

Behaviour policy and statement of behaviour principles

Greenleys First School



Approved by:

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1. Aims

This policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community and for life
- Provide a consistent approach to behaviour management that celebrates and normalises good behaviour and ensures that pupils are treated fairly, shown respect and promotes good relationships
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave so that pupils are taught to self-regulate and become responsible for their own behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions that refuses to give pupils attention and a sense of importance for poor conduct

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](#).

- ❖ 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 must publish their behaviour policy online

3. Definitions

For the purpose of this policy we as a school make the following definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors/areas between classrooms, 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 sexual touching without consent)
- Sexual harassment, meaning 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, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: 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 which is on the policies page of our [school website](#).

5. Roles and responsibilities

5.1 The governing board

The Governing Board of our school 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 sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- ✓ Implementing the behaviour policy consistently
- ✓ Staff must be **consistent** when referring to the three rules (section 6. Pupil code of conduct), always pinning behaviour to the same three rules every time.
- ✓ Modelling positive behaviour in the following ways:

We use calm voices. We do not shout.	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting 'STOP!' across a busy playground if a child was seen to be doing something that was going to cause harm to themselves or another.
We always refer to the behaviour and not the child.	When talking with children about negative behaviour, we always talk about the behaviour so that children understand that they have a choice in how they behave.
'It takes a whole village to raise a child.'	We encourage children to continue their positive behaviour outside of the school in a number of ways. We support our families with negative behaviour at home/travelling to school through discussion with families/children and support from our Learning Mentor. We model good behaviour when out and about in the local community.
Non-confrontational approach	We use a non-confrontational approach when speaking to children, families and the local community. This includes verbal and non-verbal communication.
Behaviour outside of the school	If the school is made aware that anti-social or unacceptable behaviour has been displayed by pupils outside of school then the school will work with local agencies and families to deal appropriately with those behaviours.

- ✓ Providing a personalised approach to the specific behavioural needs of particular pupils
- ✓ Recording behaviour incidents
- ✓ Informing parents/carers when pupils are removed from class and/or have Reflection Time as a result of poor behaviour choices
- ✓ The senior leadership team should be highly visible, engaging with pupils and parents and 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
- ✓ 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

Ready, Respectful and Safe are the three rules that underpin our behaviour policy and which all pupils are expected to follow.

Pupils are expected to be:

- ✓ **Ready** – Ready to learn, ready to listen, ready to participate etc.
- ✓ **Respectful** – Respectful of themselves, respectful of their peers and adults & respectful for our school environment
- ✓ **Safe** – Safe in their learning, safe with their peers and adults and safe in the activities in which they are taking part

<i>Our Pupil Code of Conduct</i>		
<i>We are ready...</i>	<i>We are respectful...</i>	<i>We are safe...</i>
<ul style="list-style-type: none"> ✓ We are on time for school ✓ We have everything we need in school (book bag, PE kit, home learning etc.) ✓ We wear our school uniform ✓ We are ready to learn (pay attention, sit sensibly etc.) 	<ul style="list-style-type: none"> ✓ We listen to others and expect to be listened to ✓ We use kind words and are a good friend to others ✓ We use polite words and remember our manners ✓ We look after the school building, displays and equipment ✓ We join in with activities and help others if they need it 	<ul style="list-style-type: none"> ✓ We use kind hands and feet ✓ We stay safe online at school and at home ✓ We tell an adult about any problems or worries ✓ We follow instructions from adults ✓ We move safely around the school

Our pupil code of conduct poster is displayed around the school and referred to in dialogue with pupils about behaviour choices (appendix 4).

7. Rewards and sanctions

7.1 Rewards

We work on the principle that most of our pupils will respond well when their efforts and good behaviour are recognised and valued. We use a range of rewards:

