



Behaviour Policy and Statement of Behaviour Principles

Contents

1. Aims	3
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying	5
5. Roles and responsibilities	5
6. Pupil code of conduct and school rules	5
7. Rewards and consequences	6
8. Behaviour management	8
9. Child transition	9
10. Professional Development	9
11. Monitoring arrangements	9
12. Links with other policies	9
Appendix 1: Written statement of behaviour principles	10
Appendix 2: Reflection Sheet	11
Appendix 3 – Behaviour Chart	12
Appendix 4 – Individual Behaviour Plan	13

1. Aims

This policy aims to:

- Ensure a **positive learning environment** in which everyone thrives
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how children 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 consequences / sanctions**
- To ensure all children's light can shine and the promotion of our Christian Values: Kindness, Generosity, Self-Control, Forgiveness, Courage, Wisdom

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, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Disrespect

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Using foul or abusive language to another child or a member of staff
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism, intentional damage to another person's or school property
- Theft
- Fighting, or physically hurting another child or adult
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items.
These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - 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 child)

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. STOP (Several Times On Purpose).

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

Reporting alleged bullying

Parents and carers are encouraged to report concerns over bullying to the class teacher or directly to the headteacher or senior leader. The sooner these concerns are highlighted, the quicker they can be resolved. Incidents can be reported via Class Dojo or directly to the class teacher in the first instance. They can be reported directly to the headteacher if the parent wishes.

Investigating alleged bullying

We take all allegations of bullying seriously and will investigate appropriately to ensure there is a good understanding of the concerns and that appropriate measure are taken.

Consequences and support

Consequences for children found to have been involved in bullying are in line with Section 7 and will be appropriate to the level of bullying. In every case a reflection sheet will be completed and an opportunity provided for the child to fully apologise for their actions. Support will also be provided to the perpetrator to determine the reasons for their actions and ongoing support and guidance provided to ensure no further incidences occur.

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 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 Board 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 consequences are applied consistently.

5.3 Staff

All 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 on behaviour reflection forms

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are responsible for:

- Supporting their child in adhering to the code of conduct and school rules
- 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. Child Code of Conduct and School Rules

Children 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 children to learn
- Move quietly and calmly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

School Rules (Incorporating our School Christian Values):

1. We set a good example to others. We are wise and able to forgive.
2. We care for each other and for everyone's property. We show kindness.
3. We keep our hands and feet to ourselves. We show self-control.
4. We treat each other as we would like to be treated. We show generosity.
5. We are honest and never cover up the truth. We show courage.

7. Rewards and consequences

Our Behaviour Policy is underpinned by 1,2 3 Magic by Thomas W Phelan Phd. A summary for parents is available on the school website. Some parents may choose to replicate this at home to provide a level of consistency in supporting the effective management of their child's behaviour.

Children will learn to understand that if they choose not to follow the behaviour expectations that there will be consequences to this choice and that there will be sanctions as a result of their choice. Sanctions are based on the 1, 2, 3 magic behaviour strategy. When a child is exhibiting behaviour contrary to the behaviour expectations and agreed rules then the following consequences will be undertaken as appropriate.

1. When the adult observes a child doing something that is a stop behaviour they will hold up one finger and say, "That's a 1."
2. If the behaviour continues the adult will hold up two fingers and say, "That's a 2."
3. If the behaviour after two recognised incidents by the adult continues then they will hold up three fingers and say, "That's a 3." and the child will receive a five-minute time out in their classroom.
Due to the work undertaken with the children on understanding start and stop behaviours there will be no dialogue between the adult and the child with these sanctions.
4. If the child continues to exhibit the behaviour after time out in the classroom then they will be sent to a senior member of staff who will decide on further action.

If the behaviour is of a serious nature then sanction 4 will be applied without steps 1, 2 and 3.

This includes but is not limited to behaviour such as

1. Intentional Physical harm to another child or adult.
2. Use of bad language, racist, sexist and homophobic, biphobic, transphobic comments towards another child or adult.
3. Deliberate defiance, aggression and damage to property.
4. Significant intentional disruption to learning or leaving the classroom without permission.

Any behaviour that merits a 4 the child will be taken to a senior member of staff or the ELSA if none of the senior staff are available. If the child refuses to go with a member of staff, a senior member of staff will be contacted to come to the room.

