

# Stafford Leys Primary School

## Behaviour policy and statement of behaviour principles

May 2020



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**Approved by:** Andy Kitchen (Headteacher) and COG

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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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any inappropriate items. This includes 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. It is 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

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 monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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
  - Talking to, listening to and working with parents and children, especially if there are concerns
  - Having clear high expectations
  - Providing interesting and challenging work
  - Being consistent and fair
  - Always looking for opportunities to give praise
  - Being patient
  - Valuing each child as an individual
  - Promoting a positive and encouraging ethos in the classroom and within the wider school
  - Taking a team approach to managing behaviour in and outside of the classroom
- Making a member of the senior leadership team aware of any significant behaviour incidents.

The senior leadership team will support staff in responding to significant behaviour incidents and are expected to maintain a log of such incidents on CPOMs.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules and work expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
  - Model good behaviour and language

- Ensure their child has enough sleep and a healthy diet
- Set standards and be consistent
- Recognise and praise their child's strengths
- Show a positive attitude towards school and take an interest in their child's learning
- Talk to, listen to and work with the teachers and their child
- Encourage their child to be independent

## 6. Pupil code of conduct

We believe that:

- school should be a happy, caring place where children can feel secure and untroubled
- every child should be taught to have concern for others and their property
- we should encourage the feeling of community and responsibility

At Stafford Leys, we use strategies which support every child to make good decisions about their behaviour and help our whole school community to learn in an environment which is supportive and positive.

### 6.1 Our school rules

We have a simple set of school rules which are displayed all around our school. The Stafford Leys rules are:

- Follow instructions the first time you are asked
- Keep your hands and feet to yourself.
- Speak pleasantly to everyone at all times (KS2 using appropriate language)
- Listen carefully and take turns in speaking
- Get on with your work and allow others to do theirs

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
- Understand and accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Show Learning Behaviours which match our school ethos (Stay focused, learn from mistakes, develop a love of learning, release their imagination, ask questions, give it a go, operate as a team and never give up)

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

At Stafford Leys, we place great emphasis on good behaviour and we believe that it is best promoted by the use of rewards.

#### Good to be Green

We use the Good to be Green system. All classes have a display wallet with every child in the class displayed. All children start the day with a green card with the aim to remain green all day or receive an additional award, such as a gold or silver card. If a child does not choose to follow the school rules then the sanction cards will be used. Cards are reset back to green at lunchtime and at the end of the school day. During the COVID-19 outbreak only one member of staff will change/touch the good to be green cards. This will be a designated responsibility within each group of children.

We use a range of age appropriate strategies and reward systems to promote good behaviour in school.

During the COVID-19 outbreak these will be more limited and will include;

- Praise
- Bubble celebration sessions to promote and recognise positive behaviour. Children will remain at their desks/work areas during these sessions.
- Phone calls and/or emails to parents will be used to share positive examples of behaviour demonstrated by a child.
- Marbles in the jar/smiley faces on the board with an agreed reward when the jar is full. (10 smiley faces on the board in the EYFS, 20 marbles in KS1 and KS2). Only one designated member of staff will touch these resources.

- House points (pom poms in EYFS and KS1 and class dojo in KS2). Only one designated member of staff will touch these resources.
- House awards e.g. extra playtime, bubble film session.
- Silver and gold cards as part of the Good to be Green system. Only one designated member of staff will touch these resources.

By emphasising and celebrating the positive aspects, we will motivate and encourage our children to behave in an acceptable way.

At classroom level, teachers will use their professional skills to deal with any incidents of inappropriate behaviour.

There will be occasions when we will need to use sanctions when children have not followed the school rules. Staff at the school will take a staged approach to sanctions. The children will be made aware of the consequences of breaking the rules, and following a warning, there will be a clear sequence of sanctions.

When appropriate, particularly if a child is recognised as having special educational needs, we may use an individually designated outside area to support their behaviour. Providing it is safe to do so, such as having sufficient staffing, pupils may be sent to their designated area during lessons if they require 'time out' or an opportunity to calm down, and they will be expected to complete the same work as they would in class.

The sanctions we use in school are entwined with the Good to Be Green system and are as follows;

1. Verbal warning
2. Orange card
3. Red card (Miss part of playtime – 2 minutes in EYFS and KS1, 4 minutes in year 3/4 and 6 minutes in year 5/6). The children will stand on the playground outside of their classroom to complete this.
4. A phone call home to inform parents will be completed if any of the sanctions below are required.
5. The teacher will telephone a member of SLT to discuss the behaviour and action required.
6. If the behaviour continues or puts the child or others at a greater risk of spreading or contracting COVID-19 a risk assessment will be completed by the teacher and Headteacher. Action will be taken to reduce or remove the risks identified. This could include the recommendation that the child is educated at home.