Reward system	Why?	How?
Praise, praise & more praise!	To draw attention to the positive behaviours that we value.	<p>All staff use praise regularly and as the primary strategy for encouraging positive behaviour choices. We thank pupils when they are demonstrating the positive behaviours that we value.</p> <p>e.g. <i>Dave, thank you for walking quietly.</i></p> <p><i>Tina, you are listening really well, thank you.</i></p> <p><i>Allyia, thanks, you're sitting quietly ready to learn.</i></p> <p>We try to use pupil's names when giving praise. Praising positive behaviours should be the most frequently used reward and should be woven into all our interactions with pupils throughout the day as we 'catch them being good.'</p>
Proximal praise	To draw attention to the positive behaviour of pupils that are near to those who are exhibiting negative behaviours, without drawing attention to the negative behaviour.	<p>When staff notice a child demonstrating a negative behaviour we praise a different, but nearby child, that is demonstrating the positive behaviour that we value. This is usually sufficient to deter the negative behaviour. Staff would then praise the child who was previously demonstrating negative behaviours.</p> <p>e.g. Carly is talking on the carpet when she should be listening to a story.</p> <p>The teacher spots Amina sitting quietly just in front of Carly and says '<i>Thank you for listening to the story, Amina</i>'.</p> <p>Carly notices Amina being praised and stops talking and starts to listen.</p> <p>The teacher says '<i>Carly, well done for listening.</i>'</p>
Individual rewards	To reward pupils on an individual basis for demonstrating positive behaviours.	<p>Reward points are awarded using Class Dojo via the interactive whiteboard/tablet for positive behaviour or actions that demonstrate our core values of Respect, Courage and Co-operation. Points can also be awarded for a pupil's effort or achievement. Once awarded points cannot be taken away. Parents are informed electronically via Class Dojo. All staff, including Midday Supervisors, can award Dojo points.</p>
Class rewards	To develop a sense of class community and co-operation - pupils behaving	<p>Teachers will set a total number of Dojo points that need to be reached for the class to receive a reward. The total number of points is the collective total of each child's individual points. The class reward is established at the start of the new year and then following each reward time. Class rewards should be achievable every 2 or 3 weeks.</p>

	well to reach a common goal	<p>Rewards should be up to 1 hour in length & could include: an extra playtime with equipment, an extra Chrome Book session, a Golden Time, a short (U rated) movie with popcorn, board games session, cooking/baking session, party games session, short trip to the local park etc. Pupils will vote from a list at the start so that they know what reward they are collectively working towards.</p> <p>Teachers are responsible for keeping a weekly tally of Dojo points so that the pupils understand their class progress towards the class target.</p>
Whole school rewards	To develop a sense of whole school community and co-operation - pupils behaving well to reach a common goal	<p>The Head Teacher will set a school total of Dojo points that needs to be reached for the whole school to receive a reward. The reward will be established at the start of the new term and again after each reward. Rewards should be achievable once per term.</p> <p>Examples might include: a splash party, a trip to the local park with ice cream, a school water fight, a special disco, party games afternoon, visit to local museum/attraction, fun session t the swimming pool, local walk and picnic, pyjama party, mini-farm in school, puppet show, magician/entertainer, cinema or theatre trip, The Owl Man etc.</p> <p>The Headteacher is responsible for keeping a monthly tally of Dojo points so that the pupils understand the whole school progress towards the school target.</p>
Acknowledgement Boards	To acknowledge the good behaviour and actions of the whole school community – including both pupils and staff	<p>Each class has an acknowledgment board in their classroom. This is a place where pupils and staff can acknowledge someone (pupil or staff) for demonstrating the school values of Respect, Courage and Co-operation and/or one of the 3 school rules. Post-it notes are written on and added to the board. Teachers periodically read these out and share the 'good news' with the class.</p> <p>A similar board will operate in the hall for use by Midday Supervisors, staff and pupils and will be shared with pupils regularly during assemblies.</p> <p>Acknowledgment boards could be titled: The best version of you... Above and beyond... Thank you for... etc.</p>
The Golden Table	To acknowledge the good behaviour and actions of pupils at lunchtimes	<p>The MDS Team nominate children each week, whose behaviour at lunchtime (inside and/or outside) has been exceptional. These children choose a friend to sit with them at the Golden Table as a reward. Each Friday the table is laid with a table cloth, flowers and squash.</p>
Celebration & Values Assemblies	To reward and acknowledge effort, achievement or exceptional behaviour of pupils	<p>Monday assemblies acknowledge and celebrate the PSHE/RHE theme of the week using the celebration scrolls added to by pupils/staff during the previous week.</p> <p>Wednesday assemblies focus on values (school's core values and British Values) and regularly acknowledges pupils and staff who demonstrate those values. The hall based 'acknowledgement board' is also discussed and those pupils/staff listed are thanked.</p> <p>Friday assemblies are celebration assemblies that parents are invited to. Staff award certificates for effort and achievements in writing, maths and a non-core subject. Pupils who demonstrate exceptional behaviour or actions that exemplify our core values of</p>

