



# Behaviour Policy

Adopted Date: **01/11/2023**

Review Date: **01/11/2024**

*This policy needs to be read in conjunction with the Safeguarding Policy.  
The terms of the Safeguarding Policy are to take precedence over the  
guidelines set down in any other policy.*



## Introduction

Good behaviour and discipline are key foundations of good education. Only within a calm, purposeful and co-operative atmosphere can fully effective teaching and learning take place. It is the strong desire of this school to provide a safe, secure environment conducive to effective learning in order for children to achieve their best.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

This behaviour policy aims to set out measures to:

- Promote good conduct behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work

and which

- Regulate the conduct of pupils

*(Section 89 (1) of the Education and Inspections Act 2006)*

## Aims, Expectations and Principles Underpinning our Behaviour Policy

We aim that every member of our school community feels happy, valued and respected and that each individual is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. We encourage pupils to develop self-discipline and to become positive, responsible and increasingly independent members of the school.

The school aims to promote good behaviour by encouraging:

- Fostering a sense of community
- Praising positive behaviour
- Providing a warm and supportive environment
- Ensuring the whole school understands rules and expectations
- Celebrating success
- Maintaining high expectations of all

In particular, praise is key to nurturing motivated, engaged pupils who make good choices. Throughout school, everyone should praise good behaviour – particularly to ensure that pupils who consistently make good choices do not become ‘invisible’.

We promote the making of good choices in behaviour, supported by effective relationships, so that pupils can work, play and learn well. The use of the language of ‘choice’ promotes self-management and enables some reflection of what behaviour choices exist/ed – it is intended that pupils will see that there are always different behaviour options.

As a school we do not tolerate:

- Bullying – see Anti - Bullying policy
- Fighting and/or hurting another pupil deliberately
- Bad language /swearing
- Insolence/rudeness directed at an adult



- Leaving the classroom or school without permission
- Stealing/ Interfering with other people's property
- Damage to our environment
- Racial Discrimination

## Rights and Responsibilities

Within the school environment, in the pursuit of high standards of both learning and discipline all parties have rights and responsibilities.

Pupils have the right to learn in a safe, secure environment, conducive to learning. They have the right to learn in a school where adults set a good example and manage behaviour using a fair, consistent, clear and calm approach. Pupils have the right to, express their opinions, respond to allegations and to have support in managing their behaviour.

### Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and other pupils in school. Pupils should follow the rules, which are clearly displayed in all classrooms and round the school, to avoid making bad choices.

### Behaviour Expectations in and around the school:

- Work as hard as you can
- Respect everyone
- Listen and let others listen when someone else is talking
- Come into the classroom sensibly
- Follow instructions from adults straight away
- Work quietly and independently when asked and let others do the same
- Take care of all belongings

### Behaviour at lunchtimes:

- Talk to people on your table and no-one else
- Come into the hall sensibly
- Keep uneaten food and rubbish in your lunch box or on your plate
- Pick up anything you drop and put it in the bin
- Queue sensibly
- Always be polite to others around you

### Behaviour at all playtimes:

- Have fun and play safely in the correct areas
- Be respectful to everyone
- Use all equipment properly
- Put all litter in bins
- Ask to go into the building to go to the toilet or collect something that has been forgotten
- Follow all instructions given by adults and play leaders
- Always go in when the time to go in signs are sent out

### Behaviour in Assembly



Assembly is a special time to sit quietly, listen and take part in worship or time for reflection as a school group.

## The Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school
- responsibility to ensure that the school complies with this policy
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour
- responsibility for ensuring that the school complies with all equalities legislation
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- responsibility for the effective implementation, monitoring and evaluation of this policy

## Headteacher

The headteacher has the day-to-day authority to implement this policy and it is their responsibility to:

- Support the staff in implementing the policy, and by setting the standards of behaviour
- Monitor the implementation of the policy consistently throughout the school
- Ensure the health, safety and welfare of all pupils and adults in the school
- Maintain records of all reported serious incidents of misbehaviour using the Behaviour Incident Report form; see appendix 1
- Issue fixed-term exclusions to individual pupils for serious and/or repeated acts of misbehaviour
- Use permanent exclusion when deemed appropriate

Lead liaison with other agencies to support behaviour improvement for challenging pupils

## Teachers

It is the responsibility of teachers to maintain our high expectations of behaviour and to follow our systems of rewards and consequences

Specific responsibilities of class teachers are to:

- Be a positive role model
- Treat each pupil fairly, with respect and understanding
- Encourage respect between children and a proper regard for authority
- Apply these principles with all children around the school
- Consistently follow the agreed rewards system and sanctions/consequence system
- Seek, review and monitor any reasons which may be causing changes in a pupil's behaviour
- Log any higher level behaviour incidents using school Behaviour Incident Report forms
- Seek help and advice from other staff members
- Liaise with external agencies as necessary to support and guide the progress of pupil



- Report to parents and/or carers about behaviour – in line with the consequence system and through annual reports and parent consultation meetings

In addition, the SENDCO has responsibility to support class teachers in the development of behaviour plans, risk assessments and referrals to other agencies.

