

Behaviour policy and statement of behaviour principles

Greenfield Primary School



Everyone can grow in a Greenfield!

Approved by: The Governing Body

Date: November 2020

Last reviewed on: September 2022

Next review due by: September 2024

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.....	5
7. Rewards and sanctions.....	6
8. Behaviour management	7
9. Pupil transition	9
10. Training.....	9
11. Monitoring arrangements	9
12. Links with other policies	9
Appendix 1: written statement of behaviour principles.....	10
Appendix 2: behaviour log for more serious or repeated incidents of misbehaviour	11
Appendix 2 – Behaviour Reflection Form	12

.....

1. Aims

We believe that positive behaviour underpins effective learning and supports a safe and inclusive learning environment, so we expect and reinforce good behaviour at all times. We want our school to be a happy place, a place where the children want to be, where they feel safe and secure and where they can learn well. We also aim for our pupils to become responsible members of their community and positive role models, exemplifying our school values.

Our mission statement '**Everyone can grow in a Greenfield**' sums up our aspirations. This statement is consistently communicated and promoted throughout the whole school. Positive behaviour has an integral role to play in the fulfilment of our 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**
- To promote an environment of mutual respect and self-discipline

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](#)
- [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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Aggression or verbal abuse
- Any form of bullying
- Deliberately putting others in danger
- Vandalism
- Theft
- Fighting
- 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 (e.g. due to an imbalance of power)

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 Strategy.

5. Roles and responsibilities

5.1 The governing board

The Curriculum and Standards Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Curriculum and Standards 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 Curriculum and Standards 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
- Reporting and 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
- Promote respect for school staff, policies and procedures
- 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

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 around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

- Accept sanctions when given
- Work hard to complete learning tasks, including homework
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

These expectations have been translated into a set of simple memorable rules. By everyone following these rules, our school will be a happy and safe place.

- Be kind, gentle and helpful
- Speak politely and listen carefully
- Work hard and try your best
- Be honest and fair
- Look after property
- Keep yourself and others safe

Our overarching Golden Rule is **'treat other people the way you like to be treated'**.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise – specific
- House points
- Dojo points and weekly ClassDojo Champion
- Stickers and stamps
- Special awards in assemblies – Star of the Week and entry in our Golden Book
- Headteacher and Deputy Headteacher award stickers
- Messages or phone calls home to parents
- Special responsibilities/privileges – e.g. House Captains, Peer Mediators, Anti-Bullying Champions

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 (within eyesight of the teacher or a teaching assistant) to quietly reflect on their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Kept inside at break or lunchtime to reflect on their behaviour while completing our Behaviour Reflection Form (see appendix 3)
- 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' or on behaviour monitoring chart

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 safeguarding policy for more information on responding 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 our school rules/code of conduct
- 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

When dealing with misbehaviour in class, staff will follow this procedure:

1. Give a general reminder to the class of the behaviour or rule to be followed, allowing individual(s) time to correct their behaviour
2. If the misbehaviour continues, give a direct prompt or reminder to the child of the school rules, identifying the behaviour to be corrected.
3. Record the child's name on the whiteboard, if appropriate. Be clear why (e.g. as a visual reminder to correct the behaviour)
4. Where possible, support the child to correct the behaviour (e.g. by changing the child's position in class, removing any immediate distractions)
5. If the child corrects the behaviour, remove their name from the board.
6. If the misbehaviour continues, inform the child of sanctions to be applied as follows:
 - i. Stay with teacher/sit on bench for part of playtime
 - ii. Loss of part of break or lunchtime to complete unfinished work.
7. If misbehaviour continues, child to visit Headteacher (or DHT in head teacher's absence) for discussion around behaviour. Child will lose break or part of lunchtime to complete a Behaviour Reflection Form.

Serious misbehaviour incidents are always referred to the Headteacher or, in her absence, the deputy headteacher.

1. The Head/Deputy will talk to the child/children in order to clarify the incident and remind the child/ren of the Greenfield Rules and expectations for behaviour.
2. The child may be kept in for all or part of break or lunchtime or to work in isolation for a time.
3. Parents are informed either in person or by telephone and the incident is recorded in the behaviour log on MyConcern.
4. The Senior Leadership Team will discuss the incident and, if deemed appropriate, invite parents in to further discuss problems and how to resolve them.

Exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

In very extreme circumstances, exclusion procedures, both fixed term and permanent, may be brought into force. A child can be excluded on a fixed term basis for a maximum of 45 days in any school year. When deciding upon the fixed length of the exclusion the Headteacher will take into account the incident, previous exclusions and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. The child is not permitted to be in public areas in school hours during the exclusion. Following a fixed term exclusion, there will be a re-integration meeting involving the school, child and parent(s). Further details are in our Exclusions Policy.

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 2 for the behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) 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 [Searching, Screening and Confiscation](#) guidance.

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 a Pastoral Support 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. For some pupils, particularly those with SEND or social, emotional and mental health needs, social stories and passports about their transition are used.

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, 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 Curriculum and Standards Committee every two 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 board every 4 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Strategy

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 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 full governing board every 4 years.

Appendix 2: behaviour log for more serious or repeated incidents of misbehaviour

These will be recorded on MyConcern. This shows typically the information that will be recorded.

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 2 – Behaviour Reflection Form

Name Class

Reasons for My Behaviour

Date

Consequences of My Behaviour

1.

2.

3.

Description of my behaviour

How has my behaviour made others feel?

How do I feel now?

What might have happened?

Plan for Improvement

Signed
(pupil)

Signed
(teacher)