



Behaviour Policy and Principles of Behaviour

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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**
- Provide an clear overview of how our approach to behaviour links to our **values and aims**

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. Values and Aims

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. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Like any skill, positive behaviour has to be taught and children need to learn a range of skills to enable them to behave well and regulate their own emotions whether they are being watched or not. These beliefs link directly with our school values and aims.

4. Definitions

Our approach to behaviour is personalised. Although there will be consistent rules across the school and consistent definitions of what constitutes misbehaviour, individual children may be supported in different ways to adhere to expectations. This will depend on vulnerability, SEND and other circumstances.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude, including refusing to follow instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical or verbal aggression towards pupils or adults
- Any form of bullying
- Any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting (including play fighting)
- Racist, sexist, homophobic or discriminatory behaviour

We have defined positive or constructive behaviour in children and adults as

- Being able to follow a set of socially agreed, context specific rules even if they are different from your experience outside that context
- Being able to regulate behaviour so it is not driven by negative reactions or feelings to external events
- Being aware how behaviour impacts on others and being able to adjust it accordingly
- Being able to give up the need to be fully in control

5. 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
- Either physical or verbal

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 policy and pupil anti-bullying leaflet.

6. Roles and responsibilities

6.1 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 Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

6.2 The Head teacher

The Head teacher 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 Head teacher will also approve this policy.

The Head teacher 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.

6.3 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 on CPOMs

The deputy head teacher and senior leadership team will support staff in responding to behaviour incidents.

6.4 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

7. Pupil code of conduct

The code of behaviour at Little Stoke Primary School is centred by the following three words:

SAFE

Children are expected to behave in a way which keep themselves and other people **SAFE**. This includes in class, in transit around the school, in the playground, dining room and whilst on school property before and after school. Children are not allowed to play fight or retaliate when provoked but are taught to seek help from an adult

KIND

Children are taught the meaning of the word **KIND** and how this manifests on a daily basis. As children move through the school, this is interchanged with the word **RESPECT**. Children are expected to treat each other with kindness both in the words they use and the physical behaviours they show towards each other. They are expected to treat adults with equal respect, ensuring that they speak politely and follow class guidelines.

USEFUL

Children are expected to behave in a way which is **USEFUL**. This may mean productive in terms of working hard and not disrupting others, helpful, in terms of supporting other students or staff, or positive in terms of attitude or looking after the environment. For younger children this is interchanged with the word **HELPFUL**.

All staff, whatever their role, talk to children about their behaviour in terms of these three words, This is a consistent approach across the school. All classrooms will display these words with a visual reminder of how they apply to children.

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Non-verbal positive reinforcement
- Verbal Praise
- Instantaneous rewards such as stickers and house points
- Use of recognition boards to reinforce individual successes linked to learning behaviours and attitudes
- Over and above positive notes home (parents also notified in person or by phone)
- Special responsibilities/privileges

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

- Non-verbal reinforcement
- A verbal reprimand
- Moving the child within class
- Sending the child to their partner class for a short period
- Expecting work to be completed at home, or for a maximum of half of break time or 15 minutes of lunchtime
- Calling SLT to take class while class teacher speaks to the child
- Speaking to the child with SLT
- Letters or phone calls home to parents
- In extreme cases a behaviour plan may be written
- Reporting to SLT for regular discussion or feedback
- Fixed term or permanent exclusions

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

8.3 Swimming

If children misbehave at swimming they will be given an initial warning. If behaviour does not improve they will be asked to get out the pool and get dressed. If behaviour poses a danger to the child or others, or if children ignore or disobey a direct instruction after an initial warning, the child will be stopped from swimming the following session and parents will be notified.

8.4 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 and support the pupil and their family in accordance with this policy. The discipline would depend on the child and the circumstances of the allegations.

Please refer to our Managing allegations of abuse policy for more information on responding to allegations of abuse which also contains information on unfounded allegations.

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

8.5 Fixed-term and permanent exclusions

Only the Head teacher (or the Acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. If the Head teacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion and explaining the appeals process.

The Head teacher 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 will have a discipline committee when required, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Exclusions will only be given as a very last resort after every alternative strategy has been exhausted and when satisfactory provision is in place for the child in terms of staffing, resources and curriculum.

9. Behaviour management

At Little Stoke Primary School staff share the belief that children learn to behave well given appropriate teaching, guidance and positive modelling. Well regulated behaviour is shown by all adults in school.

Adult Behaviour

All adults in school will model the highest standards of behaviour, following these established guidelines.

