



Behaviour Policy (statutory)

"Love one another as I have loved you." This is the foundation value of St Paul's C of E Junior School. Our longing for each other to flourish, to be the best we can all be, to be fulfilled and happy and fully alive, grows out of the way God does this for each of us first. Our school community is a family. Authentic relationships, built on genuine respect, exist between staff and pupils, and between pupils themselves.

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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Preventing others from learning;
- Refusal to adhere to the school rules or follow the pupil code of 'Rights and Responsibilities';
- Name calling;
- Inappropriate body language;
- Disrespecting school property.

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.

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.

5. Roles and responsibilities

5.1 The governing board

The Learning and Teaching Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Learning and Teaching Committee 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 Learning and Teaching Committee, 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 swiftly effectively with poor behaviour, and will monitor how staff implement this policy to ensure consistency.

5.3 Staff

Staff are responsible for:

- Implementing this policy consistency;
- 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 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 Rights and Responsibilities;
- 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. Pupils

We expect all children to demonstrate the behaviours which are captured in our Rights and Responsibilities.

I have a right to...

1. Learn
2. Be heard
3. Be safe
4. Be respected
5. Use school property

I have a responsibility to...

1. Do my best
2. Listen to others
3. Look out for others
4. Treat others with respect
5. Respect school property

They are also required to: Pupils are expected to:

- 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 off site.

7. Rewards and sanctions

We encourage and reward positive behaviour with:

- praise – verbal, written, positive word or gesture, referral to another adult;
- special responsibility, privilege or trust – sit by/work with a friend of their own choice, work in an area away from the direct supervision of the teacher, awarded a special job or responsibility;
- Golden Certificates;
- Awards from the Head and Deputy;
- Informing parents – communicating good news whenever possible, sending messages home or phone call;
- Discussing behaviour issues and solutions during group circle time and PHSE;
- Taking behaviour issues to the school council for discussion and solutions.

Securing consistent consequences

An essential part of our positive behaviour management lies in the fact that each child knows that consequences will be imposed for inappropriate behaviour. The principles upon which consequences are based should be:

- avoided where possible;
- fair;

- the minimum necessary;
- immediate where appropriate;
- the child knows that a consequence will take place;
- short lived;
- consistent;
- focused upon the act not the child;
- expected and understood by the child;
- delivered in a calm respectful way;
- accompanied by a model of acceptable behaviour;
- not humiliating to the child or the adult;
- sufficiently disagreeable to discourage a repetition.
- involving parents where appropriate.

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; (Children will be expected to complete the same work as they would in class)
- Referring the pupil to a senior member of staff;
- Expecting unfinished work to be completed at home, or at break or lunchtime;
- Letters or phone calls to parents;
- Individual behaviour plan (these are specific, short term target based plans, constructed with the child)
- Agreeing a behaviour contract.

A pupil may be required to forfeit time from the playground in response to serious or persistent breaches of the school rules.

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.

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 meet with parents and an appropriate sanction will be issued to the pupil.

Please refer to our Child Protection 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

Our policy is to approach any situation where behaviour needs to be modified, using the least intrusive approach.

Strategies (see Appendix 4)

- direct the child to the expected behaviour;
- non-verbal messages with body language;
- the pause;
- the use of privately understood signals;
- tactical ignoring;
- distraction and diversion;
- partial agreement;
- using 'I' messages;
- conditional directions – when...then...;

- questions and feedback;
- rights and responsibilities reminders;
- take up time;
- choice direction;
- time out;
- re-establishing the relationship.

8.1 Classroom management

Teachers and learning mentors 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 includes:
 - Greeting pupils on the threshold of the classroom in the morning/ after break and lunch;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement;
 - Concluding the day positively and starting the next day afresh;
 - Understanding when it might be appropriate to involve other staff.

8.2 Physical restraint

In some circumstances, staff trained in Team Teach may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others;
- Serious damage to school property.

Incidents of physical restraint will only be used in cases where a Positive Handling Plan has been agreed and signed by parents:

It will:

- only every be used as a very 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 in the Bound and Numbered Book (stored in the Headteacher's Office) and reported to parents.

