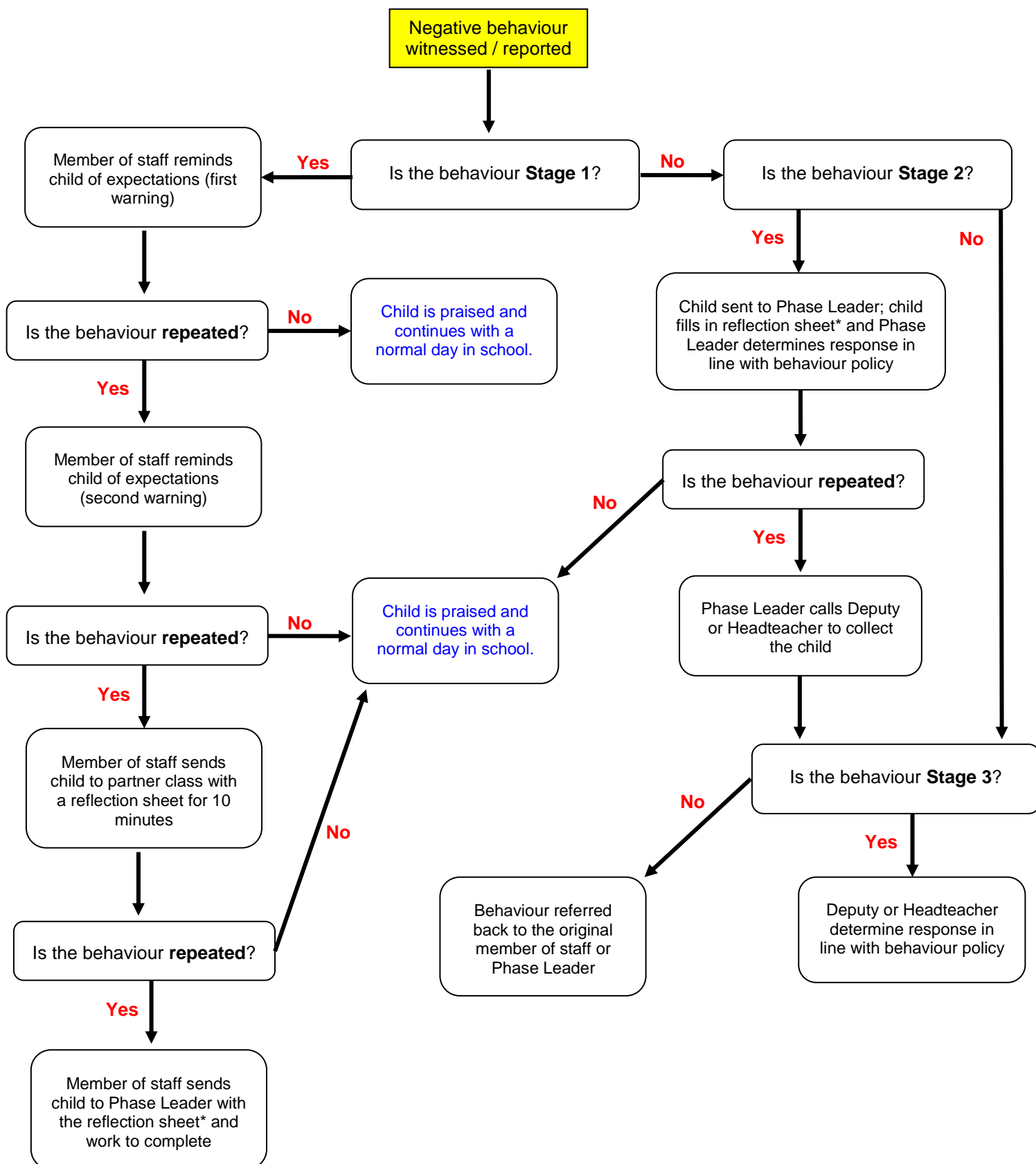
## **Appendix 1: written statement of behaviour principles**

- 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.
- 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 governing body annually.