A member of the senior leadership team or ELSA will then speak directly to the child about the incident and the adult will complete a reflection sheet with the child at the earliest possible time that the child is able to. See Appendix 2.

The consequence for any behaviour that merits a 4 will in most cases result in immediate removal from the classroom to work in isolation for a specified amount of time, see consequences below.

Those children with specific behavioural difficulties, behavioural plans or SEND related behavioural needs will continue to follow the same behaviour principles. The consequences for a child's behaviour will be considered in terms of each child's age and specific behavioural need. When supporting a child with specific behavioral needs all staff must ensure:

- professional respect and professional standards are always maintained
For example:
staff must always use first names of the child
whilst staff are caring for a child staff must not allow children to be over familiar
- standards and expectations of behaviour are in line with this policy
For example:
children must care for each other and for everyone's property.
children are not allowed to climb on or over any school property

7.1 List of consequences

The school may use a range of consequences but it is important to note that at all times the aim of the consequence and associated intervention work is to support the child to behave better and consistently in school for their own wellbeing and educational benefit and the well-being and educational benefit of all the other children and adults in school.

One or more of the following sanctions may be used as a consequence for unacceptable behaviour:

- Expecting work to be completed at home
- Missing a lunchtime or playtime or series of both
- A loss of privileges – for example the loss of a responsibility
- School based community service or imposition of a task related to the behaviour – for example helping to tidy or clean up a classroom.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract and or use of a behaviour report chart to be completed at home and in school
- A behaviour support plan being agreed
- A child may be required to work away from their peers outside of the normal classroom, supervised by a member of staff
- A child may be internally excluded and will continue to complete their work, parents verbally informed on that day
- In the more extreme cases a child may be given a fixed term or permanent exclusion

7.2 Internal exclusion / working outside the normal classroom

The parent or carer of the child will be made aware of any internal exclusion and where a reflection sheet has been completed, parents of the children involved may be informed depending on the severity of the incident. Where a child is internally excluded or working outside of their normal classroom from their peers, they will be in a room with the door ajar and appropriately supervised. They will have access to the toilet and suitable refreshments as would normally be expected in a classroom environment. Children will also have break times, but not with their peers and will be kept out of the classroom no longer than is necessary and the time spent there is used as constructively as possible.

7.3 Everyday will be a fresh start.

This means that the child may continue to have a consequence the following day or series of days if break time is to be missed. However, the child returning the next day will be treated as normal and not be reprimanded any further for their actions. All members of staff are expected to continue to care for and treat every child with the same respect and care regardless of previous incidents.

7.3 What is fair?

In understanding the consequences for behaviour in school it can sometimes be difficult for parents or carers to understand what is fair. As a school we consider 'fair' to be what every child needs to thrive in school. As we will all understand, every child has different needs, different home circumstances and different strengths and weaknesses and as for us as adults, we are all different.

As educational professionals we understand each child's individual circumstances, which may include SEND and or behavioural challenges. Therefore, with that unique and confidential insight, we will apply consequences and sanction based on our professional judgement. We would ask parents to take this into consideration when making a judgment on the consequences applied to another child. Nor would we discuss the individual circumstances relating to another child.

7.4 List of rewards

Positive behaviour will be rewarded with:

- Praise
- Written comments and stickers in books
- The Heart That Shines Certificates
- Class Teacher and Headteacher Certificates
- A physical representation of rewards and consequences in EYFS, Year 1 and Year 2
- Class Dojos in all Classes for good work, kindness and good behaviour, except for Year 6 where children have chosen to have House Points. Class Dojos are positive and will not be taken away.
- House Points, children will be awarded House Points for good behaviour and living out the school values around school.
- Texts or phone calls home to parents
- Special responsibilities/privileges

7.5 Off-site behaviour

Consequences 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. Or in some cases where online bullying may have occurred outside of school.

7.6 Malicious allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will use consequences in accordance with this policy.

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. The key to ensuring positive behaviour is quality first teaching.

Teachers and support staff will:

- Create and maintain a stimulating environment that ensures children are engaged
- Ensure a positive motivational climate in the classroom where every child is valued and cared for
- Display the school rules and their own class rules
- Develop a positive relationship with children, 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
- Use consistent language around children in line with Team Teach and positive behaviour management training. For example: 'Tricky time', 'What is this all about?'