8.3 Confiscation

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Any prohibited items (listed in section 3 of this policy) 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.

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 Inclusion Manager 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 spend time with their new teacher and classmates prior to the start of the next academic year. In addition, staff members hold detailed handover meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is recorded on CPOMS so that it is accessible to all relevant staff. 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 information on the schools approach to the management of behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. A staff training log can be found in Appendix 2.

11. Monitoring arrangements

This Behaviour Policy will be reviewed by the Headteacher and the Learning and Teaching Committee every two 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 Learning and Teaching Committee each year.

12. Links with other policies

This behaviour policy is linked to the following:

- Child Protection Policy
- Anti-bullying Policy
- SEND Policy
- Equality Objectives
- Pupil Code of Rights and Responsibilities
- Staff Code of Conduct
- Individual Pupils' Positive Handling Plans
- Whistleblowing Policy
- Data Protection Policy

History

Date	Description
December 2018	Policy rewritten.

Appendix 1:

St Paul's CE Junior School Written Statement of Behaviour Principles (statutory)

At St Paul's, we value everyone as an individual, capable of growth, change and development. We believe that every member of the School family is made in the image of God and we rejoice at the range of character and strengths which is embodied in each and every member of the school, which is truly a gift from God. Our relationships should and must be underpinned by principles of justice, equality, mutual respect, fairness and consistency so that every member of the School family can flourish and fulfil their unique potential, individually and together. We have the highest of expectations for what every pupil and staff member can achieve and offer, which leads naturally to the development of our pupils as responsible and mature citizens now and in the future.

The purpose of this statement is to give guidance to the Headteacher in drawing up a behaviour policy by stating the principles that the Governors expect to be followed. Practical application of these principles are the responsibility of the Headteacher.

Principles

1. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
2. All pupils, staff and visitors are free from any form of discrimination
3. Staff and volunteers set an excellent example to pupils at all times. Every member of staff promotes positive behaviour and adheres to the School's 'no shouting and no intimidation' culture.
4. Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy, which is understood by all pupils and staff
5. Exclusions will only be used as a last resort and the School will adhere to DfE guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf, which outlines the processes involved in permanent and fixed-term exclusions.
6. Pupils are helped and supported to take responsibility for their actions
7. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
8. Governors wish to emphasise threatening behaviour or abuse by pupils or parents towards school staff will not be tolerated. If a parent's conduct is inappropriate, the school may prohibit them from entering the school site.

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.

This written statement of behaviour principles is reviewed and approved by the Learning and Teaching Committee annually.

Appendix 2:

Staff Training Log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3:

Behaviour Log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4:

Behaviour Strategies – least to most intrusive

1. Directing the child to the behaviour we want

- always use the pupil's name when giving them individual direction;
- focus on the desired behaviour rather than the unwanted behaviour e.g. "One at a time through the door, please.";
- wherever possible rephrase negatives to give a positive direction e.g. "Keep the noise down at this table, thank you.";
- directions should be brief;
- over dwelling on a point or giving a mixed message should be avoided.

2. Non-verbal messages we give with our tone and body language

- body language should demonstrate that you are not going to get "hooked in" or aroused by the child's behaviour;
- posture should remain calm and relaxed;
- maintain a composed face and an even tone of voice;
- respect a pupil's need for personal space.

These signals will reinforce your words.

3. The pause

- initiate the child's attention by lifting the voice a little (different to increasing the volume) and saying their name;
- follow this with a pause to sustain attention and ensure that they are fully focused on what is being said
- then give a positively phrased direction, "David.....David, back to work thanks."/ "Michael.....Peter.....looking this way and listening, thank you." This technique is also very effective when teaching the whole class.

4. Privately understood signals

- a positive form of correction which reduces the amount of corrective language required
- can be explained to the whole class or just individuals;
- useful for reinforcing verbal messages;
- effective in a split attention situation where the teacher is working with one child but can signal to another across the room;
- should always be preceded by the child's name and a pause.

