

Behaviour policy and statement of behaviour principles



Inspire to Aspire
Life in all its fullness

St Nicholas and St Laurence CE VA
Primary School

Approved by: Full Governing Body

Date: 10/2/21

Next review due by: Summer term 2024

Inspire to Aspire

Life in all its fullness

We believe that all our children are made in the image of God and as such are of intrinsic value.

1. Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school community feels loved with a sense of fellowship and compassion for others; they are respected, and each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting fellowship, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. It should be read in conjunction with the school's safeguarding policy and child protection procedures.
- 1.6 The school expects good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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 Rewards and sanctions

3.1 We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children class rewards – e.g. raffle tickets, house points

- badges given in assembly to celebrate children who have best modelled our values
- each week, selected children receive a certificate in the school assembly;
- Visit to headteacher to celebrate good learning and behaviour

3.2 Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction. The school agrees with sanctions included in paragraph 20 of the DfE Feb 14document.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

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:

- 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)

3.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Consequences of behaviour			
Level 1	Level 2	Level 3	Level 4 And Level 5
<p><u>If you do these things</u></p> <ul style="list-style-type: none"> • Swing on chairs • Wandering around • Abrupt one-word responses (Yeh! not!) to adults' questions • Dropping litter • Calling out or shouting • Lolling over furniture • Fidgeting or rummaging 	<p><u>If you do these things</u></p> <ul style="list-style-type: none"> • Interfering with another person's property • Name calling • Irritating noises (Repeatedly) • Deliberate crude behaviour • Unhelpful, uncooperative behaviour • Pushing to the front of the line • Mistreatment of school property 	<p><u>If you do these things</u></p> <ul style="list-style-type: none"> • Telling lies • Play fighting • Teasing and deliberately 'winding up' other children • Graffiti or defacing walls, equipment etc. • Answering back or arguing with an adult • Throwing or flicking objects • Swearing as part of a general conversation • Making insulting remarks about others or another person's family member • Refusing to do as told • Misuse of toilets and washrooms 	<p><u>If you do these things</u></p> <ul style="list-style-type: none"> • Threatening or intimidating behaviour • Vandalism • Stone throwing • Refusing to go to the head teacher or designated person • Dangerous use of equipment • Spitting • Swearing at another child • Incidence of cyber bullying • Inappropriate use of the Internet
<p><u>One of the following will happen</u></p> <ul style="list-style-type: none"> • Verbal warning • Signal given • Polite reminder given • Praise children around • Move on to the 1st step on class behaviour chart • Make it right-apologise 	<p><u>One of the following will happen</u></p> <ul style="list-style-type: none"> • Move on to the 2nd step on class behaviour chart • Consequence decided by teacher • 5-10 mins break missed supervised by class teacher • Move to another location 	<p><u>One of the following will happen</u></p> <ul style="list-style-type: none"> • Break time/lunchtime missed and sent to headteacher's office with work to complete • Incident form (Appendix 1) • Time out of classroom • Loss of trip/school event 	<p><u>One of the following will happen</u></p> <ul style="list-style-type: none"> • Swearing at an adult • Bullying – repeated and persistent, threatening or intimidating behaviour • Leaving the school building without permission • Physical violent behaviour • Stealing • Inappropriate sexual behaviour
<p><u>One of the following will happen</u></p> <ul style="list-style-type: none"> • Senior leader informed • Serious consequence to be decided by SLT • Incident form • Parents informed • Internal/External exclusion 			

Note: There will be times when teachers use their own discretion to meet the behavioural needs of pupils in their class due to individual circumstances. This in no way will deter us from expecting high standards of behaviour in school but recognises the needs of children in our school.

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.

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.

- 3.4 The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 3.5 Schools are not required to have a Restrictive Physical Intervention Policy but, in line with best practice, our Discipline (Behaviour) Policy includes a reference to the school "powers" to use reasonable force and records three examples of when reasonable force can be used.
- i) Reasonable force can be used to prevent pupils hurting themselves or others, from damaging property or from causing disorder.
 - ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
 - iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools Can Use Reasonable Force To:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools Cannot:

- Use force as a sanction – IT IS ALWAYS UNLAWFUL TO USE FORCE AS A SANCTION

4 Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

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.

Refer to schools Anti-bullying policy for more information

5 The role of the class teacher

5.1 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

5.2 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

5.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

5.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

5.5 The class teacher liaises with SENDCo, external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.

5.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher should contact a parent if there are consistent concerns about the behaviour or welfare of a child.

6 The role of the head teacher

6.1 It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

6.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

6.3 The head teacher keeps records of all reported serious incidents of misbehaviour.

6.4 The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

7 The role of parents

7.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

7.4 If the school has to use reasonable sanctions to discipline a child, 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 and then the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

8 The role of governors

8.1 Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children; and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

8.2 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

8.3 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

9 Fixed-term and permanent exclusions

9.1 Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9.2 If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
The school informs the parents how to make any such appeal.

9.3 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

9.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

9.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

9.6 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

9.7 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

10 Monitoring

10.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps a variety of records of incidents of misbehaviour. The head teacher records those incidents where a child is sent to him/her on account of inappropriate behaviour. We keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give a verbal feedback to the duty teacher who may ask them for written details of any serious incident in the incidents book that we keep in the school office.

10.3 The head teacher keeps a record of any pupil who is excluded.

10.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

11 Review

11.1 The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

School values: Love. Resilience, Perseverance, Fellowship, Compassion and Hope



Behaviour Incident Report

Child's Name:

Date:

Record of incident:

Sanction:

Shared with child:

Signed Member of staff:

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Parent Behaviour Incident Report

Child's name:

Date:

Record of Incident:

Sanction:

Signed Member of staff: