

Behaviour policy and statement of behaviour principles

SINGLETON C.E. PRIMARY SCHOOL



Approved by: 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

Misbehaviour is defined as:

- Disruption in lessons, around the school, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

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
- 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

It is not, however, the accidental, one-off careless knocks and bumps that happen from day-to-day.

BULLYING WILL NOT BE TOLERATED

Such behaviour contravenes the school ethos, aims and code of conduct. Any child indulging in such behaviour will be made aware of their actions and the consequences. Each case will be dealt with according to the particular circumstances and, where appropriate, parents will be informed by the Headteacher and sanction procedures will be initiated. (see Section 7)

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 (see appendix 3 for a behaviour log)

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

Singleton School Code of Conduct

OUR GOLDEN RULES

TREAT OTHER PEOPLE HOW YOU WANT TO BE TREATED

Be kind and helpful - don't hurt other people's feelings

Be gentle - don't hurt anyone

Work hard and do your best - don't waste time

Listen - don't interrupt

Tell the truth - don't tell lies

Look after things - don't waste or damage things

OUR EXPECTATIONS

We believe that a consistent approach should be achieved by all adults.

We expect children to care

- for others in the school and local community
- for our school, its grounds and equipment
- for their work and how they present it
- for the work of others
- for themselves and how they look
- for wildlife

The adults will encourage the children to do this

- by setting a good example
- by positively seeking for examples of caring behaviour
- by rewarding caring behaviour
- with an occasional focus on one aspect of behaviour (e.g. in assembly)
- by supporting local charities and events
- by sharing the same expectations for tidiness in school, grounds, personal belongings and following it through consistently
- by setting realistic targets according to age and ability
- through positive reinforcement of work, reward for good work or effort
- by sharing in the joy of each others achievements
- by taking pride in the school's achievements
- by expecting children to wear appropriate clothing and footwear

We expect children to show consideration

- for other members of the school at all times
- for adults in the school
- for visitors in the school

The adults will encourage the children to do this:

- by setting a good example
- by treating other people (including children) as you would like to be treated
- by insisting on politeness at all times (using names, please, thank you, sorry)
- by acknowledging others' feelings about personal events, e.g. birthdays, bereavements
- by sharing information and communication
- by welcoming and introducing visitors and remembering school may be unfamiliar to them
- by avoiding making unnecessary work for others (e.g. cleaners).

We expect children to show concern

- that our school is a fair and happy place for everyone
- for people, animals and plants in our school and its grounds
- for those who are sad, lonely, hurt or are in trouble
- that each classroom is a safe and welcoming place

The adults will encourage the children to do this:

- by setting a good example
- by having an 'open door' policy for parents
- by encouraging children to help look after school grounds
- by responding appropriately to events at home affecting children
- by having classrooms that are attractive and tidy
- by encouraging children to look out for those who might be left out and make sure they are included.

7. Rewards and sanctions

7.1 List of rewards and sanctions

REWARDS

Good behaviour and work will be recognised:

- through verbal praise
- by sharing achievements with others in class or school
- by informing parents verbally or through the home/school book
- by awarding stars, stickers or privileges

SANCTIONS

Staff will use a range of behaviour strategies as appropriate to the situation. This may be in consultation with other staff, particularly if the pattern of behaviour becomes a significant issue.

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
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

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

Exclusion procedures can only be initiated by the Headteacher, who will follow the guidelines given by the LA

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.

8. Behaviour management

8.1 Creating the right environment

Our school prospectus states that we aim to provide an environment that lives out Christian values. We strive to do this by

(a) encouraging the children to learn to live co-operatively with others

we do this by:

- adults setting a good example
- showing we care
- giving opportunities to share and help others and work together
- encouraging listening to each other
- giving opportunities to be heard
- expecting children to say sorry whilst apologising ourselves if we're wrong
- expecting both adults and children to use names when greeting and addressing each other
- expecting adults and children to demonstrate courtesy and good manners
- smiling!

(b) encouraging self-discipline and endurance in the children

we do this by:

- not ignoring any anti-social behaviour
- giving responsibilities and time limits
- encouraging independence through routines
- involving children in decisions and reasons for rules
- expecting children to finish tasks
- creating structures where children and adults are valued – mutual self respect

(c) encouraging trust between the children and adults

we do this by:

- having clear attainable limits
- not betraying a child's confidence, in line with safeguarding procedures
- being fair, honest and consistent in our dealings with children
- listening and attaching importance
- not making idle promises or threats
- explaining why we are asking children to do or not to do things
- explaining change

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 (see appendix 3 for a behaviour log)

8.3 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. Training

Our staff are provided with training on managing behaviour as part of their induction process. Training in restraint is available through the LA.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every 3 years. 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 full governing body every 3 years.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

Appendix 1: written statement of behaviour principles

In line with the UNCRC and as a Rights Respecting School we believe that:

1. Singleton C.E. Primary School should provide a happy, caring, secure environment based on Christian values in which children feel valued, respected and enjoy learning.
2. Through experiencing success and appropriate praise, children should be helped to develop a positive attitude to themselves and to others.
3. Children's individuality should be respected and their natural impulse to learn be cultivated.
4. Children need to develop independence, confidence and responsibility.
5. Expectation of children's work and behaviour should be high and consistent.
6. A consistency of approach and continuity towards behaviour helps the learning process.
7. Children's achievements in all areas, (including non-educational achievements) should be given due recognition.
8. Good behaviour needs to be encouraged to give pupils, staff and parents a feeling of common purpose.
9. A framework of social education needs to be given to children to encourage them to learn the rules of social interaction between themselves and others.
10. A grounding in good standards of behaviour and social education at primary school level should equip the child for life in the wider community.

These 10 principles outline the requirements for:

- good relationships and behaviour throughout the school
- an appropriate curriculum which is effectively delivered
- a stimulating and supporting environment

We actively ensure that these principles are maintained by the following:

- looking for the positive and giving praise and recognition
- taking an interest in the 'whole' child – out of school interests, family, etc.
- appreciating each other's problems and working together to develop strengths
- valuing what they've done
- expecting them to take responsibility for others as well as themselves
- encouraging thought about the consequences of their actions
- giving them jobs and responsibilities and trusting them to do them
- building a collection of teachers' books and resources in the staffroom to assist staff with ideas and activities to teach these skills
- ensuring the principles set out in our Teaching and Learning Policy are implemented

Appendix 3: behaviour log

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, police):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, 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 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 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 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 misbehave.

_____ 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: _____