		Respect, Courage or Co-operation receive a Gold Leaf Certificate and add their name to our Golden Tree.
Headteacher's Gold Leaf Tea party	To reward and acknowledge effort, achievement or exceptional behaviour of pupils	The Headteacher holds a regular tea party with the Gold Leaf winners. At the tea party children discuss why they were awarded their Gold Leaf and congratulated by the Headteacher/SLT.
Phone call home/meet & greet praise	To reward and acknowledge exceptional behaviour of pupils	Staff are encouraged to make a brief phone call to a parent/carer to celebrate a child who has displayed a really good behaviour choice or exemplified a school value during the week and/or praise pupils as they meet and greet parents/carers throughout the week.

7.2 Sanctions/classroom support

For the vast majority of students, a gentle reminder or nudge in the right direction is all that is needed. This might be a quiet word or a visual cue in order to correct the behaviour.

When this is not enough classroom support/sanctions should be moved through in a number of steps in a calm manner with plenty of take-up time for pupils who are exhibiting negative behaviours. Staff should resist the urge to jump steps. The steps are as follows:

Sanctions system	Why?	How?
1.Reminder + take up time	<p>Minimises the attention given for a negative behaviour.</p> <p>Reinforces the 3 school rules in a positive way.</p> <p>Pupils need a minute to think and correct the behaviour.</p>	<p>A reminder of the expectations for pupils referring to the 'ready, respectful, safe' rules should be delivered, where practicable, privately to the pupil. The staff member makes the pupil aware of their behaviour using positive language. The pupil has the choice to do the right thing and is given a few minutes take up time to do so.</p> <p>E.g. Theo, remember that we wear school shoes unless we are ready for PE time.</p> <p>James, remember that we show respect by listening to others when they are talking...</p> <p>Uswa, remember that we walk safely through the hall, thank you!</p>
2.Warning + take up time	<p>Minimises the attention given for a negative behaviour.</p> <p>Pupils need a minute to think and correct the behaviour.</p>	<p>A reminder of the expectations for pupils referring to the 'ready, respectful, safe' rules should be delivered privately to the pupil. The staff member makes them aware of their behaviour and warning them about the consequence if they don't change it. The pupil has the choice to do the right thing. This should still be delivered using positive language.</p>

		<p>E.g. James, I have reminded you once that we listen to others...I still need to see you do this....If you don't do this then you are choosing to...(+suitable consequence)</p> <p>Uswa, I have asked you already to walk safely through the hall, I need you to walk for me, if you continue to run you are choosing to...(+ suitable consequence)</p>
<p>3.Last chance warning using script + take up time</p>	<p>As above + Pupils are clear about expectations and consequences of their choices.</p>	<p>A clear & final warning should be delivered privately to the pupil making them aware of their behaviour and again outlining the consequences if they continue. Pupils should be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on the staff member has said and respond appropriately. Scripted approaches at this stage are encouraged:</p> <p><i>e.g. Mark, this is your last warning, I need to see you...or you are choosing to...remember last week when you....and how that made you feel happy?</i></p> <p>Walk away as soon as you have finished and praise pupils who are getting it right (proximal praise). Do not get drawn into any additional conversation about the incident.</p>
<p>4.Removal from a lesson</p>	<p>Disruption to learning is minimised. Pupil has opportunity to regulate behaviour away from peers.</p>	<p>Pupil is removed from the learning environment by the Teacher or Teaching Assistant to an agreed area nearby. This could be a space in a corridor, a quiet side room etc. If the pupil refuses, then the support of a member of SLT or pastoral staff should be requested.</p> <p>If a pupil is removed from learning this must be logged on MyConcern and the parent/carer must be informed the same day. Staff should not make any record of this that the pupils can see (e.g. sad faces, traffic light systems etc.).</p>
<p>5.Reflection Time</p>	<p>Provides self-reflection for pupil and builds ability to see their behaviour from a different perspective. Pupil has opportunity to regulate behaviour away from peers.</p>	<p>Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle of our behaviour policy.</p> <p>Reflection Time should be carried out as soon as possible or at the next break in learning (playtime, lunchtime etc.) using one of the choices in the chart below.</p>

Teachers/staff should choose the most appropriate Reflection Time approach from the chart below. Restorative conversations can be a beneficial part of any of the Reflection Time choices below. The **Zones of Regulation** posters/resources (appendix 3) are also a useful tool in supporting discussions and aiding self-regulation during Reflection Time.

