

Behaviour policy and statement of behaviour principles

St Nicholas and St Laurence Primary



Approved by: Full Governing Body

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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

The purpose of this policy is to ensure good learning behaviour and to celebrate achievements, as well as to provide guidance and support for pupils, staff and parents and build positive relations in an atmosphere of trust and mutual respect.

Consideration and courtesy should be given and received to everyone at all times.

Acceptable Standards:

- should be evident and consistent in every classroom and around the school
- should be encouraged and praised by all members of staff.
- should be encouraged and praised by parents.

The school insists that all stakeholders are Caring, Courteous, Considerate, Co-operative, Conscientious, Confident and Communicative. We refer to these as our 7Cs.

The 7Cs are used to ensure good behaviour. Pupils have a variety of rewards to encourage exemplary learning behaviour. All staff model the 7Cs and discuss the 7Cs when dealing with behaviour issues, this is consistently used across the school.

Staff should:

- Model the 7Cs at all times
- Recognise that good behaviour does not simply happen, but must be worked at by everyone – staff, parents and children alike.
- Set high expectations.
- Apply 7Cs firmly, fairly and consistently.
- Expect to give and receive respect
- Be positive and build relationships.
- Establish the facts.
- Seek a second opinion if you are unsure.

Do what you can to:

- Use humour – it builds bridges.
- Keep calm – it reduces tension.
- Listen – it earns respect.

Staff should avoid:

- Humiliating – it breeds resentment.
- Shouting – it diminishes you.
- Over-reacting – the problem will grow.
- Blanket punishments – the innocent will resent them.
- Over punishment – never punish what you can't prove.
- Sarcasm – it reduces the respect the children have for you.

Parents should:

- Support the school's Behaviour Policy.
- Use the school's 7Cs to reinforce behaviour outside of school.
- Notify the school of changes or incidents outside of school that may affect their child's behaviour in school.

Sanctions:

'The behaviour of pupils is outstanding. They are clearly focused on their learning, saying that no one is allowed to interrupt other pupils' learning. Teachers maintain high expectations of behaviour from pupils at all times.' Ofsted 2015

This is what we do when children forget to follow the 7Cs.

The school uses 'scripts' to record incidences of poor learning behavior. All members of staff will give a script to pupils who are not following the 7Cs. The scripts ensure that all staff use consistent language when applying the sanctions. Pupils will be given a reminder if they are not following the 7Cs. Receiving a script is unusual and reflects very poor learning behaviour. All scripts are recorded to identify patterns of poor behaviour and may identify bullying behaviour by a child against another.

Parents and carers will be informed by letter if three scripts are issued. Three scripts, and every script from this point, will result in a 15 minute playtime detention. This will give the child time to reflect on their behaviour.

We sanction children who are not 'Keeping the 7Cs' in an age and stage appropriate manner.

If a pupil is aggressive to another pupil, a script and internal detention will be given immediately.

All incidences of scripts and internal detentions are recorded by the school.

See Section 2 for examples of letters that will be sent home informing parents and carers of pupil's poor learning behaviour.

Physical assault on adults will lead immediately to a fixed term or permanent exclusion.

Rewards:

Recognition of achievement or effort shows mutual respect and raises self-esteem. Low self-esteem hinders good behaviour and learning. Anything which recognises that children have achieved what has been asked of them is important.

A consistent approach to rewarding is applied throughout the school, although it is acknowledged that rewards will be age-appropriate and will differ from class to class –for example, in year 1 and 2 children

have the sunshine and cloud chart. In year 5 and 6 there is a pyramid display that demonstrates the level of learning behavior pupils are showing. 'Tell the head' with a certificate home and 'star of the week' is consistently used throughout the school.

We celebrate 'Keeping the 7Cs' in an age and stage appropriate manner.

The impact of our behavior policy is that behavior in our school is consistently very good throughout the school. Visitors frequently comment on our children's exemplary behaviour.

The above definition is suitable for the vast majority of pupils in the school.