8.2 Time out of classrooms

For some children, a short time out or break from the classroom can be beneficial to them regulating their behaviour and ensuring continuity in their learning. If this requirement is identified and agreed and part of an individual support plan or individual behaviour plan, the class teacher may grant a child 5 minutes time out. If this is the case a child will be given a card on a lanyard to wear as they take time out, this will signify to any other member of staff that they have had permission to leave and the teacher and support staff are aware. Any child will have a limit to the number of times they can leave the classroom in any one session.

Adults who see the child will greet them but not interact, unless the child is at risk or not behaving appropriately. They will remain under the appropriate supervision of an adult.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a child 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

Any use of physical restraint is used in line with the power to use reasonable force outlined in the DfE Guidance Use of reasonable force, summarised below:

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

All teachers and support staff at All Saints have received one day training in Team Teach techniques to support their safe use of reasonable force. It must be remembered that reasonable force or physical intervention to remove a child is only used as a last resort, for example when a child is in crisis or is at a risk or is considered to be a risk to others or is refusing to stop when causing damage to property.

8.3 Confiscation

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

If appropriate searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Child 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 and disabilities co-ordinator will evaluate a child 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.

8.5 Lunchtime Behaviour Management

The same behaviour management strategies are used at lunchtime as throughout the day, 123 Magic. Where a child's behaviour falls below the expected or reaches a three they will come inside to speak to either a member of SLT or the ELSA. The member of staff will then assess based on their professional judgement and knowledge of the child the appropriate course of action. This may involve time out on their own for more serious incidents, time for reflection in the reflection room with a member of the SLT, a short time out before returning to the playground.

9. Child transition

To ensure a smooth transition to the next year, children 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. Professional Development

Behaviour management will form part of continuing professional development.

All Staff will have a copy of this policy as part of their induction and all staff will be Team Teach trained or have attended Positive Behaviour Management Training and have the opportunity to attend regular update training in school.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the full Governing Board every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1:

Written statement of behaviour principles



- Every child 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 children 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 children 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
- Children are helped to take responsibility for their actions and apologise for their actions at the appropriate time, when they have reflected on their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and the child's 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 Board every year.

Appendix 2:

Reflection sheet

 Behaviour incident and reflection form 					
Name of child:			Date:		
School Rules: 1. We set a good example to others. We are wise and able to forgive. 2. We care for each other and for everyone's property. 3. We keep our hands and feet to ourselves. We show self-control. 4. We treat each other as we would like to be treated. We show generosity. 5. We are honest and never cover up the truth. We show courage.					
What happened and what was it all about?					
Action taken and consequence:					
Senior Leadership Team (SLT) Comments:					
Pupil Reflection - What could I have done differently?					
Kindness	Generosity	Wisdom	Self-control	Forgiveness	Courage
<hr/> <hr/> <hr/> <hr/>					
Signed (SLT):		Signed (Child):			



Let your **LIGHT SHINE**
Matthew 5:16

APPENDIX 3:

Behaviour Chart



Behaviour / Attitude Chart

1 - Unacceptable behaviour / attitude

2 - Expected behaviour / attitude


3 - Outstanding behaviour / attitude



	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	Score (1/2/3)	Staff Initials		Score (1/2/3)	Staff Initials		Score (1/2/3)	Staff Initials		Score (1/2/3)	Staff Initials		Score (1/2/3)	Staff Initials	
Arrival on time 8.40 am															
Lesson 1 Comment if applicable															
Playtime Comment if applicable															
Lesson 2 Comment if applicable															
Lunchtime Comment if applicable															
Lesson 3 Comment if applicable															
Signed Teacher															
Signed Parent															

APPENDIX 4

Individual Behaviour Plan

 Individual Behaviour Plan Child's Name: _____ Class: _____ Year Group: _____	
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff supporting the child:
Date of next review:	
Challenging behaviour What does it look like? What triggers it?	Targets What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behavior? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Agreement: Parent name Parent signature Date	Staff name Staff signature Date



Individual Behaviour Plan

Child's Name:

Class:

Year Group:

Skills and Talents		Achievements	
Likes		Dislikes	
Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken
Individual Behaviour Plan evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed.			