Teachers have the right to work in a safe, secure environment, to be supported by the Leadership Team and to access training and support in the management of challenging pupils. They have the right to expect parents/carers to support the school in the management of inappropriate behaviour.

In line with current legislation:

- teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- teachers can discipline pupils at any time the pupil is on school premises or elsewhere under the charge of a teacher

### Support Staff

It is the responsibility of teaching assistants, admin staff, MDSAs and all other adults in school to support the Headteacher and teachers in maintaining our high expectations of behaviour and following our systems of rewards and consequences.

Support Staff have the same rights as teachers – to work in a safe, secure environment and to be supported. All paid staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)

### Parents and or Carers

The school aims to work collaboratively with parents and/or carers so pupils receive consistent messages about behaviour. We aim to develop a supportive dialogue between home and school and to inform parents and/or carers immediately where there are concerns about their child's behaviour.

It is the responsibility of parents and/or carers to:

- Be aware of our school rules and to support them
- Cooperate with the school
- Support their child's learning
- Support the school's decision when applying consequences to inappropriate behaviour in line with this policy

Parents and/or carers have the right to expect that the school will maintain a safe and secure environment, conducive to learning and that the behaviour policy will be consistently followed. They have a right to early notification from school about any inappropriate behaviour and the opportunity to work with the school to address their child's behaviour. They have the right to have information regarding their child's behaviour – in line with the consequence system and through annual reports and parent consultation meetings.

### The School Council

The School Council will be given the opportunity to work with the leadership team to develop the understanding of the behaviour expectations for their peers.



## Teaching Behaviour through Personal, Social and Health Education

Personal, Social and Health education is taught regularly and part of its curriculum deals with aspects of behaviour, rules, rights and responsibilities and citizenship. Children are supported in dealing with their own behaviour and that of others as learners in class and as playmates at playtimes. A range of techniques are employed. At the beginning of a new year, and term, time is taken to teach the behaviour expectations and systems in place through role-play, circle time and discussion. This also forms part of assemblies.

## Rewards

All adults praise pupils for good behaviour. This will often be through verbal praise – where possible including the pupil's name and a description of the behaviour, or may be through positive body language, facial expressions or gestures.

We hope that within an environment where achievement is recognized that pupils will also identify achievements in their peers and offer praise as well. It is important that children recognize the achievement of others.

More tangible forms of praise may include:

- Team points – awarded for learning or behaviour
- Individual stickers – awarded for learning or behaviour
- Star of the day – awarded to an individual for something 'special' – work or behaviour
- Weekly Wonders– awarded in assembly for displaying and developing different approaches to learning
- Sharing with others - Good behaviour can be shared with other teachers and/or the Headteacher in school or by the teacher following up praise with a brief word/note to parents and/or carers

## Behaviour at school clubs

It is expected that children attending school clubs behave in the same way as expected in school and a similar system will be used by the providers. If necessary in extreme cases, children will be asked not to attend a school club.

## Sanctions

All members of staff are responsible for promoting good behaviour across the school must take responsibility for not accepting inappropriate behaviour. The Headteacher therefore authorises all paid members of staff to issue sanctions, in line with the clear progression of sanctions.

Sanctions should be applied consistently and fairly. Any lawful use of sanctions must be reasonable and proportionate to the circumstances of the case. In particular, account needs to be taken of the pupil's age, any special educational needs, any disability and any religious requirements affecting the pupil. (Section 91, of the Education and Inspections Act 2006)

All members of staff will use the following sanctions progressively. There will be occasions when the severity of the behaviour might need a response which is further along the sanctions. Pupils with severe behaviour problems will have Individual Behaviour Plans. See Appendix 2.

Sanctions will be issued in a calm and controlled manner and staff should attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.



The school expects pupils to do their best in all activities. If they do not do so, they may be asked by their teacher to repeat or complete a task. Also, the safety of pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher may stop the activity/lesson, and prevent the pupils from taking part for the remainder of the lesson.

Sanctions within the classroom may include:

- Missing a proportion of their playtime – see Detentions
- The writing of a 'Sorry' letter
- Time Out
- Time out in another classroom within the year group
- Being sent to discuss and explain their actions to a phase leader during their playtime
- In EYFS the child's name may be moved on to the 'storm cloud'
- Inform the parents

### Red and Yellow Card System

The school operates a Red and Yellow Card system which is overseen by the Head Teacher or Deputy Headteacher.

A Yellow Card is issued to any child who exhibits persistent unacceptable behaviour or whose behaviour is deemed sufficiently serious. Their name is added to the yellow card held in the Headteacher's office for a fixed period and is added to their record. Should another incident of poor behaviour occur during the fixed period, the child will automatically be added to the Red Card list.

A Red card is issued to any child who misbehaves when on the Yellow Card and/or whose behaviour is sufficiently serious to be 'Red Carded' immediately, (racist comments, violent behaviour etc), or any child who misbehaves persistently. Their name is added to the red card held in the Headteacher's office for a fixed period and is added to their record. This fixed period will be determined by the head, deputy or a member of the leadership team. For the period of the fixed term Red Card the pupil must report to the Headteacher or Deputy Headteacher to be supervised during playtime or lunchtime play, which they forfeit.