However, in **exceptional circumstances**, the school will adhere to the statutory guidelines set out by the DFE.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the 7Cs
- Aggressive and abusive physical or verbal behaviour
- 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

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's behaviour policy and are communicated to all pupils, school staff and parents.

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

All children have the right to be safe and happy at school and not to be hurt or upset by people. We aim to ensure that everyone in school, including children and staff, will know what is and what is not bullying. Staff members, children, parents and governors will work together to create a happy, caring and safe environment in school where children can flourish and learn.

Our children know that they can tell someone in school if they are hurt, taunted or threatened by others and that they will be listened to in a sympathetic way and action taken to resolve the situation.

We instil in children that bullying is unacceptable and try to prevent bullying happening. We have a clear procedure for dealing with bullying when it occurs and we ensure children are aware of the consequences that will happen to them if they bully others.

Our Anti-bullying policy links closely with the Behaviour Policy, Disability Equality Scheme, Inclusion Statement and the Gender Equality policy, Equality and Diversity Policy

What Is Bullying?

Bullying is when an individual or a group repeatedly and deliberately hurts, someone else, either physically or emotionally, especially when they are unable to fight back.

What Kinds Of Bullying Are There?

Verbal: Name calling or saying hurtful things about the person's appearance, beliefs, family or things they do. Making fun of the person or their name.

Making threats or forcing the person to do something they don't want to do.

Physical: Physically hurting the person, such as kicking, hitting, pinching, pulling hair. It also includes taking or damaging other people's belongings.

Exclusion: Leaving the person out of activities on purpose to make them upset.

Cyber bullying: Sending hurtful or embarrassing texts, messages or saying things on social networking sites . It also includes passing on hurtful or embarrassing photos and messages to other people.

All types of bullying can also be based on a prejudice because of someone's, race, religion, disability, gender or be homophobic in nature.

Prevention of bullying

The school is committed to prevent bullying in all its forms.

- At playtimes 'playground leaders' are recruited from KS2 to monitor and support play at playtimes.
- Buddies are trained and in place every playtime and lunchtime for children to talk to if anything is worrying or concerning them, and they do not want to speak to an adult.
- Outside speakers are utilised to deliver the anti-bullying messages and what they can do to keep themselves safe – eg. ChildLine and Amy Simister re cyber bullying.
- It is a regular item on the agenda for the School Council.
- Circle Time (Jigsaw) takes place regularly within classes to discuss issues of concern.
- The school give bullying issues priority. Restorative techniques are used if appropriate but each case of bullying will be dealt with in consultation with the victim.
- Where needed, staff will run a 'Hub Club' – this is available to support any children as necessary.
- Parents are notified if incidences of bullying take place.
- Assertive Mentoring throughout the school using our '7Cs' promoting positive behaviour and benefits those children who remain 'scriptless' for behaviour and attitude.
- 7Cs are clearly displayed around school and are an identified part of our Behaviour Policy.
- Lunchtime supervisors are asked be on high alert at the most vulnerable times for pupils i.e. in the cloak rooms or playground - We are very explicit with the children and call this 'Bully watch'.
- 'Bully watch' is put into place for specific pupils if there are any incidences of bullying reported by children, reported to the school by parents or are observed within school.

How the school will respond to bullying

As a school we will:

- ☑ Never ignore reported or suspected bullying
- ☑ Ensure that the bullied child feels and is safe in school
- ☑ Don't make premature assumptions

- ☑ Listen carefully to all accounts. Several pupils saying the same does not necessarily mean they are telling the truth
- ☑ Adopt a problem solving approach which moves children on from justifying themselves
- ☑ Follow-up repeatedly to check bullying has not resumed

The school has a pro-active approach to ensure children do not become victims of bullying. The school understands the power of 'restorative justice' and will put Emotional support into place to ensure that pupils have the 'tools' to be resilient and problem solve to ensure all incidents of bullying STOP!

For any child being bullied, support and compassion will be given by any member of staff that needs to be aware of bullying incidents. Staff communicate readily and share concerns.

The children involved will be spoken to separately and a Restorative approach will be attempted to try and resolve the conflict/ bullying if this is appropriate. The victim of bullying will be supported and monitored.

