



Behaviour Policy & Statement of Behaviour principles

Approved by:	Greg Oates	Date: November 2021
---------------------	------------	----------------------------

Last reviewed on:	November 2021
--------------------------	---------------

Next review due by:	September 2023
----------------------------	----------------

Contents

1. Aims	2
2. Legislation and statutory requirements	2
3. Definitions.....	3
4. Bullying	3
5. Roles and responsibilities	4
6. Pupil code of conduct	5
7. Rewards and sanctions	6
8. Behaviour management	7
9. Pupil transition.....	9
10. Training	9
11. Monitoring arrangements	9
12. Links with other policies	9
Appendix 1: written statement of behaviour principles.....	10

1. Aims

This policy aims to:

Provide a consistent approach to behaviour management

Define what we consider to be unacceptable behaviour, including bullying and discrimination

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](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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 must publish their behaviour policy online

3. Definitions

At Beever Primary School, it is a primary aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. Relationships are built firmly on the key values of mutual trust and respect, and we aim to instil a sense of self-discipline in our pupils and to ensure that they take responsibility for their own actions.

This policy supports our Ethos & Values statement, *'Encouraging children to learn and achieve in a secure, caring environment'* and aims to help our children to become positive, responsible and increasingly independent members of our school community.

The behaviour policy is underpinned by the following essential principles:

- Praising good behaviour
- Building good relationships
- Developing good home/school links
- Planning for effective classroom and school management
- Involving all staff

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Non-compliance
- Not following our Rights Respecting Class Charters
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Harassment, meaning unwanted conduct including those of a sexual nature, such as:
 - Inappropriate comments, jokes or taunting
 - Online harassment such as unwanted comments and messages (including on social media), sharing of inappropriate images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (eg. knives, scissors, stolen items, inappropriate images etc)

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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, which can be found on the school website.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board 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 board, 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
- Reviewing & reflecting upon the actions taken
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Recording incidents using ABCs or behaviour logs when a more personalised approach is needed
- 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 Rights Respecting charter
- 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

In a Rights Respecting School, children's rights are promoted and realised, adults and children work towards this goal together. A Rights Respecting School is a place where everyone can feel valued, confident with themselves, furthermore, encourages everyone to use their voice.

At Beever, we are committed to placing the values and principles of the Convention on the Rights of the Child at the heart of our policies and practice. It is important to us that children recognise their rights but also acknowledge the rights of others. Understanding that link is at the heart of our school ethos.

As well as this approach shaping the needs of our own pupils and creating a Rights Respecting community, we aim to use this shared understanding to work for global justice and sustainable living.

Being a Rights Respecting School also shapes our behaviour management. Every class draws up a class charter based on agreed rights, for example Article 28, "we have the right to an education", and then lists how adults and children will respect this right. We emphasise the ethos that rights, are linked with responsibility. Now that behaviour is understood in this way, there is less need for rules and sanctions.

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
- Understand their responsibilities and know/accept consequences for their actions.

7. Rewards and sanctions

Rewards *“Catch us doing something good!”*

The first focus is on good behaviour with positive comments being common place for those behaving well. Staff refer to the Class Charters frequently and any action in which a member of staff recognises as contributing to the school expectations, e.g. good manners, co-operation, great work, helpfulness etc is rewarded with house points. All children in school are placed into one of four houses: Thames, Egerton, Moorby and Shaw. Good behaviour or work is rewarded with house points and these are accrued over the week in each of the classes. On Fridays the house points are totalled and the winners are announced in the weekly celebration assembly.