### Extreme Behaviour Incidents

More extreme behaviour will result in the child being immediately removed from the learning environment and sent to the Headteacher. These might include:

- Verbal abuse directed at adults in the school
- Physical abuse directed at adults in the school
- Serious physical attack on another child
- Intentional damage to property

A period of isolation from the class will follow and parents and/or carers will be informed. A Behaviour Incident Form is completed and given to the headteacher to review. Further incidents will be carefully monitored. In most cases, an individual behaviour plan will be instigated with support from external agencies. Fixed term exclusions may well be used as a sanction.

### Fixed-term and Permanent Exclusions

Fixed-term and permanent exclusions will always remain the most serious sanction in the school. These sanctions will usually follow a lengthy period of consultation with parents and/or carers where a child's behaviour has caused concern over a period of time prior to a fixed or permanent exclusion. This is to



allow both the school and the parents time to determine a course of action that will prevent a fixed or permanent exclusion taking place. This is necessarily a lengthy process as modifying or changing a child's behaviour is a complex situation.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil 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 pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher informs the parents that they can, if they wish, appeal against the decision to the governing body. A letter outlining the reason and length of exclusion, is provided along with work for the duration of the exclusion.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee which is made up of between three and five 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 in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Following any exclusion, the school works closely with the LA and will initiate a Pupil Support Framework for those pupils whose continued inclusion is vulnerable.

### Pupils' conduct outside school

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' (section 90 of the Education and Inspection Act 2006). Pupils may be disciplined for:

- Misbehaviour when the pupil is:
- Taking part in any school-organized or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

### Detentions

The Education Act of 2011 allows schools to use a detention as a sanction, without parental consent. However at our school detentions will only be used within the school day at break times and lunch times. In these instances, time will be allowed for the pupil to eat, drink and use the toilet.

### Confiscation of inappropriate items





To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case and applied in a reasonable and proportionate way. Generally the aim pursued in confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated – therefore any item may be seized which is considered harmful or detrimental to school discipline. It is recognized that pupils may have attachments to particular items and that their removal may cause further distress. Therefore the following procedures are followed when using this sanction:

- Pupils are informed that their property will be confiscated and why, for example distraction to learning or posing a threat to safety.
- Pupils are informed that the confiscated item will be kept safely and when it will be returned – normally on the same day to their parent/carer.

Note, mobile phones are to be handed into the office each day as they are not permitted in school or on trips.

### Power to search

School staff can search pupils with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

Headteachers and staff authorised by them, in our case all paid staff, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff 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)

The person conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. If a child refuses, then they will be sent straight to the headteacher or deputy headteacher.

Items confiscated, following a search, are dealt with as above with the exception of any items which should be handed to the police.

Note, additional guidance on screening and confiscation can be found in 'Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies' DfE and this should be referred to if the power to search is being used.

### Power to use reasonable force

All paid members of staff in our school are given the authority by the Headteacher to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. If force is used, it must be reasonable, necessary,



proportionate and a last resort. Minimum force should be used and force should never be used as a punishment. It is unlawful to use any degree of physical contact which is deliberately intended to punish pupils or primarily intended to cause pain, injury or humiliation.

A group of staff have completed SchoolSafe 'physical de-escalation techniques' and risk assessment training and are deployed to support the movement of pupils when required.

Following any incident whereby force has been applied, a behaviour incident form is completed and given to the Headteacher to review. This ensures systematic recording of every significant incident where restraint or physical intervention has been used.

### Use of Isolation

Disruptive pupils can be placed in isolation away from other pupils for a limited period – this is only used when it is in the best interests of the child, other pupils and/or staff. In the most exceptional circumstances, a pupil may be prevented from leaving a room if it reduces the risk presented by the child to themselves and others. In these cases, every effort is made to ensure the health and safety of pupils and their welfare.

### Rewards and Sanctions for pupils with SEND

Children with Special Educational Needs and Disabilities, particularly those of a behaviour nature will need a behaviour plan that is especially tailored to their needs. These need to focus upon improving one aspect of a pupil's behaviour and need to be reviewed regularly (monthly). Clear reward systems and sanctions play an important part in these. Members of the Leadership Team, including the SENDCO support teachers in developing these.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring of Behaviour

The school maintains records of behaviour incidents. Each class teacher records all incidents of unacceptable behaviour where a child is sent to see a member of the Leadership team. These events are logged on the Class Behaviour Sheet, see appendix 3. Extreme behaviour incidents are logged on Behaviour Incident Forms which are passed to Headteacher and Phase Leaders. These records are analysed termly. Exclusion rates are reported to the Governing Body via the Headteacher's termly report.

Note, bullying incidents are reported – C/F Anti-Bullying policy.

### Reviewing this Policy

The Governing Body are required to review this policy annually and to publish it on the school website.

This policy is linked to: Anti-Bullying policy, Health and Safety policy, Safeguarding Policy.