



Behaviour Policy and Statement of Behaviour Principles



Written by: Rebecca Volden-Page

Date: October 2019

Approved by: Academy Improvement Board

Last reviewed on: October 2019

Next review due October 2020
by:

Contents

Contents.....	2
1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	4
4. Bullying.....	5
5. Roles and responsibilities.....	5
6. Pupil Code of Conduct.....	6
7. Rewards and Sanctions.....	7
8. Behaviour Management.....	8
9. Pupil transition.....	11
10. Training.....	11
11. Monitoring arrangements.....	11
12. Links with other policies.....	11
Appendix 1: Written Statement of Behaviour Principles.....	12
Appendix 2: Behaviour Log.....	13
Appendix 3: letters to parents / carers about pupil behaviour – templates.....	14

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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Children should be encouraged to form worthwhile personal values by learning right from wrong, and by having experience of working and living in an orderly school society. They should have the opportunity to contribute to the harmony and positive interaction which aids the school ethos.

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards learning
- Failure to follow instructions given by staff

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Use of offensive language aimed at staff and pupils in the school
- Hitting, punching, pushing, slapping, kicking, head butting, biting, violently shaking pupils or staff, throwing objects at staff and pupils and stabbing.
- Leaving or attempting to leave the school premises
- Failure to follow repeated instructions given by staff which results to serious consequences
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism, including kicking items of furniture (including doors and walls)
- Theft of property which belong to the school, staff members or pupils
- Fighting with other pupils
- Racist, sexist, homophobic or discriminatory behaviour towards pupils or staff
- 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 Academy Improvement Board

The Joint Academy Improvement Board for Barrow Hill Primary Academy, Poolsbrook Primary Academy and Gilbert Heathcote Nursery and Infant School is responsible for reviewing and approving the written statement of behaviour principles

The Joint Academy Improvement Board for Barrow Hill Primary Academy, Poolsbrook Primary Academy and Gilbert Heathcote Nursery and Infant School will also review this behaviour policy in conjunction with the Head of Academy and monitor the policy's effectiveness, holding the Head of Academy to account for its implementation.

The Joint Academy Improvement Board for Barrow Hill Primary Academy, Poolsbrook Primary Academy and Gilbert Heathcote Nursery and Infant School is responsible for monitoring this behaviour policy's effectiveness and holding the Head of Academy to account for its implementation.

5.2 The Head of Academy

The Head of Academy is responsible for reviewing this behaviour policy in conjunction with the Joint Academy Improvement Board for Barrow Hill Primary Academy, Poolsbrook Primary Academy and Gilbert Heathcote Nursery and Infant School, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head of Academy will also approve this policy.

The Head of Academy 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.

The Head of Academy is responsible for reviewing and approving this behaviour policy.

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 using Safeguard software

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents / Carers

Parents / carers 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
- Ensure that their child wears the correct school uniform including supplying a suitable P.E. kit

6. Pupil Code of Conduct

At Barrow Hill Primary Academy, we believe that children should be encouraged to form worthwhile personal values by learning right from wrong, and by having experience of working and living in an orderly school society. They should have the opportunity to contribute to the harmony and positive interaction which aids the school ethos.

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 around the school in a sensible way
- Treat the school buildings and school property with respect
- Wear the correct uniform including a suitable P.E. kit
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Sanctions

Children should be praised whenever merited and as frequently as possible. Rewards of all kinds are available for children who improve, excel or achieve highly.

7.1 List of rewards and sanctions

Children should be praised whenever merited and as frequently as possible.

Rewards of all kinds are available for children who improve, excel or achieve highly.

- Verbal praise
- Stickers on charts
- Head's stickers
- Super Star certificates
- Special Notes home
- Raffle tickets
- Text messages home
- Treat time on a Friday Afternoon with the school learning mentor (linked to raffle tickets- children will be chosen at random based on raffle tickets drawn from a bucket)
- Use of social media to celebrate success

In Early Years, stickers collected on a ten-frame chart may be exchanged for prizes once their chart is full.

All children in school are part of a House Team:

Scotsman (Flying Scotsman)

Stephenson (Stephenson's Rocket)

Eurostar (Eurostar Trainline)

Throughout the week the children are rewarded for their hard work, behaviour, good choices, manners and academic achievement. These points will be collated in each class and each week, the house with the most points is crowned the weekly champion. At the end of the term the totals are shared and the house team with the most points at the end of a term will earn a special treat afternoon. Each team has a captain and a vice captain chosen by the staff from Year 6.

Celebration Assemblies

Teachers prepare for the celebration assembly by choosing two children to be awarded an achievement certificate. These names are given to the Head of Academy during Thursday

morning's briefing meeting so that a text message can be sent out inviting parents. The Head of Academy will keep a record of these children in the Celebration Book.

Attendance Ted is awarded to the class with the highest attendance for the week. 2 Lunchtime Raffle tickets are chosen. Children who have achieved success/ certificates out of school will also have an opportunity to share with the school.

At the end of each half term a 'Star of the Term' is awarded to 2 children in each class. Certificates are awarded to celebrate 100% Attendance, Good Attendance (98-99.9%) and Improved Attendance.

Classroom practice

In addition, teachers will choose their own class reward which promotes the class working together as a team and behaving well together.

The work, behaviour, general attitudes, courtesy, attendance or anything considered worthy of merit, children may be awarded stickers.

