

St Helen's Church of England Primary School



Behaviour policy and statement of behaviour principles

Approved by: Governing Body

Date: April 2023

Last reviewed on: February 2023

Next review due by: Spring 2025

Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Pupil code of conduct.....	6
6. Rewards and sanctions.....	7
8. Behaviour management.....	9
9. Pupil transition.....	10
10. Training.....	10
11. Monitoring arrangements.....	10
12. Links with other policies.....	10
Appendix 1: written statement of behaviour principles.....	11
Appendix 2: Incident Form.....	Error! Bookmark not defined.
Appendix 3: letters to parents about pupil behaviour – templates.....	13

.....

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, and at break and lunchtimes
- Non-completion of classwork or home learning
- Poor attitude

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

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 governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher 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

Rationale

At St. Helen's we believe that discipline is primarily about the development of an individual's sense of responsibility for himself/herself, and tolerance towards other people. Through our four Christian values of Love, Friendship, Perseverance and Trust we aim to teach the children in a positive way how to behave within the school.

This can best be achieved by school, parents and children working in partnership.

We also believe that every adult and child in our school community has the right to exist in a safe and secure environment without fear of prejudice, violence (including bullying) or discrimination.

We aim to achieve a 'whole school' policy with consistency of approach. When necessary there will be a common application of disciplinary measures. Positive aspects of praise and reward should have great emphasis.

Aims

1. To create a caring environment throughout the school.
2. To provide a pleasant, stimulating environment for children and adults.
3. To promote in our pupils an awareness and tolerance of other ways of thinking and behaving.
4. To develop in each pupil a sense of identity, achievement and worth.

Objectives

We shall achieve these aims by:

1. Encouraging a sense of community reinforced by everyone.
2. Providing an environment appropriate to the age related needs of our children.
3. Having expectations that pupils will respect the needs and feelings of others.
4. Reinforcing these values in a positive way. Adults will provide a role model for the children to see.
5. Ensuring that all members of our community have equality of opportunity in all areas of school life.
6. Actively involving and encouraging input from the pupils in their learning and the day-to-day school practices.

Guidelines

1. Be positive Give more praise than punishment
Start every day afresh

Look for the good

2. Be consistentFrom day-to-day, week-to-week
3. Be fair but firm Keep rules clear and simple and stick to them
Emphasise that if children choose to break the rules, sanctions will
Follow
4. High expectationsExpect pupils to show positive behaviour
Show disapproval/disappointment if children misbehave
5. Responsibility Encourage children to be responsible for their own behaviour and
actions
6. Have good class managementBe well organised.
Set appropriate work
Give clear instructions
Know your children

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 an incident 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

THE CODE OF CONDUCT:-

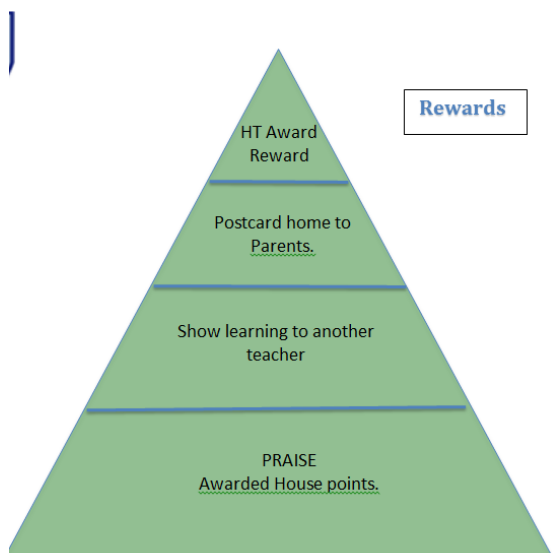
1. Follow instructions from all adults
2. Speak politely and be kind to everyone
3. Be where you should be and be on time
4. Keep hands, feet and other objects to yourself
5. Look after the school's, other people's and your own property.

6. Rewards and sanctions

As part of our behaviour policy, we have adopted the 5 stepped code of conduct throughout the whole school. Children are reminded of the steps and these are displayed in each classroom. Teachers will always encourage the children to change their behaviour rather than progressing through the steps.

Rewards

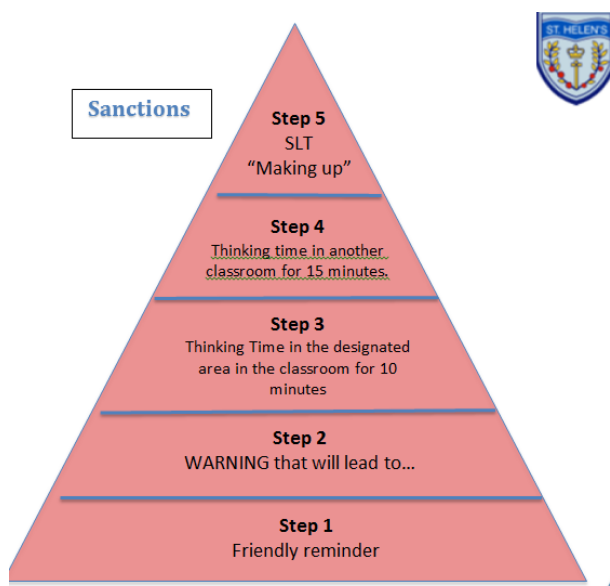
For children who follow the code of conduct they will be rewarded in many different ways.



Rewards could include:-

- Table points – given in class to encourage the pupils to take pride in their working environment.
- House points – Weekly, termly and annual house winners awarded a prize for the winning team.
- Governor's tea party – awarded to pupils who have demonstrated outstanding effort in all areas of school life.
- Celebration assembly – weekly certificated awarded to those following the code of conduct and school Christian values.
- Lunchtime award – given on a weekly basis on each key stage for those children following the code of conduct during the lunchtime period.
- Celebration of work – pupils work is displayed in the classroom.

Sanctions



Every effort will be made to prevent a situation from escalating but where this becomes unavoidable this may lead to formal fixed term exclusion or a permanent exclusion.

Inclusion

There will always be some children who have additional support to cope with normal procedures in our school. These children need additional attention and interventions and teachers should refer to the SENCo and/or the Head Teacher. Possible strategies to support inclusion could be:

- TATs (Tiny Achievable Tickable Targets)
- Social skills groups
- Peer support
- Home school link book/charts
- Written agreements
- Alternative lunch/break sessions

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

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.

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 Teacher will discipline the pupil in accordance with this policy.

Please refer to our Child protection and Safeguarding Policy for more information on responding to allegations of abuse.

The Head Teacher 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 or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - 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 (see appendix 3 for an Incident Form)

8.3 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](#).

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 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 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 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 Teacher and full governing board every two years. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bully Policy

Updated February 2020

To be reviewed Spring 2022

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 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 may 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 full governing every two years.

Appendix 2: Incident Form

St Helen's CE Primary School



Incident Reporting Sheet

Date:	Time:	Pupil's name:	Class:	Location of incident:
-------	-------	---------------	--------	-----------------------

Summary of Events following investigation
Adult witness:
Incident:
Follow up action required:
Final summary of findings:
Investigated by:

All issues of behaviour are recorded on CPOMS

Appendix 3: 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 Head Teacher, 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: _____