5. Tactical ignoring

- part of non-verbal behaviour management and is the conscious decision to ignore certain behaviour and focus on the flow of the lesson;
- safety issues, aggressive behaviour, bullying tactics or blatant put downs cannot be ignored;
- works well in conjunction with acknowledging and reinforcing the behaviour of others that are following the rule;
- avoids negative attention for inappropriate behaviour;
- must be used within individual comfort zone or degree of frustration tolerance;
- requires the need to plan what to move on to if it does not achieve its purpose;
- useful when dealing with secondary behaviour as it then allows the adult to be more effective in giving verbal correction for the primary behaviour.

6. Distraction or diversion

- sometimes a situation can be managed well by saying or doing the unexpected. This strategy distracts or diverts a child's attention away from their planned course of action;
- can often be effective to defuse a situation with humour;
- asking a direct question can re-focus a child who isn't paying attention;
- in situations outside the classroom, calling a child over and turning away indicates the expectation is that they will come and allow them take-up time to comply with the request. This very effectively diverts them from what they were previously doing.

7. Partial agreement

- a child is asked to put away a toy they are playing with in class and responds, "I wasn't playing with it." A partial agreement in this situation would be, "Maybe you weren't but I'd like you to put it in your tray, please." ;
- useful when a child answers back or wants the last word;
- allows the focus to remain on the primary issue and to ignore any secondary behaviour;
- allows a child time to save face and comply.

8. Using "I" messages

- everyone has "bad" days when feelings get in the way;
- anger and disappointment should be saved for the issues that really count;
- messages should be conveyed appropriately and unambiguously;
- it is vital to distinguish between the child and behaviour;
- It is important to spend time repairing the relationship.

9. Giving conditional directions: When..then...

- can maintain a feeling of positive direction whilst ensuring that the child complies with what is expected;
- particularly useful when dealing with children who seek power or try to control situations;
- can be rephrased: "As soon as you've.... You can...";
- avoids direct confrontation.

10. Questions and feedback

- more useful to ask closed than open questions e.g. "Why?" may lead to getting hooked into receiving a great deal of unnecessary information;
- it is better to ask a closed question which focuses on what the child should be doing e.g. "What should you be doing?";
- sometimes requires the broken record technique, repeating the question several times until an appropriate answer is given;
- questions can also be used as reminders of rules, "What is our rule for quiet reading?", by answering the question the child gives a positive description of what they should be doing.

11. Rule reminders

- used to redirect behaviour in an extremely positive way.
- clarify what is required and add purpose to a direction.
- can be phrased as a question, "What is our rule for...?" or as a straight reminder, "Mark.....Mark, our rule is work quietly without disturbing others. You need to turn round, stop talking and get on with your work. Thank you.";
- they allow take up time;
- rule reminders can be addressed to the whole class, or more privately to an individual and depersonalise correction.

12. Take-up time

- allows time to do what has been asked;
- communicates expectation that the child will comply;
- it allows the pupil face-saving time to respond to the correction;
- can defuse an emotionally charged situation;
- disengaging from the pupil and continuing with the work of the lesson the teacher draws the audience away from the child, thus reducing the attention and making it easier for them to comply.

13. Choice direction

- choice gives children ownership of their behaviour;
- can be used to give a directional choice e.g. "Sam....that's a nice toy but I want you to put it in your bag or on my desk.";
- sometimes a choice has to be used when a child has not responded to a lesser intrusive correction;
- should always begin with rule reminder before clarifying the consequence, "Mark...the rule is to treat others with respect, if you continue to I will have to ask you to move away and work on your own. You have the choice.";
- always clarify the immediate or deferred consequence.

14. Time out

- the most intrusive consequence and should come last in the sequence as it excludes children from their learning and from their social environment;
- it disrupts the flow of the lesson and presents the teacher with the problem of effective reintegration of the child further at a later stage;
- time out disrupts the learning of the children in the receiving class and is 'humiliating' for the child being sent;
- must only be used following the use of the previous strategies discussed, except on the very rare occasion that a child is physically aggressive