See appendix 4 for sample letters to parents / carers about their child's behaviour.

We may use the reception area in response to serious or persistent breaches of this policy. Pupils may be sent to the reception area during lessons if they are disruptive. With prior agreement children may also choose to use a 'time out' card if they feel their behaviour is due to decline and they need time away from their peers to calm down or reflect.

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. Where concerns remain regarding the behaviour of a child leading up to an off-site visit then a specific risk assessment will be conducted.

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 Head of Academy 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 Head of Academy 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 rights and responsibilities 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
 - Using positive reinforcement

Individual Behaviour Plans & Individual Risk Assessments

Staff, with the support of the Senior Leadership Team, will identify any pupils who require an Individual Behaviour Plan. This plan will be written in conjunction with all key staff. The plan will outline strategies staff intend to use when managing the child's behaviour. Prior to this, a risk assessment will be completed based on previous behaviours. This will be used to inform the Individual Behaviour Plan.

Individual Behaviour Plans & Individual Risk Assessments will be shared with parents / carers. All parties involved in writing the plan will be required to sign to confirm they have read and understood all aspects of the plan.

Consequence Ladder

There is a ladder of consequences for breaches of the behaviour policy. This ladder does not apply to pupils in EYFS.

1. Warning (within the behaviour system established in the classroom e.g. move down on a chart. Children can move back when behaviour has been rectified)
2. 5 minutes of playtime lost
3. Whole playtime lost
4. Sent to the senior member of staff in charge of the school on the day i.e. Head of Academy, Executive Headteacher, Senior Teacher, experienced teacher
5. Phone call home and parents / carers invited to school to discuss behaviours. This will often be with the class teacher and learning mentor. It may be appropriate for a senior member of staff to attend.
6. Internal exclusion
7. Fixed term exclusion
8. Permanent exclusion

Fixed term exclusions may be implemented if a pupil carries out any actions listed in the Serious Misbehaviours above. This decision will be made by the Head of Academy. In the Head of Academy 's absence, the Senior Teacher has the authority to act. If neither the Head of Academy, Executive Headteacher or Senior Teacher are in school, the class teacher should contact the Head of Academy, Executive Headteacher or another Headteacher within the CLT and make the decision to implement a fixed term exclusion over the phone.

A permanent exclusion is the schools last resort. A pupil can be permanently excluded for several reasons. These are some possible examples below.

- The pupil has carried out several serious misbehaviours listed above on more than one occasion thus placing the health and safety of staff, pupils and parents / carers into jeopardy.
- Caused injury to a child which has resulted in them having to seek medical attention
- Making a malicious allegation a member of staff

Dependant on the severity of the misdemeanour children will enter the ladder at the appropriate point. Staff should seek advice from the Head of Academy, Executive Headteacher or Senior Teacher to discuss at which point a pupil enters of the ladder of consequences.

The Exclusions Policy and September 2017 DfE guidance are also available.

8.2 Physical restraint

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

- Displaying any behaviours listed in the serious misbehaviours above
- 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 using necessary proforma and reported to parents / carers

Red Hands & Key Cards

If staff are ever in a situation where physical restraint may be an appropriate action to take, a red laminated hand will be sent by a pupil to the nearest adult (in most cases only if there is one member of staff in the classroom/ learning environment). All staff are aware that if they are handed a 'red hand' immediate support is required in the location specified on the hand.

Laminated key cards will be sent by pupils to the office. Office staff are aware that if a child hands them a key card, they are to secure the main reception door by locking it. Keys will always be available in the office.

Red hands and key cards are pinned to walls in all main areas around school including corridors, classrooms, the school hall and in the community room. It is the Class Teachers and Head of Academy's responsibility to ensure that these remain in place at all times.

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 / carers, 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 child's class teacher, with the support of the Senior Leadership Team and SENCO, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The person designated for Behaviour in the school is Mrs Rebecca Vodden-Page, Head of Academy.

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 / carers to create the plan and review it on a regular basis.

9. Pupil transition

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, 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 Head of Academy and Joint Local Governing Body for Barrow Hill Primary Academy, Pootsbrook Primary and Gilbert Heathcotes Nursery and Infant School every year. At each review, the policy will be approved by the Academy Improvement Board

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND Policy
- Positive Handling Policy

Appendix 1: Written Statement of Behaviour Principles

As a school community we accept that everyone has 3 rights:

The right to be treated with respect.

The right to an education.

The right to feel safe.

Alongside this, there are 3 main responsibilities for everyone:

The responsibility to treat everyone with respect.

The responsibility to allow everyone to learn,

The responsibility to ensure everyone feels safe.

Appendix 2: Behaviour Log

To be used if Safeguard software is unavailable

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 / carers, police):	

Appendix 3: letters to parents / carers about pupil behaviour – templates

First behaviour letter

Dear parent / carers,

Recently, your child, (insert name), 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 signature:

Class teacher name:

Date:

Behaviour letter – return slip

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

Name of child:

Date:

Parent / carers name:

Parent / carers signature:

Any comments:

Second behaviour letter

Dear parent / carers,

Following my previous letter regarding the behaviour of (child's name), 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 signature:

Class teacher name:

Date:

Third behaviour letter

Dear parent / carers,

I am sorry to report that, despite meeting and creating a behaviour contract, (insert name), has continued to misbehave. (insert name) 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 Head of Academy, the special educational needs co-ordinator 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 signature:

Class teacher name:

Date: