



BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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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

Misbehaviour is defined as:

- Disruption in lessons, assemblies, in corridors between lessons, and at break and lunchtimes and any other area in the school.
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breaches of the school rules including rudeness towards members of staff and refusal to follow instructions.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:

- Knives or weapons
- Personal technology e.g. mobile phones, tablets, electronic game devices
- Stolen items
- Pornographic/ inappropriate 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/inappropriate action	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching/ behaviour
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 strategy.

5. Roles and responsibilities

5.1 The governing board

The Teaching Learning and Achievement Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Teaching Learning and Achievement Committee 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 Teaching Learning and Achievement Committee, 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
- 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 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

6. Pupil code of conduct

We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	'LOOK SMART; LEARN SMART': We represent STOKENCHURCH with pride!	
2	We follow instructions given by all adults.	
3	We keep our hands, feet and objects to ourselves.	
4	We treat equipment sensibly and help each other to learn.	
5	We show respect to others and our school at all times.	
6	We listen carefully and always strive for our best.	

We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Think About My Choices and Fix It	
3	Time out	
4	Year Leader / Deputy Head	
5	Sent to Mr Stevens	
6	Parents Informed	

7. Rewards and sanctions

At **STOKENCHURCH** Primary School, our emphasis is on the positive approach of encouragement and praise, leading children to take responsibility for their own behaviour through making responsible choices.

7.1 List of rewards and sanctions

Our approach is based on six 'golden rules' which provide pupils with a structure on how to behave. Our Code of Conduct will be on display in every classroom and will be discussed at the start of each new term (minimum) to ensure children fully understand the behaviour that is expected of them. Each child will have the opportunity to make informed choices in order to follow the rules. Inappropriate behaviour choices will not be accepted and the consequences they will lead to are detailed below.

READY RESPECTFUL SAFE

Golden Rules	Consequences
<ol style="list-style-type: none"> 'Look Smart; Learn Smart' – we represent STOKENCHURCH with pride! We follow instructions given by all adults. We keep our hands, feet and objects to ourselves. We treat equipment sensibly and help each other to learn. We show respect to others and our school at all times. We listen carefully and always strive for our best. 	<ol style="list-style-type: none"> Verbal warning. Move down to 'Think about my choices and fix it' (display). 3 minutes 'time-out' reflection or think time. Report to Year Leader or Assistant Head Teacher and miss next playtime. Parents informed. Report to Head Teacher with entry into Blue Book. Three entries within a half term will lead to a formal meeting between parents and Head Teacher to discuss ways forward.

All children will start each day on the 'Ready to Learn' part of the behaviour display.

1. If a child breaks one of our School Rules, the adult will give a verbal warning appropriate to the severity of the rule break (if appropriate, the adult may move the child straight to step 2, the 'Think about my choices' part of the display).
2. If the same child breaks the same or another rule, within the same day, they will move to the 'Think about my choices' part of the behaviour display. The aim will be to encourage the pupil to 'fix it' by making good choices and changing their behaviour.

3. On a third occasion, the child will be asked to take 3 minutes time-out to reflect on their behaviour choices (any work missed as a result of this time-out will have to be made up at the next available playtime). A 'Think Sheet' is available to help scaffold a child's reflections.
4. Should poor choices continue to be made, the pupil will be sent to the Year Leader or the Deputy Head Teacher to discuss their behaviour. The next available play time will be missed and parents will be informed. For serious incidents or for a severe pattern of behaviour, these senior leaders have the option to impose additional sanctions such as the removal of certain privileges.
5. The Head Teacher will be informed of any serious breach or persistent breaches of the school's behaviour policy and will discuss these with the child who at this point, may be entered into the Head Teacher's 'Blue Book'.
6. Should there be 3 entries within a half term, a meeting between the Head Teacher and parents will take place in order to discuss a way forward in support of the child.
If allowing a pupil to remain in school should harm the education or welfare of that pupil or others in the school, the Head Teacher may consider a fixed period or permanent exclusion.

All behaviour displays and the language used will be age appropriate. When warning a child about their behaviour or discussing their behaviour with them, the adult will refer directly to the Golden Rules – Our Code of Conduct e.g. "I am giving you a warning because you are talking when I am talking which breaks Rule 6." For older children, the adult may ask them to explain which rule they are breaking and why.

Lunchtimes

Our Lunchtime Supervisors will also refer to our Code of Conduct and will give verbal warnings as and when appropriate. Should a child's behaviour continue to be inappropriate at play time, the supervisor may issue a 2-3 minutes time-out on the playground. The incident will be recorded and discussed with the child's class teacher upon their return to class.

Celebrating Success

At **STOKENCHURCH**, our primary aim is to promote positive behaviour and encourage and praise children who make positive behaviour choices. To this end, all children who follow the school's Golden Rules will be rewarded appropriately and in a timely manner.

In summary, positive behaviour will be rewarded with, for example:

- Praise
- Classroom behaviour display
- House points (leading to stickers, certificates, badges, ties)
- Golden Time
- Class Star of the Week/Year group Star of the Term
- Special responsibilities/privileges
- Communication home e.g. through homework diary
- Golden Folder (see Head Teacher - 3 ticks in one term = postcard home)

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.

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 Child Protection Policy for more information on how we respond to allegations of abuse. 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:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil Code of Conduct - **Ready Respectful Safe** - our Six Golden 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

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 and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will **not** be returned to pupils.

We will also confiscate any other 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](#).

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 (SENCo) 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 relating 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 support and/or 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 headteacher and the Teaching Learning and Achievement Committee every year. 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 Teaching Learning and Achievement Committee every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Home school agreement
- Anti-bullying policy
- Uniform 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, sanctions and, where necessary 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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Teaching Learning and Achievement Committee every year

