

Stafford Leys Primary School

Behaviour policy and statement of behaviour principles

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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 consequences**

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
- Keeping Children Safe in Education
- 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
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional touching without consent)
- Sexual harassment, which is any unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, of sharing of explicit content
- Vandalism
- Theft
- Fighting
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and vapes
 - 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. It has happened several times, on purpose. (STOP) 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 Local Advisory Board (LAB)

The LAB 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 consequences 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
- Support staff to pass incident information on to class teacher, or HLTA if they are teaching in 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 consequences 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 consequences

7.1 Rewards and consequences

Rewards

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

consequence cards will be used. Cards are reset back to green at lunchtime and at the end of the school day.

The Good to be Green system may also be used to reward good effort within lessons and to praise the use of learning behaviours. It is not simply used to praise or address conformity behaviour.

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

- Praise
- Stickers or similar
- Celebration assemblies to promote and recognise positive behaviour.
- Phone call to or a brief, end of the day conversation with 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).
- House points (pom poms in EYFS and KS1 and Class Dojo in KS2)
- House awards e.g. extra playtime, film session, non-uniform day.
- Silver and gold cards as part of the Good to be Green system.
- Platinum cards as part of the Good to be Green system in Year 5 and 6
- Bucket Lists
- Passports

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

Consequences

At Stafford Leys we use consequences, not punishment to address poor behaviour.

Using consequences:

- Allows for a growing understanding of cause and effect
- Removes the label of a 'bad' or 'naughty child' who needs to be 'punished'
- Allows the child the opportunity to begin to understand how their behaviour affects others and their surroundings without shame
- Reduces the child's fear of failure/shame (if done in private and without the public humiliation)

At all times, the emphasis is on making good choices about behaviour. For the vast majority of children a gentle reminder is all that is required. However, we recognise there may be times when some children make choices which affect others and disrupt the core values we uphold.

Our consequences are explained below.

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 consequences when children have not followed the school rules. Staff at the school will take a staged approach to these. The children will be made aware of the consequences of breaking the rules, and there will be a clear sequence implemented.

When appropriate, particularly if a child is recognised as having special educational needs, we may use the nurture room, or another appropriate space, 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 if appropriate, they will be expected to complete the same work as they would in class.

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

1. Non verbal signal given by staff
2. Verbal reminder
3. Verbal warning
4. Yellow card
5. 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). At this stage the class teacher (or HLTA if they are teaching), will have a restorative discussion with the pupil.

A phone call home (or a brief discussion at the end of the day) to inform parents will be completed if a child receives a red card or if any of the consequences below are required.

6. Different options are considered at this stage depending on the behaviour and the pupil involved.

The options include, but are not limited to, the child being sent to another class; a different adult or a member of the SLT team.

If there is a case where a child receives regular red cards or significant consequences, this will be recorded on the class pupil progress document.

Whenever a consequence is required, the teacher will talk to the child to explain what behaviour is inappropriate and why. The conversation will be approached in a restorative way and will be completed at every stage.

At Stafford Leys, we focus on a restorative approach. This means that a member of staff will speak to the child on a one-to-one basis, to discuss the incident.

We believe that:

- Consequences 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.
- We aim to Praise in Public (PIP) and Reprimand in Private (RIP)
- If a consequence is appropriate e.g. loss of break time, a phone call home, this will be carried out by the staff member who has given it, or the child's class teacher.

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 employ specific strategies so that staff and parents can monitor the child's behaviour together. The strategies may include:

- Regular telephone calls home
- Informal discussions with parents
- Implementing an individual behaviour plan/monitoring card – The focus and format of this will be decided based on the individual needs of the child.

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 a Learning Plan 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.

Exclusion from school

As a last resort, the ultimate consequence will be for the Headteacher or Deputy Headteacher in their 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 serious or persistent breach of the school's behaviour policy or if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in school.

Please see the Bradgate Education Partnership Exclusion Statement on the school website for further details

Zero-tolerance approach to sexual harassment and sexual violence

Stafford Leys will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In the first instance, our response will be to re-educate perpetrators and provide opportunities for mediation between the victim and perpetrator. Further incidents will lead to more serious consequences.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

7.2 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been deliberately invented or malicious, the headteacher will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will decide an appropriate course of action.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the BEP Child Protection and Safeguarding policy for more information on responding to allegations relating to staff members. (See section 8 and 14 Whistleblowing and Appendix 2).

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 by modelling it and 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

Team Teach training strategies and holds will be used if physical restraint is required. This training is updated for key staff regularly.

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.

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. 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.

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 (SENDCo) 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. 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

The LAB has responsibility for maintaining an overview of behavioural and bullying issues.

This behaviour policy will be reviewed by the headteacher and the LAB at least every three years, or earlier if required. At each review, the policy will be approved by the headteacher and endorsed by the LAB.

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, consequences 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 LAB 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

Pupil's name		Pupil's class number	
Date of the incident		Time of the incident	

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	

Staff member's signature		Date	
Senior leader's signature		Date	

Head teacher's signature		Date	
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Please ensure that this log is scanned onto CPOMs