

Behaviour Policy and Statement of Behaviour Principles



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 as maintained schools are obliged to publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunch times
- Non-completion of classwork or homework
- Poor attitude (including attendance and punctuality)
- Incorrect uniform

Serious misbehavior is defined as:

- Repeated breaches of the school rules (including defiance and disruptive behaviour)
- Any form of bullying
- Vandalism / damage to property
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behavior
- Any behaviour that necessitates others having to evacuate the room to ensure safe working

- Physical or verbal assault towards pupils and staff

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, 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 strategy.

5. Roles and responsibilities

5.1 The governing board

The full governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The full 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 staff and the full 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 serious behaviour incidents (see Appendix 2 for serious behaviour incident report form)

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 as part of the Home-School Agreement (see Appendix 3)
- 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 an orderly and self-controlled 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
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

These are encapsulated for children by the Values approach and the Golden Rules that are displayed around the school whereby all Lawnside children should show:

Readiness, Respect and Responsibility

7. Rewards and sanctions

7.1 List of rewards and sanctions



Positive behaviour (for children who have exceeded the expectations) will be rewarded with:

- Praise
- Stickers
- Certificates
- Whole class rewards
- Headteacher rewards
- Notes or phonecalls home to parents
- Special responsibilities / privileges
- Class / teacher specific rewards

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
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

In every class the Golden Rules are displayed alongside a visual reminder for expected behaviours in the form of sunshine, cloud and raincloud. Every child has their name displayed on the sunshine at the beginning of every day.

	The expectation is that a child's name will remain on the sunshine meaning that they have shown good behaviour in and out of the classroom throughout the day.
	<p>Level 1 If a child makes a negative choice; they are reminded of the rule.</p> <p>Level 2 If the child does not comply or continues with the negative behaviour they receive a further verbal warning after which their name may be moved onto the cloud.</p> <p>The child may lose 5 minutes of their own time during break, lunch or other reward times. They will be offered the opportunity to move elsewhere within their classroom to allow them to work more constructively. They may also spend a limited amount of time working in a paired class or with the Key Stage Leader. If this is necessary a note must be sent to the headteacher. The expectation is that through improved behaviour the child's name will soon be moved back to the sunshine.</p>



Level 3 If the child's behaviour does not improve, or for a serious initial incident, then their name is placed on the raincloud and they must speak to a member of the SLT - usually the headteacher or deputy headteacher. Should this happen, parents will also be informed. The expectation is that through improved behaviour the child's name will soon be moved back to the cloud.

BEHAVIOUR AND SANCTIONS FLOWCHART

Who is responsible	Examples of behaviour issues	Possible sanctions
Level 1 - class teachers / support staff	<p>Low level disruption to teaching and learning - talking unnecessarily or chatting, calling out without permission, being slow to start work or follow instructions, showing a lack of respect for each other and staff.</p> <p>Non-completion of homework.</p> <p>Bringing in banned items.</p>	<p>Reminder of school rules / expected behaviours.</p>
Level 2 - class teachers / support staff / year group leaders / SENDCo / pastoral staff	<p>Persistent Level 1 behaviour in class.</p> <p>Inappropriate, disrespectful language.</p> <p>Continued non-completion of homework.</p>	<p>Move place in class.</p> <p>Break/lunchtime detention.</p> <p>Short term removal to another class.**</p> <p>Class teacher discussion / referral to staff listed in column 1.</p> <p>Class teacher discussion with parent/carer.</p>
Level 3 - as above + deputy headteacher / headteacher	<p>Persistent Level 2 behaviour.</p> <p>Serious behaviour incident.</p>	<p>Contact / meeting with parent (class teacher and DHT/HT).</p> <p>Risk Reduction Plan (see Appendix 4) drawn up between key staff (CT, SENDCo, Pastoral Support Worker, DHT and/or HT).</p> <p>Internal exclusion.</p> <p>External exclusion.</p>

** EYFS ⇄ Y4, Y1 ⇄ Y4, Y2 ⇄ Y3

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 / statement of procedures 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.

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 or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - 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 (see flow chart above)
 - Using positive reinforcement

For more serious incidents, when a teacher is on their own with a class, for medical emergency or where a child refuses to follow the instruction to move to another class, an ICE Card may be sent to the Office with a child (see Appendix 5 for ICE Card example and protocol).

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 6 for physical intervention incident recording form)

8.3 Confiscation

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 (for example Jigsaw), 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, including proper use of restraint for appropriate staff, as part of their continuing professional development. A copy of this policy will be given as part of the induction process for new staff.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher, staff and full governing body every year. 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 headteacher, staff and full governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection Policy
- Teaching & Learning Policy
- Anti-Bullying Policy
- Missing Child Policy

Version	Date	Author	Notes on revision(s)
1	January 2018	C. Johnson	New policy written for adoption.

Signed:



Head Teacher

Chair of Governors

Appendix 1 - Written Statement of Behaviour Principles

Appendix 2 - Serious Behaviour Incident Report Form

Appendix 3 - Home-School Agreement

Appendix 4 - Risk Reduction Plan

Appendix 5 - ICE Card example and protocol

Appendix 6 - Physical Intervention Incident Recording Form

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 headteacher, staff and full governing body every year.