Reflection Time	Why?	How?
1.Restorative Conversation	Provides self-reflection for pupil and builds ability to see their behaviour from a different perspective.	Staff member holds a brief coaching conversation with the pupil focussed on 5 key questions: What happened? What were you thinking/feeling at the time? Who has been affected? What should we do to put things right? How can we do things differently next time?
2.Catch up	Maintains a positive relationship with the pupil. Allows pupil opportunity to reset their behaviour.	Behaviour that resulted in a pupil being removed from learning may need no more consequences. However, it is very important that the class teacher ' catches up ' with the pupil before the next lesson, acknowledge that the behaviour in the previous lesson wasn't appropriate or beneficial and that the next lesson is a fresh start. This should not be used as a 'telling off' time.
3.Imposition	Pupils understand the work expectations of their year group.	Work that was not completed during the lesson is taken home, signed by a parent/carer and returned the next day. Impositions are ideal for pupils who have not completed work due to their poor behaviour.
4.Time Out	Provides self-reflection for pupil.	Pupil is kept in at break or lunch time for 5 or 10 minutes to think about what happened. Any time-outs must occur as soon as possible after the incident. They should be short, focussed and designed not just to deter but to agree future behaviour and reinforce existing boundaries.
5.Natural Consequence	Provides a clear consequence for an action	Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. Consequences that repairs the 'damage' rather than just punishing the behaviour makes more sense.

At the end of a Reflection Time class teachers/staff must have a brief '**fresh start**' conversation to allow the child to move forward positively with the understanding that there are no grudges held.

A Rewards and sanctions poster is available for staff should they wish to display it. (appendix 5)

7.3 Serious Breaches & Return to Learn Support

Pupils who commit a serious breach of the school rules may likely be removed immediately without going through the support steps of our sanctions system. Incidents that this might trigger are potential incidents of bullying, use of racist language, sexualised behaviour, violence towards peers or staff, homophobic or other types of discriminatory behaviour etc.

In the event of a serious breach staff should request support from a member of SLT and/or pastoral staff who will provide support, assess the situation and if deemed necessary provide **Return to Learn Support**. At this stage the pupil will be removed to a quiet space and be supported away from the classroom environment to minimise impact on learning of others.

Return to Learn Support	Why?	How?
1.Repair - Self-regulating space	Minimises disruption to learning of others. Provides needed support for deregulated pupil.	Staff member makes contact with a member of SLT/pastoral staff to provide support and determine if the pupil needs time to Return to Learn . Pupil is moved to a quiet/low stimulus space that the pupil can use until they are ready to talk and access support to help regulate their emotions.
2.Restore – Space to talk, access support and rest	Supports pupils in developing their ability to regulate behaviour and emotions.	For many pupils the aim is for the repair/restore support to take place straight away, if necessary, with the pupil staying for one lesson or less and then returning to class. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the pupil to regulate their emotions. SLT/pastoral staff are responsible for the restorative actions using the Zones of Regulations charts to develop pupils understanding of their emotional state. SLT/pastoral staff should inform the Headteacher and class teacher of any outcomes including the logging of a serious breach on MyConcern. Teachers are responsible for communicating the removal from class & need for Return to Learn Support with the pupil's parent/carers.
3.Return to Learn – quiet space to work	Supports pupils to continue working outside of classroom.	This is an area where pupils can complete work that they are missing due to being removed from class. There would always be an expectation that the work is completed.
4.Return to Class – transition back to classroom	Pupil is able to function back in class.	If this is assessed as possible, SLT/pastoral staff will support pupils to transition back into the classroom & update class teacher. Conversations about pupil's behaviour are conducted privately minimising attention on pupil misbehaviour. Again, class teachers/staff must have a brief ' fresh start ' conversation to allow the child to move forward positively with the understanding that there are no grudges held.

Note – Depending on the context/pupil's needs, it is not necessary to go through every stage with every pupil

7.4 Additional support/sanctions

SLT/pastoral staff are responsible for monitoring the frequency that pupils are removed from class and/or receive Reflection Time. Pupils of concern should be discussed with class teacher, phase leader and SENDCo/Inclusion Manager as appropriate. Each time a pupil is removed from a class or receives Reflection Time the member of staff who instigated the sanction must record this on MyConcern as soon as it is practicable to do so.