At Stafford Leys, we believe that:

- Sanctions must be consistent, fair to all and carried out as soon as possible after the incident.
- It is important not to punish a whole group of children for the poor behaviour of some children.
- Where possible staff will talk, from a 2 meter distance, on a one-to-one basis with the child, to discuss the incident.
- We aim to Praise in Public (PIP) and Reprimand in Private (RIP)
- If a punishment is appropriate e.g. loss of break time, a phone call home, we aim for it to be carried out by the staff member who has given it.

In the event of serious or persistent problems we believe that it is very important for parents to be involved, so that we can work together to bring about an improvement in behaviour. In some cases, we may need to make telephone contact daily so that staff and parents can monitor the child's progress towards behaviour improvement targets together. The telephone calls will replace our behaviour book system and will only be used after discussion between class teacher, parents and the Headteacher.

Some children may need to be placed on the Special Educational Needs and Disability Record (SEND) as a result of their emotional, behavioural or social difficulties. In these cases we will work with parents and an Individual Education Plan (IEP) will be completed with specific targets and time limits. Parents will be expected to support their child to achieve these targets which will then be reviewed at set intervals.

As a last resort, the ultimate sanction will be for the Headteacher or Deputy Headteacher in his absence, to exclude the child from school in accordance with Department for Education guidelines. This action may be taken as the last step in a series of disciplinary measures, or in response to a very serious incident.

See appendix 3 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 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/statement of procedures for dealing with allegations of abuse against staff 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 the pupil code of conduct and a copy of the school rules
- Develop a positive relationship with pupils, 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

### 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 a member of the senior leadership team and parents (see appendix 2 for an incident log)
- Be recorded on the CPOMs system by a member of the senior leadership team
- Be in line with the Department for Education's use of reasonable force guidance.

During the COVID-19 outbreak, if there are any children within school that require regular physical restraint, a risk assessment will be completed to identify the risks and benefits. Following this, the school will discuss the best options for the safety and well-being of the child, staff and other pupils. If the risk identified is high, the school will discuss options with the family. This could include the recommendation that the child is educated at home.

### 8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. 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. School staff will make a telephone call to parents when an item is confiscated in the first instance to reiterate the importance of not having non essential items in school. If items are confiscated frequently from the same child, the school may be unable to return them until the end of the week/the school term as we need to limit the contact and touching of non essential items.

On the rare occasions when required, searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). A record of any such search or screening will be logged by a member of SLT on the CPOMs system. This will only happen where there is an immediate, substantial risk to the pupil or others within school. PPE will be worn during the search.

### 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 and disability 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.

At Stafford Leys, we are committed to minimising the barriers faced by disabled pupils across the whole curriculum by thinking ahead and removing potential obstacles to learning and achievement. Staff will make reasonable adjustments to their teaching approaches, classroom routines and homework provision where necessary in line with the Disability Discrimination Act.

## **9. Pupil transition**

To ensure a smooth transition to the next year, the school staff will share appropriate information. In the summer term of 2020, a physical transition is unlikely to be possible. The school will monitor Government guidance and create a transition plan to best support the pupils and staff and ensure that this is appropriate to each year group. Transitional arrangements are likely to be carried over into the 2020/2021 academic year. Year groups will provide appropriate information to parents as it becomes available.

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 year. Information on behaviour issues will 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. A staff training log is maintained and includes training linked to this policy.

## **11. Monitoring arrangements**

A governor is nominated to have responsibility for maintaining an overview of behavioural and bullying issues. Our current nominated governor is Allison Hammond.

