The Federation of Broughton and West Tytherley Primary Schools

Behaviour policy and statement of behaviour principles

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Broughton Primary School is *a UN Rights Respecting School, where children's rights are at the heart of our Behaviour Policy. We recognise, teach, practise and promote the rights of every child as outlined in the United Convention on the Rights of the Child.*

Article 3: The best interests of the child must be a top priority in all actions concerning children.

West Tytherley Primary School *is a Church of England School, where we are guided by the school's Christian ethos and values, of creativity, compassion and courage. Our symbol of a tree supports the words that are taken from Colossians Chapter 2 verse 7:*

"Plant your roots in Christ and let him be the foundation of your life."

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

UN Convention on the Rights of the Child Article 28 states: Discipline in school should respect children's human dignity. Meeting the children's rights is also meeting their basic needs so that every child can develop to reach his/her full potential.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Continued wearing of incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Physical abuse e.g. hitting of a) a child b) an adult.
- 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 schools' approach to preventing and addressing bullying are set out in our anti-bullying policy, which is available on the school websites.

5. Roles and responsibilities

5.1 The governing body

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

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 (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 behaviour incidents on a behaviour log, which is then stored in main office.
- Through the school SENDCo, the class teacher liaises with external agencies as necessary to support and guide the needs of each child.
- Peripatetic staff are expected to follow the behaviour policy and can expect support from both class teachers and the Headteacher in order to facilitate this.
- Reporting to parents about the behaviour of their child. They may also contact a parent if there are concerns about the behaviour of their child.

The Headteacher 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 which is set out in the Home-School Agreement.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Pupil code of conduct

Our Whole School Agreement has been developed by the School Council, in consultation with all children, teachers, teaching assistants, PTA, Governors and lunchtime supervisors. This agreement reflects the values that all stakeholders share.

Article 12 states: All children should have the right to have a say in all matters affecting them, and to have their view taken seriously.

Broughton Primary School pupils understand the rights they have under the UN Convention on the Rights of the Child and that they must respect them. We have agreed a Whole School Charter and a Playground Charter which focuses on some of the rights which are particularly relevant to school. In addition, each class starts the year by agreeing its own class charter based on the rights. The school reminds children at all times that their behaviour must be Ready, Respectful and Safe and that there are acceptable standards of behaviour that must be upheld at all times.

At West Tytherley Primary School, we have consistently high expectations of behaviour throughout the school and our behaviour policy is closely linked to our Christian values of Creativity, Courage and Compassion. We believe that all relationships should be based on fairness, honesty, courtesy and consideration.

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.

Ready: are we prepared to learn, move to the next activity, access the next step?
Respectful: are we treating everyone in our school in a respectful manner?
Safe: are we, at all times, keeping ourselves and others safe?

7. Rewards and sanctions

We seek to give as much praise and encouragement as we can. We have many positive reinforcements which help to steer children towards good behaviour. Positive reinforcement promotes self-confidence which in turn promotes learning.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Staff verbally praise children.
- Each week we nominate a child who has demonstrated one of our learning values either in their work or their attitude by way of a certificate in the school celebration assembly.

  These values are:

  - Spreading Sunshine
  - Have a go Hero

    - Thinking Outside the Box
    - In the Driving Seat

- We distribute individual merits/house points to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. The child with the most merits/house points in each class receives a special badge in the celebration assembly.
- We add up house points/merits for each house on a weekly basis and reward the winning house with either 5 minutes extra play (West Tytherley) or first choice of Golden Time (Broughton.)
- At the end of each half-term two children are nominated from each class to receive a handwriting or continuing achievement cup.
- Each class may run a class-based reward system (e.g. marbles in a jar), which allows them to reach a class target (usually behaviour related), which will be rewarded by a class treat.
- Pupils can celebrate their work/behaviour by a visit to a member of SLT or another member of staff.
- At the end of each week there is a golden time session (at Broughton) whereby children select their own activities.

  Children on individualised behaviour plans may have additional or different reward systems.

When behaviour falls below the expected standard the following procedures will happen (minor incidents).

Playtimes/lunchtimes:

- Pupils are reminded of the need to be Ready, Respectful and Safe and a time is recalled when they demonstrated the desired behaviour.
- If a further incident occurs a warning that they will lose five minutes will be given.
- If behaviour continues sanction applies and can be extended up to 15 minutes. A restorative conversation is had at the end of the sanction.
- If behaviour continues the child will be referred to a member of the Senior Leadership Team.

In classrooms:

- Pupils are reminded of the need to be Ready, Respectful and Safe and a time is recalled when they demonstrated the desired behaviour.
- Clear warning that they will be moved.
- Child is moved.
- Time lost/work not completed will be made during their free time.
- If behaviour continues the child will be referred to a member of the Senior Leadership Team.

Other Behaviours/More Serious Incidents

Each individual situation will be dealt with adhering to the following process

1. All pupils will be made safe
2. All reports gathered from all parties (children and adults)
3. Discussions will take place with all those involved
4. Sanctions will be discussed and agreed
5. When deemed necessary a discussion with parents/guardians may take place

If a child is bullying another child the process from the Anti-Bullying Policy will apply.

If a child is consistently struggling to maintain acceptable behaviour we will develop an Individual Behaviour Plan in consultation with parents and outside agencies.

If a child presents behaviour that results in either danger to themselves or those in school they may be given one of the following and a meeting arranged with parents:

1. Internal exclusion
2. Lunchtime exclusion
3. Fixed term exclusion

4. Permanent exclusion

7.2 Off-site behaviour and out of hours activities

The behaviour policy applies when children are taking part in day and residential visits, attending after school clubs and other out of hours' activities organised by the school or when representing the school in off-site activities.

The school reserves the right to refuse permission for any child to participate in these activities if it is considered that their behaviour will disrupt the learning of others or jeopardise their own safety or the safety of others. If teachers are concerned about a child in this respect they are expected to discuss the situation with the headteacher who will make an informed decision notify parents.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

When pupils are travelling to and from school, they are wearing school uniform and are therefore representing the school. Inappropriate behaviour occurring during these times can impact on the childrens' safety, the reputation of the school and may influence the children's behaviour in school. Therefore, the school considers that the behaviour policy still applies and the staff will work in a partnership with parents to resolve any problems.

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. All staff have been issued guidelines for avoidance of unnecessary contact and allegations.

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 be consistent, calm, and fair in their application of this policy.

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 whilst using their agreed class charter to establish to underpin the rights of all in class. They will also refer to the school's values.
- 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

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/guardians.

8.3 Confiscation

Any prohibited items (listed 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, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupils mobile phones to be handed to the office each day and a register signed.

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, 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, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governing Body 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 Governing Body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

https://www.broughton-hants.co.uk/policies-and-funding/

https://west-tytherley.hants.sch.uk/

- Safeguarding Policy
- Child Protection Policy
- Restrictive Physical Intervention (Restraint) Policy
- Anti-bullying Policy
- Guidelines for the avoidance of unnecessary contact and allegation
- School Exclusion Policy

Appendix 1: Statement of behaviour principles

This policy is based on the following principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others. We believe in giving every child support and respect.
- 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 body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles will be reviewed and approved by the Full Governing Body every year.