Removal is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

The school prefers that when teachers and/or pastoral staff communicate with parents/carers about poor behaviour of pupils that they do so to-face or by phone. Where this is not possible staff are encouraged to use the sample letters (appendix 2) as a template for consistency.

On occasions some pupils who are exhibiting more challenging behaviour may need closer monitoring over a period of time. Parents/carers, pupils and SLT/pastoral staff will work together to create an Individual Behaviour Plan. Additionally, teachers/staff will also track behaviour using an ABC Behaviour Tracker.

7.5 Zero-tolerance approach to sexual harassment and sexual violence

The school 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

The school's Peer on Peer Abuse policy outlines the school's response to any sexual harassment and violence.

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

Please refer to our child protection and safeguarding policy for more information [see our school website](#).

7.6 Off-site behaviour

Sanctions 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

Sanctions 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

Sanctions 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).

7.7 Malicious allegations

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

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 our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

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 poster (appendix 4) in their classroom
- 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 (see Rewards and Sanctions systems charts above)
- 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 parents

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 [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to 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 the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) and/or school.

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.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management also forms part of continuing professional development.

Staff are encouraged to make use of ongoing CPD to meet their individual needs or as directed by their line manager if this is considered an area of development as part of their Performance Management cycle.

Coaching conversations are used to support staff that need further guidance and support.

Staff training is logged centrally by the Office Manager.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Board annually. 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 annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- ❖ Exclusions policy
- ❖ Child protection and safeguarding policy
- ❖ Anti-bullying policy
- ❖ Whistleblowing policy
- ❖ Peer on Peer Abuse 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.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 2: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

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 pupil code of conduct, 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 name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

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

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ 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.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,












Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 3: Zones of Regulation poster

How are you feeling?

			
 Bored	 Happy	 Worried	 Hitting
 Sick	 Excited	 Yelling	 Angry
 Sad	 Calm	 Frustrated	 Terrified
 Tired	 Focused	 Silly	 Mad

What zone are you in?

Appendix 4: Pupil Code of Conduct


<i>Our Pupil Code of Conduct</i>		
<i>We are ready...</i>	<i>We are respectful...</i>	<i>We are safe...</i>
<ul style="list-style-type: none"> ✓ We are on time for school ✓ We have everything we need in school (book bag, PE kit, home learning etc.) ✓ We wear our school uniform ✓ I am ready to learn (pay attention, sit sensibly etc.) 	<ul style="list-style-type: none"> ✓ We listen to others and expect to be listened to ✓ We use kind words and are a good friend to others ✓ We use polite words and remember our manners ✓ We look after the school building, displays and equipment ✓ We join in with activities and help others if they need it 	<ul style="list-style-type: none"> ✓ We use kind hands and feet ✓ We stay safe online at school and at home ✓ We tell an adult about any problems or worries ✓ We follow instructions from adults ✓ We move safely around the school

NB: Posters displayed in school may vary in appearance to reflect the age of pupils



Appendix 5: Rewards and sanctions

REWARDS



Rewards and Sanctions

8. Head/Deputy awards
7. Phone call home
6. Celebration certificates
5. Acknowledgement board
4. Whole school rewards
3. Class rewards
2. Individual rewards (Dojo points)
1. Praise, praise and more praise!

School Rules

READY

RESPECTFUL

SAFE


SANCTIONS

1. **Reminder** + take up time (Remember that we ...)
2. **Warning** + take up time (explain possible consequence)
3. **Last chance warning** + take up time (repeat consequence)
4. **Removal from session** - Reflection Time or Return to Learning Support (logged & family informed)

Remember... **PIP & RIP**: Praise in Public, Remind in Private

<p>Reflection Time Consequences (options) - with Teachers/TA</p> <ol style="list-style-type: none"> 1. Restorative Conversation - coaching support (Key Qs) 2. Imposition - work missed completed at break/home 3. Time-out - 5-10 mins 4. Natural Consequence - clearing up mess made, apology etc. 5. Catch-up - before next session, acknowledge poor choices & fresh start 	<p>Return to Learning Support (stages) - with SLT/pastoral staff</p> <ol style="list-style-type: none"> 1. Repair - pupil moved to self-regulating/low stimulus space 2. Restore - Space to talk, access support and rest - Restorative Conversations using Zones of Regulation 3. Return to Learn - quiet space to work if required away from other pupils 4. Return to Class - transition back to classroom & 'fresh-start' conversation
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