## Appendix 2: flowchart of staff response to behaviour incidents





## Appendix 3: examples of appropriate sanctions

	Examples of behaviour	Examples of appropriate sanctions	Notes for staff and parents
<b>Stage 1</b>	<p>Calling out in appropriately Making silly noises in class Wandering around the classroom Talking during silent work Refusal to work/unacceptable output Deliberate minor disruption Running in the school building Interrupting other pupils or adults Ignoring minor instructions Pushing in the line Minor playground incidents Eating sweets in school and/or giving these to friends Accidental damage Minor challenge to authority Minor, non-directed swearing Playground skirmish</p>	<p>Eye contact Verbal warnings, reminders of expectations and recorded on board Change of seating 5 minute cool-down period Separation from the rest of the class / sent to a partner class Writing a letter of apology during playtime/breaktime 5—15 minute lunchtime/playtime time out to complete unfinished work and/or discuss behaviour with teacher Repair/clean-up damage</p>	<p>The majority of these behaviours will be dealt with by class teachers.</p> <p>Children are given two chances to improve their behaviour in class; a third warning will result in the child being sent to a partner class with a reflection sheet to complete.</p> <p>If and when children repeat these behaviours following three warnings and time out of class, this will result in a referral to the Phase Leader (see Stage 2).</p>
<b>Stage 2</b>	<p><i>Repeated Stage 1 behaviours</i> Deliberately throwing small objects with intention of breaking them Harming or attempting to harm someone Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks or follow instructions Deliberate rudeness to adults Harmful/offensive name-calling/ directed swearing at another child First incidence of bullying behaviour Playground fighting Not handing in mobile phones or other electronic devices Spitting</p>	<p>Informal contact with parents/carers by class teacher Separation from the rest of the class with the Phase Leader Writing a letter of apology during playtime/breaktime A behaviour chart monitored by appropriate senior member of staff Internal exclusion/playground exclusion/complete behaviour reflection sheet Withdrawal from whole-school events e.g. trips Confiscation of personal items (to be returned to parent or carer)</p>	<p>The majority of these behaviours will be dealt with by Phase Leaders.</p> <p>If and when children repeat these behaviours, this will result in a referral to the Deputy Headteacher or the Headteacher (see Stage 2).</p> <p>Parents will be contacted by the class teacher where appropriate.</p>
<b>Stage 3</b>	<p><i>Repeated Stage 2 behaviours</i> Repeatedly leaving the classroom without permission (absconding) Fighting in the classroom More serious playground incidents/ fighting Serious fighting &amp; intentional physical harm to others (children or adults) Throwing large dangerous objects Serious challenge to authority Verbal abuse/swearing to any adult Bringing the school into disrepute e.g. on public transport, road, use of social media and technology Vandalism/graffiti Stealing Persistent bullying behaviour Racist incidents Malicious or inappropriate use of new technologies (see also Acceptable Use of Internet Policy)</p>	<p>Formal telephone call/contact/letter/ meeting with parents/carers Possible recompense for damaged/stolen property A behaviour chart monitored by appropriate senior member of staff Daily home-school behaviour book Internal exclusions on site for between 1 and 5 days Possible fixed-term exclusion up to 15 days Withdrawal from whole-school events e.g. trips</p>	<p>Behaviours of this level will be dealt with by the Deputy Headteacher or the Headteacher.</p> <p>Parents will be contacted by the Deputy or Headteacher on all such occasions.</p>

Any behaviour considered more serious than Stage 3 will result in an immediate referral to the Headteacher and will be assessed for severity and risk in order to determine whether internal, fixed-term or permanent exclusion is appropriate. If such behaviour is repeated, a timeline will be produced in order to identify patterns of behaviour and ensure support is provided that aims to reduce the likelihood of repetition. At this point, the SENCO and Headteacher will seek advice from external agencies to support the child and the family in turning around such behaviour. The school will work with parents and carers to ensure a holistic, joined-up approach.

# Appendix 4: reflection sheet and record of behaviour incidents

Reflection sheet (EYFS, KS1 & Y3)

Date:  
Name:  
Class:

What happened before the incident?  
(child's account)

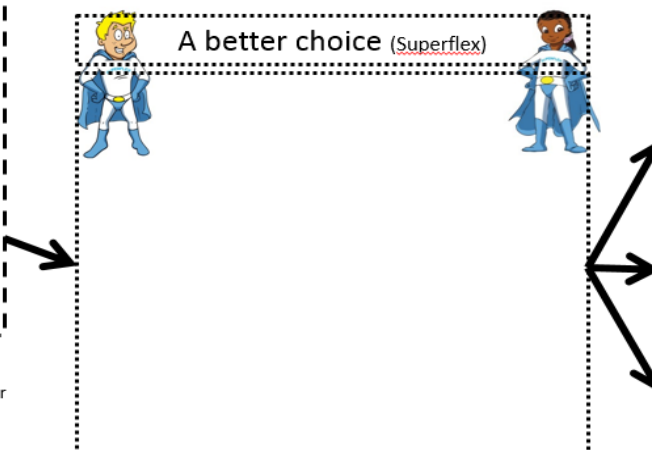
My behaviour (Un-thinkables)



Consequences

Who has been affected?  
How does the person feel?  
How do you feel about your behaviour?

A better choice (Superflex)



Consequences

Who has been affected?  
How does the person feel?  
How would you feel about your choice?

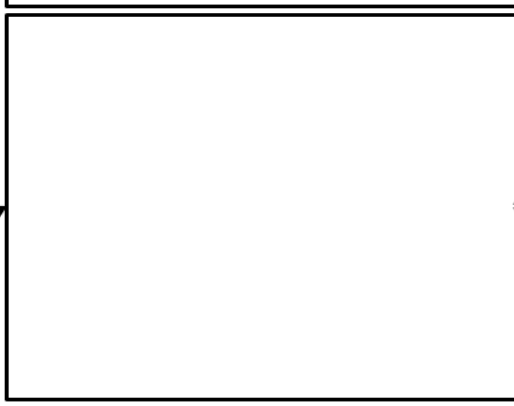
- Completed with:
- Class teacher informed Y / N
  - Copy sent home to Parent / Carer Y / N
  - Internal copy kept / scanned to CPOMS

Reflection sheet (Ys 4, 5 & 6)

Date:  
Name:  
Class:

What happened before the incident?  
(child's account)

My behaviour



Consequences

Who has been affected?  
How does the person feel?  
How do you feel about your behaviour?

A better choice



Consequences

Who has been affected?  
How does the person feel?  
How would you feel about your choice?

- Completed with:
- Class teacher informed Y / N
  - Copy sent home to Parent / Carer Y / N
  - Internal copy kept / scanned to CPOMS