Ultimately if incidents of bullying continue to be repeated the school will exclude the child from school.

Role of staff

Class teachers will deal with in the first instance and incidents will be referred to the Head teacher if not resolved.

Head teacher and teachers will keep records, identify recurring problems and maintain contact with parents informing them of the responses taken by the school. The Head teacher will report serious incidents of bullying to the Full governing Body.

Any issues during the lunchtime will initially be dealt with by the midday supervisors and these will always be shared with the class teacher or the headteacher. These incidents are recorded through our 'scripts' and noted by the class teacher.

All staff in school have a responsibility to be vigilant and proactive in preventing bullying.

Guidance for children

What Should You Do If You Feel You Are Being Bullied

Firstly tell a grown-up in school whom you know well or you can trust. If you don't feel you can do this, ask your parents to speak to your teacher. It is important to always tell a grown-up.

Whoever you choose to tell will listen to what you have to say and tell you what will happen next. They will ensure that you are feeling safe in school.

The school will make investigations by talking to the other person(s) and any witnesses. A decision will be made about how the problem can be sorted out.

You may be asked if you would like to try and resolve the issues in meeting with the head teacher but only if you feel comfortable with this.

If necessary, the school will talk to the parents of the other person(s) involved.

The school may also talk to you and your parents and tell your parents what has happened and what is going to happen next.

We will write down all the times that bullying happens and keep checking with you to ensure that you are feeling safe and that the bullying has stopped.

What should you do if you think someone is being bullied?

If you think that someone else is being bullied, tell someone at school what you have seen or heard.

The Role Of Parents And The Wider Community

The school acknowledges the importance of establishing a shared understanding with parents and the community at large of what bullying is and the detrimental long-term effect it can have on health and well-being of all parties concerned. Parents and the wider community have an important role to play in working with the school to tackle incidents of bullying and resolve issues.

Parents should inform the school as soon as possible if they feel their child is involved in bullying either as a target, witness or is doing the bullying.

Parents should support the key messages being given to pupils and where appropriate attend meetings and contribute in a positive way to actions aimed at solving any problems.

If a parent reports that their child is being bullied to the school, the following will happen:

A – A meeting will be arranged with the Head teacher or, in her absence, the assistant Head teacher.

B The information will be recorded.

C The head teacher will follow up the incident and investigate. She will report back to the parents within 14 days – but parents will be encouraged to get in touch with the Head teacher if they have any further concerns in the meantime.

D If parents do not feel that the matter has been dealt with appropriately they have the right to follow the Complaints procedure outlined on the school web site.

5. Roles and responsibilities

5.1 The governing board

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 head teacher to account for its implementation.

5.2 The headteacher

The head teacher 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 head teacher 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

ALL 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

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 7Cs
- 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. Rewards and sanctions

6.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Head teacher's award
- Certificates awarded in celebration assembly
- Letters or phone calls home to parents
- Special responsibilities/privileges

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 work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Withdraw privileges such as attendance at school discos
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents

6.2 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.

6.3 Malicious allegations

If an allegation is determined to be unsubstantiated or malicious, the designated officers(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the governing body should consider whether any disciplinary action is appropriate against the child who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. The head teacher will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom as set out in the definition.

7.2 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 and reported to parents

7.3 Confiscation

Any prohibited items 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](#).

7.4 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. It must be remembered that schools also have many other duties, including their duty of care to their staff and pupils. Violent behaviour will not be tolerated.

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. 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.

9. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and full 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 full governing body every year.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy (DFE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf
- Safeguarding policy
- http://www.stnicholasstlaurence.dorset.sch.uk/wp-content/uploads/2017/10/Keeping_children_safe_in_education_Part_1-September-16.pdf

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 and this is exemplified by following the 7Cs
- 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 is reviewed by the full governing body every year.

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been following the 7Cs as well as they could.

It is important that your child understands the need to follow our 7Cs, 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 7Cs.

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 not follow the 7Cs.

_____ 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 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 name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention 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: _____