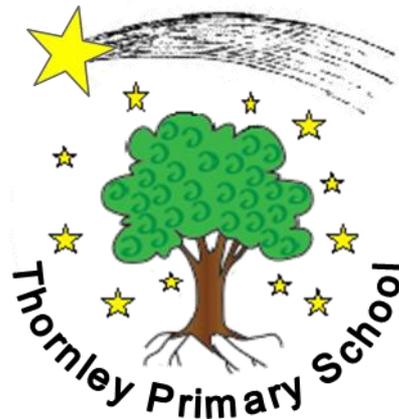


Behaviour policy and statement of behaviour principles

Thornley Primary School



Approved by:

Last reviewed on:

Next review due by:

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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
- Refusal to engage in completion of classwork
- Disrespectful attitude
- Inappropriate behaviour in corridors (e.g. running, shouting)
- Acting without regard for the welfare and safety of other at break and lunchtimes (e.g. hurting, name-calling)

Serious misbehaviour is defined as:

- Repeated disruption in lessons
- Any form of bullying
- Destroying school property
- Theft
- Unprovoked violence or aggression
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These include:
 - Knives or weapons
 - Stolen items
 - Matches or lighters
 - Attempting to access inappropriate websites and/or games
 - Any other 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 (including aggression)
- Repeated, often over a period of time
- Difficult for victim to defend themselves

Bullying can take many forms:

- Physical
- Verbal
- indirect

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy and Policy.

5. Roles and responsibilities around behaviour

5.1 The governing body

The Behaviour, Safety and Welfare Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Behaviour, Safety and Welfare Committee will also review the school's 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 Behaviour, Safety and Welfare 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. The headteacher 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

- Safeguarding the emotional wellbeing of all pupils in school
- Recording behaviour and safeguarding incidents on CPOMS (see appendix 3 for a paper copy of the behaviour log to be used when CPOMS is not readily available)

The senior leadership team will support staff in responding to more serious behaviour incidents where appropriate.

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
- Follow the school's guidance on what to do if they suspect their child is being bullied (see Anti-Bullying Parent Guide)
- Ensure that their child(ren) are dressed appropriately in full school uniform, and have the correct PE kit (See Uniform Policy)

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Class Dojo points – in-class rewards
- Golden Tickets – outside of class rewards
- Communication with parents
- Good book / Star of the Week
- Golden Table

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

- A verbal warning
- Removal from the Green traffic light
- Restorative conversation with teacher during break/lunch time
- Time-out at lunch time
- Referring the pupil to a senior member of staff

- Letters or phone calls home to parents (letter 1)
- Agreeing a behaviour contract with parents (letter 2)
- Meeting with HT, SEN co-ordinator & Class Teacher (letter 3)
- Referral to the Behaviour Improvement Team

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

We may use the time-out room in response to serious or persistent breaches of this policy. Pupils may be sent to the Head Teacher during lessons if they persistently disrupt others and slow down their learning. They will be expected to complete the same work as they would have done in class.

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 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 clear expectations for behaviour through the Class Charter
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating high expectations of behaviour
 - 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 need to use reasonable force to restrain a pupil to prevent them from:

- Causing significant disruption
- 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 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.

For further information see [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 dealing with challenging behaviour may be differentiated to cater to the needs of individual pupils.

The head teacher along with the class teacher and special educational needs co-ordinator will evaluate the behaviour records of pupil who exhibit 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 the school's staff induction process. Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and Behaviour, Safety and Welfare Committee annually. 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 Body every 2 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy – See Appendix
- Safeguarding policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

Our school works to the following set of Principles

- Every pupil has the right to feel safe, valued and respected in school
- All pupils should be able to learn free from disruption caused by 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, staff and parents
- Exclusions will only be used as a last resort
- 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 and approved by the Full Governing Body every 2 years and reviewed by the behaviour, Safety and Welfare Committee annually.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Date:

Dear parent/carer,

Recently, your child, _____, has not been behaving as well in school as they could.

Attached to this letter is a written statement from _____.

It is important that your child understands the need to follow our school and class charters so, 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,

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

Date:

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that our behaviour log shows that behaviour has not improved and is becoming a concern.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward and create a behaviour contract for _____.

Yours sincerely,

Third behaviour letter

Dear parent,

I am sorry to report that, despite our recent meeting in which we created a behaviour contract, _____, has continued to behave inappropriately.

I feel that it _____ would now benefit from very structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the class 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,

Mrs J S Watt
Head Teacher

Appendix 5 – Policy and Guidance on Exclusions

Durham County Council Guidance on Exclusions from Schools and Pupil Referral Units September 2017.

Thornley Primary School follows the DfE Guidance on exclusions.

Recent DfE guidance highlights certain changes to the policy. This document highlights the key changes.

A complete copy of the revised DfE guidance can be accessed at: www.uk/government/publications/school-exclusion

Summary of Key Changes

- Only the Head Teacher can exclude a pupil and this must be on disciplinary grounds. (This cannot be delegated).
- When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true.
- A fixed term exclusion can no longer be extended or converted into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a fixed term exclusion may be issued to begin immediately after the first period of exclusion ends; or permanent exclusion may be issued to begin immediately after the end of the fixed term exclusion.
- The Guidance makes it clear that it is for the Head Teacher to decide whether to exclude a pupil, taking into account the evidence available and the need to balance the interests of the excluded pupil against those of the whole school community. This includes any decision a Head Teacher may make to issue a permanent exclusion following a fixed term exclusion.
- Should a Head Teacher make a decision to issue a second fixed term exclusion to begin immediately after the first exclusion ends then this would be classed as 'consecutive exclusions' and the school would be responsible for arranging full-time day 6 provision if the exclusion is more than 5 consecutive days.
- Where a fixed term exclusion is followed by a permanent exclusion, these are not treated as consecutive for the purpose of calculating the sixth day provision.
- The local authority and/or academy trust must make sure in the event of an Independent Review Panel for a permanent excluded pupil the venue is accessible to all parties.
- An Independent Review Panel can direct a governing body to reconsider a permanent exclusion (also referred to as quashing the governing body's decision). Should the governing body not offer to reinstate the pupil within 10 school days of receiving notification from the panel then the governing body must make a £4,000 payment to the local authority, in addition to the transfer of funding for a permanently excluded pupil.