

Behaviour Policy and Statement of Behaviour Principles



Date: October 2019

Next review due by: October 2020

REVIEWED 18/5/20 in response to COVID 19 pandemic

Reviewed 28.5.20 in response to reopening schools

Reviewed 3.11.20

Reviewed 11.1.21 – in response to partial school closure

Reviewed 23.2.21 – in response to school full reopening

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, assemblies, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of our behaviour principles

WHYTEMEAD PRINCIPLES FOR BEHAVIOUR:

We all have the right to learn

- . Be the best you can be**
- . Allow others to learn**
- . Share your learning**

We all have the right to feel safe

- . Play kindly**
- . Always tell the truth**
- . Listen to instructions**
- . Keep our school clean and tidy**

We all have the right to be treated with respect

- . Be kind and helpful**
- . Listen to others**
- . Treat others as you would like to be treated**

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

Please refer to our schools Anti-Bullying Policy for more information

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (see principles above)

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. 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 on CPOMS
- Using behaviour logs where necessary

The senior leadership team will support staff in responding to behaviour incidents. **Due to current guidance, this will not include sending a child to a senior leader who is in a different bubble. However, children may be sent to a different class in the same bubble. If necessary, children may be sent to the SLT office or Mr Wadding / Mrs Mavin called for. No member of staff should be restraining or physically guiding a child due to social distancing regulations unless absolutely necessary.**

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
- Parents should themselves role model the school's behaviour principles set out in this policy.

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 and calmly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- 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

Positive behaviour will be rewarded with:

Praise	Spoken praise
Class Dojo points (Key Stage 1)	Prize pot / stickers
Team Points (Key Stage 2)	Prize pot
Star of the week – Celebrating personal qualities	Displayed on classroom windows / door
IXL champions, Reading Stars, Planet Hopping/Around the world – Celebrating academic achievements	Displayed on classroom window
Whole school house points (display in hall)	House cup awarded, house group reward – eg party games, park visit
School value stickers	Spoken praise and sticker given by any member of staff

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

The sanctions are not necessarily used in this order, sanctions will depend on the severity of the incident.

Possible sanction	Example of behaviour that may fit with this
A verbal reprimand	Shouting out in class Being rude to an adult / another child Running inside school
Sending a pupil to a different area to work A different classroom in the same bubble	Disruption to others' learning in class Arguments with another child Persistently rude behaviour in class
Expecting work to be completed at home	Not completing reasonable expectations of the teacher in the time given due to inattention / refusal / misbehaviour
Missing playtime (s) <i>To be recorded on CPOMS</i> <i>Where a child misses 3 break times over 2 weeks, parents must be informed by email.</i>	Misbehaviour in class that disrupts others' learning Hurting another child Inappropriate language

<p>Refer a child to a senior member of staff – Mrs Mavin or Mr Waddington may be called. Behaviour needs to be dealt with within social bubbles. If needs be, other children will be removed outside.</p> <p>Parents will be informed if behaviour has escalated to this stage and children may be asked to leave school early (this does not mean exclusion)</p> <p>To be recorded on CPOMS</p>	<p>A deterioration in behaviour</p> <p>Not responding to previous sanctions</p> <p>Persistent misbehaviour</p>
<p>Parents informed <i>on the day of the behaviour incident</i></p> <p>To be recorded on CPOMS</p>	<p>Deliberately hurting another child</p> <p>Persistently not responding to sanctions</p> <p>A change in behaviour</p> <p>A serious breach of our behaviour principles</p>
<p>Agreeing a behaviour contract / behaviour log</p> <p>This is worked through by the SLT, class teacher and SENDco (where necessary)</p>	<p>Pupils who are at risk of serious breaches of our school's behaviour principles will have their behaviour expectations set out in a 'behaviour contract'. This will also take into consideration pupil's individual needs (see 8.3)</p> <p>This is shared with the child, teacher, other staff and parents</p>
<p>Exclusion – Internal/ External/ Fixed term/ Permanent.</p>	<p>For examples see exclusion policy</p>

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 their 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 an engaging learning environment
- Display the school's behaviour principles
- 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
- ✓ Using positive reinforcement

8.2 Physical restraint – we will be unable to physically restrain at this time unless absolutely necessary. Where possible, the following should take place instead;

1. Remove the other children from the class
2. Remain calm
3. Call for help
4. De-escalate verbally
5. Phone parents if necessary to ask that the child is collected early (not necessarily exclusion)

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 on CPOMs 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. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the SLT every year.

The adjustments to this policy should be reviewed regularly due to the current circumstances.

- ✓ Next Review Jan 2021
- ✓ Reviewed February 2021
- ✓

Next Review April 2021

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Equal opportunities and Race equality policy

Appendix : letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs coordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