A variety of other strategies for rewards are used within the school. Some of these are outlined below:

- Verbal praise
- Stickers/stamps
- Notes or messages home
- Early Years and Key Stage 1 assembly awards (Star of the Week)
- Merit certificates in Friday assemblies
- Termly special assembly with parents/carers where special awards are given out to children for good work/behaviour etc
- Special responsibilities/privileges
- Some classes operate a raffle system, mystery worker and/or prize box to reward good behaviour

Sanctions

When dealing with difficult behaviour, there are three main considerations:

- Care for the individual involved
- Ensuring a prompt, fair and consistent response
- Meeting with parents/carers if the behaviour is a cause for concern

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 lost learning/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

Serious offences may result in a fixed term suspension- according to Local Authority guidelines. Permanent suspensions may also be used in extreme circumstances, again according to Local Authority guidance.

The Local Authority has developed clear procedures for suspending pupils whose poor behaviour has become quite unacceptable. Before the headteacher is required to invoke such drastic measures, the school draws on an established system of sanctions, which, if effective, avoid such terminal decisions.

Class teachers will liaise with midday supervisors each day to discuss individuals and specific behaviours.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

7.3 Off-site behaviour (eg. School educational visits)

The school's Behaviour and Management Policy applies off site as well as in school. Staff apply the same behaviour management principles and pupils understand that the same expectations apply.

Where staff have concerns regarding the behaviour of pupils on visits, they should speak with the headteacher and EVC so that necessary arrangements can be put into place to ensure the safety of all on the trip.

Letters to parents include the following statement:

The success of any educational visit is very much dependent on the behaviour of the children when out of school. With this in mind, we reserve the right to stop any pupil going on an educational visit who does not meet the required levels of behaviour expected from pupils at Beever. This is done to ensure the health and safety for all pupils and ensure that maximum benefit is achieved from taking children out of school.

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

Beever Primary School is committed to enabling all children, including those with SEND, to access education successfully and part of this commitment is ensuring that there is a high standard of behaviour throughout the school. We reward good behaviour as we believe that this helps to develop an ethos of kindness and cooperation and this policy is designed to promote such behaviour. Consideration for others is the prime factor; children are expected to behave in such a way, that no other child is prevented from learning, or is put in physical danger by the improper behaviour of others.

Staff treat children with politeness and consideration and it is expected that children will return this with courtesy. Good discipline is maintained by constant supervision and the anticipation of problems; good behaviour is encouraged through a clear system of rewards. When unacceptable behaviour is present, sanctions understood by staff, pupils and parents exist to counter it.

All staff are aware of the importance of recognising children's individual needs and with this in mind make reasonable adaptations to ensure a personalised approach is taken with discretion for those children identified as having a SEND.

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 class charter of rights and responsibilities
- 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 intervention & positive handling

Beever Primary School has adopted the 'Team-Teach' training approach, which is BILD accredited. A significant part of the training centres on minimising the requirement for use of force and it also includes a range of personal safety strategies and methods for holding children safely. We cater for children between the ages of 3 – 11 years. Some of our younger children, particularly those who attend the nursery, may require assistance with toileting and personal care. On occasions, young children require physical comforting and reassurances; we expect staff to act in loco parentis. There may be occasions when it is necessary for staff to use a physical intervention. Allowing a child to hurt themselves or others, damage property or put themselves in a dangerous situation is clearly not in the best interests of the child and therefore interventions are justified.

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 (Bound & Numbered book)

8.3 Confiscation

Any prohibited items (as mentioned 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.

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 adapted 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

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.

We also offer an enhanced SEND transition programme both with pupils and parents to ensure all pupils' needs are being met.

In the case of Year 6 pupils transitioning to secondary school, the SENDCo will liaise with staff at the receiving schools to arrange additional support.

10. Training

Our staff are provided with training on managing behaviour, including proper use of physical interventions and positive handling, as part of their induction process. As referred to earlier, all staff are Team-Teach trained and this certification is renewed every three years. An important part of the Team-Teach training is to understand children's behaviour, pre-empt and anticipate situations where behaviour may become challenging and the use of de-escalation techniques.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. 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 full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Child protection and safeguarding policy
- SEND 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 and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The behaviour management policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions
- 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.