- Positive consistency
- Kindness/respect
- Emphasis on building relationships

We insist on the highest standards of behaviour management with the following consistencies:

Visible Consistencies at Little Stoke

- Meet and Greet in the morning and after lunch
- Calm talking (no voices raised in anger)
- Smart Walking
- Privacy when dealing with behaviour (no public humiliation)
- Use of scripted conversations for our most challenging students

9.1 SEN and Behaviour

We understand that for some children, the trauma and chaos in their lives necessitates personalised behaviour plans. These will be written, taking advice from the SENDco and in close liaison with parents. These will form part of a broader perspective on children's learning both emotionally, socially and academically and will form part of their SEN Learning Plans. As a staff we will be constantly aware of the 'invisible shrapnel of trauma' which affect our children and make whatever adjustments possible to enable them to function successfully in school.

9.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Remain emotionally regulated themselves which will manifest in a calm, non-judgemental manner being shown toward children
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's three key rules (safe, kind and useful) in the classroom with an explanation of how these are applied
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Proactively using a recognition board
 - 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
 - Regular communications with parents both informally at the end of the day, over and above positive notes and through formal meetings

9.3 Physical restraint

No member of staff is to use physical restraint on a child unless they have up-to-date training on a recognised Team Teach course. This includes, pulling a child, forcibly steering them or holding them in place.

In some circumstances, appropriately trained 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

9.4 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](#). Prohibited items are listed in the previous link.

9.5 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. 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. If appropriate the SENDco will begin collecting evidence in support of an EHCP.
- We work closely with Integra Behaviour Support services who offer guidance, observations of pupils, support for parents for example.

10. 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.

11. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of professional development and teachers challenged to consider their own responses to challenge from pupil. There will be regular conversations about children when concerns arise.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head teacher and Full Governing Body every two years. At each review, the policy will be approved by the Head teacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Pupil anti-bullying leaflet
- Equality policy
- Staff Code of Conduct
- Acceptable user policies
- Managing allegations of abuse policy

Appendix 1 Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour

This is a statement of principles, not practice

Practical applications of these principles are the responsibility of the Head teacher. The statement of behaviour principles has been adopted by the Governing Body as a whole. The Governors at Little Stoke Primary School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Little Stoke Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected at all times in school and learning free from the disruption of others.
- Little Stoke Primary is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school expectations should be clearly set out in the Behaviour Policy and modelled consistently by all staff and volunteers. The Behaviour Policy is fully understood by pupils, staff and parents
- Pupils are helped to take responsibility for their actions. Staff believe that learning to behave well is another significant aspect of child development and that school and parents should work together to foster good relationships
- Rewards and sanctions are used consistently by staff in line with the Behaviour Policy. These are fairly applied in such a way as to encourage positive behaviour
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- Exclusions, particularly those that are permanent, are used only as a last resort and in extreme circumstances
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.

Appendix 2 A4 summary of Behaviour Policy

Rationale

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. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. Like any skill, positive behaviour has to be taught and children need to learn a range of skills to enable them to behave well and regulate their own emotions whether they are being watched or not.

Expectations and Rules

At Little Stoke we have defined positive behaviour in children and adults as:

- ❖ Being able to follow a set of socially agreed, context specific rules even if they are different from your experience outside that context
- ❖ Being able to regulate behaviour so it is not driven by negative reactions or feelings to external events
- ❖ Being aware how behaviour impacts on others and being able to adjust it accordingly
- ❖ Being able to give up the need to be fully in control

As adults and children in our school community, we will behave towards each other in a way which is:

- ❖ Safe
- ❖ Kind
- ❖ Useful

Conversations about behaviour will focus around a discussion of one of these three key rules.

Adult Behaviour

All adults in school will model the highest standards of behaviour, following these established guidelines.

- ❖ Positive consistency
- ❖ Kindness
- ❖ Emphasis on building relationships

Visible Consistencies at Little Stoke

- ❖ Meet and Greet in the morning and after lunch
- ❖ Smart Walking
- ❖ Calm talking (no voices raised in anger)
- ❖ Privacy when dealing with behaviour (no public humiliation)
- ❖ Use of scripted conversations for our most challenging students

Rewards	Sanctions
<ul style="list-style-type: none"> • Non-verbal positive reinforcement • Verbal Praise • Instantaneous rewards such as stickers and house points • Use of recognition boards to reinforce individual successes linked to learning behaviours and attitudes • Over and above positive notes home (parents also notified in person or by phone) • Special responsibilities/privileges 	<ul style="list-style-type: none"> • Non-verbal reinforcement • A verbal reprimand • Moving the child within class • Sending the child to their partner class for a short period • Expecting work to be completed at home, or for a maximum of half of break time or 15 minutes of lunchtime • Calling SLT to take class while class teacher speaks to the child • Speaking to the child with SLT • Letters or phone calls home to parents • In extreme cases a behaviour plan may be written • Reporting to SLT for regular discussion or feedback • Fixed term or permanent exclusions

SEN and Behaviour

We understand that for some children, the trauma and chaos in their lives necessitates personalised behaviour plans. These will be written, taking advice from the SENDco and in close liaison with parents.