This behaviour policy will be reviewed by the headteacher and the Governors Curriculum Committee every three years. At each review, the policy will be approved by the headteacher and endorsed by the Governors.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy



## **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.

## Appendix 2: Incident log resulting in the restraint of a pupil

<b>Pupil's name</b>		<b>Pupil's class number</b>	
<b>Date of the incident</b>		<b>Time of the incident</b>	

Name of the staff member(s) whom restrained the pupil	
Place of the incident	
Incident leading to restraint. Pupil's behaviour, staff intervention - what was said, strategies used to diffuse situations, force used, how it was applied and for how long etc.) Please continue on separate sheet if necessary	
Details of any injury/damage to student, staff or property and any action taken as a result of this. Please continue on a separate sheet if necessary.	
Headteacher informed (By who, date and time)	
Phase Leader informed (By who, date and time)	
Parent/Carer informed (By who, date and time)	
Adult witnesses	
Pupil witnesses	
Additional people informed of the incident if required including date and time (other staff, governors, police)	
Pupil spoken to by (Senior Leadership Team) including date and time	
Student response. Please continue on separate sheet if necessary	

<b>Staff member's signature</b>		<b>Date</b>	
<b>Senior leader's signature</b>		<b>Date</b>	

<b>Head teacher's signature</b>		<b>Date</b>	
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**Appendix 3: Letters to parents – if parents are unable to be spoken to verbally.**

**First behaviour letter**



**STAFFORD LEYS COMMUNITY PRIMARY SCHOOL**

**STAFFORD LEYS  
LEICESTER FOREST EAST  
LEICESTER LE3 3LJ  
TEL. 0116 239 2482  
FAX. 0116 239 5777  
EMAIL: [office@staffordleys.com](mailto:office@staffordleys.com)  
[www.staffordleys.com](http://www.staffordleys.com)  
HEADTEACHER – MR A KITCHEN**



Date \_\_\_\_\_

Dear \_\_\_\_\_,

I have attempted to contact you to speak to you directly however, unfortunately, I have been unsuccessful in doing this.

Therefore, I am writing to you to inform you that 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 school rules and expectations, 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

**Behaviour letter – return slip**

Please return this slip to school to confirm you have received and read this letter. Thank you.

Name of child: \_\_\_\_\_ Parent name: \_\_\_\_\_

I can confirm that I have received and read the letter regarding my child's behaviour.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Second behaviour letter**

**STAFFORD LEYS COMMUNITY PRIMARY SCHOOL**



**STAFFORD LEYS  
LEICESTER FOREST EAST  
LEICESTER LE3 3LJ  
TEL. 0116 239 2482  
FAX. 0116 239 5777  
EMAIL: [office@staffordleys.com](mailto:office@staffordleys.com)  
[www.staffordleys.com](http://www.staffordleys.com)  
HEADTEACHER – MR A KITCHEN**



Date \_\_\_\_\_

Dear \_\_\_\_\_,

I have attempted to contact you to speak to you directly however, unfortunately, I have been unsuccessful in doing this.

Therefore, I am writing to you to inform you that following our verbal conversation/my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our school rules and expectations.

I would appreciate it if you could attend a meeting with me so we can discuss a way forward. I would like to meet in the classroom on \_\_\_\_\_ at \_\_\_\_\_.

Yours sincerely,

Class teacher

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**Behaviour letter – return slip**

Please return this slip to school as soon as possible. Thank you.

Name of child: \_\_\_\_\_ Parent name: \_\_\_\_\_

I can confirm that I have received and read the letter regarding my child's behaviour. Please tick one of the following statements.

I can attend a meeting with you at the time you suggest.

Unfortunately, I am unable to meet at the time you have suggested but I can attend during the following times (Please insert details of the suggested meeting time.)

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Forest East LE33LJ.



**Third behaviour letter**

**STAFFORD LEYS COMMUNITY PRIMARY SCHOOL**



**STAFFORD LEYS  
LEICESTER FOREST EAST  
LEICESTER LE3 3LJ  
TEL. 0116 239 2482  
FAX. 0116 239 5777  
EMAIL: [office@staffordleys.com](mailto:office@staffordleys.com)  
[www.staffordleys.com](http://www.staffordleys.com)  
HEADTEACHER – MR A KITCHEN**



Date \_\_\_\_\_

Dear \_\_\_\_\_,

I am sorry to report that, despite meeting and discussing \_\_\_\_\_ behaviour, they have continued to behave in an unacceptable way.

I feel that they 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. We would like to meet in the Headteacher's office on \_\_\_\_\_ at \_\_\_\_\_.

Yours sincerely,

Class teacher

**Behaviour letter – return slip**

Please return this slip to school as soon as possible. Thank you.

Name of child: \_\_\_\_\_ Parent name: \_\_\_\_\_

I can confirm that I have received and read the letter regarding my child's behaviour. Please tick one of the following statements.

I can attend a meeting at the time you suggest.

Unfortunately, I am unable to meet at the time you have suggested but I can attend during the following times (Please insert details of the suggested meeting time.)

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

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