

# Behaviour policy and statement of behaviour principles

## St. Peter's CE (Controlled) School, Bratton



Approved by: Mark Davis

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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, assemblies and at break and lunchtimes
- Non-completion of classwork or homework, to the appropriate standard, based on pupil ability.
- Poor attitude
- Acts of unkindness towards others

**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
- Smoking
- 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

Full details of bullying are found in the school Anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing board

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

## 6. Pupil code of conduct

The code of conduct was formed from consultation with each class, who formed a suggested code of conduct. These ideas were merged, to form the code of conduct.

Follow our 4Cs of **courtesy, consideration, compassion and common sense**

Treat others as you would want to be treated

Be polite and helpful to everyone in school, say please and thank you.

Be considerate to other people and look after others who are upset.

Always try your best, help others who need it and accept help when it is offered.

Look after school property, other people's property my own property and the building.

Speak calmly and sensibly, using appropriate language, without shouting.

Hurting others isn't acceptable in our school.

Honesty is the best policy.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

#### **Class code**

Is derived together, from the whole school code and reflects what is expected in each classroom. This is written each September, is displayed in the classroom and is used as part of managing behaviour.

#### **Positive Praise**

School expects all adults to use positive praise throughout lessons and non-lesson time to let children know they are doing the right thing and to receive affirmation for it. All adults contribute to this ethos of positive praise. Our ethos of positive behaviour is underpinned by positive praise.

#### **Post Cards**

Any adult in school can write post card homes to praise children for a particular achievement. These are St. Peter's postcards. They are sent home via pupil post. It is the responsibility of all adults to contribute to this system. A limit of 3 cards per adult is given each week.

#### **Attendance Letter:**

Pupils who receive 100% attendance in a term have a letter sent home by the Head Teacher, congratulating them on their attendance.

#### **Outstanding board:**

Each class has an outstanding board, children's work can be added to the outstanding board or a child can have an achievement or something they have done added to this board.

#### **Letter from the Head Teacher**

At the end of each half-term, 2 member of the class are selected by the class teacher to be nominated for a Head Teacher award. These pupils receive a letter home at the end of the half-term, together with a badge that they can wear throughout the next half-term.

n.b. badges will be colour coded based on each half term.

#### **Consequences:**

Each classroom has hanger with a green card, a yellow card and a red card. Hanging from green to red. Each child has a clothes peg with their name on it. All children's pegs begin the day on green. Initials, symbols or names can be used to record children's names.

If a pupil breaks the school or class code, they are given a warning by a member of staff and have to move their peg to yellow. Pegs are reset at break time and lunch time.

If behaviour that breaks the code continues, the peg is moved to red.

On reaching red, the child goes to the partner classroom with a reflection sheet to complete, as a time out of between 5 and 10 minutes. They then return to the classroom, discuss what has happened with a member of staff and reset their peg to green. The child will either complete their work in their normal classroom, or if staff believe it is more appropriate, somewhere else within school. This may include working in isolation.

Children will make up the learning time missed at break time or lunchtime.

Parents are informed of a red card and red cards are recorded as an incident in the school's behaviour tracking system.

For very poor behaviour, children can be moved straight to red.

Isolation or working in another classroom can be used following repeated instances of poor behaviour, or where class teachers believe the child needs some time to work elsewhere to reflect on their actions. Isolation working will be agreed with a member of SLT.

If a child receives 3 red cards within a term, the class teacher will arrange to meet with parents to discuss the behaviour.

If poor behaviour continues, the Phase Leader will meet with parents, to discuss the behaviour and the Head Teacher will be informed. The pupil will be monitored by the Deputy Head Teacher or Head Teacher.

Should poor behaviour continue, an individualised approach will be taken, based on the child's needs. This will be led by the Deputy Head Teacher.

In some cases, staff will seek the support of the Head Teacher / Deputy Headteacher.

In extreme cases, the school exclusion policy will be used.

#### **Lunchtime:**

Lunchtime incidents are reported to class teachers by the Lead Dinner Supervisor. Teachers decide if the incident is minor (and unrecorded) or more significant and recorded. If it is recorded, it counts as a red card and parents are informed.

#### **Instances of fighting.**

School expects pupils not to fight.

Where a child hits or kicks another, the school expects the pupil to go and find an adult on duty to report the incident to. Children often find it difficult to distinguish between someone knocking into them or doing something accidentally and someone intentionally hurting them. Therefore, the school expects children not to retaliate.

The only exception to this is where a child is being attacked and needs to use self-defence to avoid being hurt further.

Where children have been fighting, after initial investigation the Head Teacher or Deputy Head Teacher will talk to the children who have been fighting at the next break time.

## **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 on the bus on the way to or from school.

## **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 environment that encourages pupils to be engaged
- Display the pupil code of conduct and their own classroom expectations, that are formed with the class.
- Develop a positive relationship with pupils, which may include:
  - Using praise as the most powerful motivator for good behaviour

- 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

## 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 (see appendix 3 for a behaviour log)

## 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. Training

Our staff are provided with ongoing continual professional development on managing behaviour, including proper use of restraint for some staff.

Behaviour management will also form part of continuing professional development.

Staff training logs are kept.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the governing body, as a minimum, every 2 years. 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 every 2 years**.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- E-safety policy
- 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 governing body, every 2 years.

