

Behaviour policy and statement of behaviour principles

Leconfield Primary School



Approved by: Full Governing Body

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Contents

1. Aims and Objectives.....	3
2. Legislation and statutory requirements.....	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	6
6. Pupil Expectations	7
7. Rewards	
8. Behaviour management	9
12. Training.....	11
13. Monitoring arrangements	11
Appendix 1: written statement of behaviour principles.....	12

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1. Aims and Objectives

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 We recognise that rewards (or positive reinforcements) are likely to encourage children to repeat the desired behaviour. Rewards should outweigh sanctions – as sanctions set the limits of acceptable behaviour and do not promote positive behaviour.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

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

- Excessive incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- [Peer on Peer abuse](#)
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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

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.

4.1 Anti-Bullying Policy

4.2 Rationale

Everyone at Leconfield Primary has the right to feel welcome, secure and happy. Only if this is the case, will all members of the school community be able to achieve to their maximum potential. Bullying of any sorts prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in school.

4.3 Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

4.4 Actions to tackle Bullying

Prevention is better than cure so at Leconfield we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying type behaviour. The school is aware of e-safety and within the annual E-Safety event highlight the topic of Cyber bullying.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members.

[A record will be kept of incidents on CPOMs.](#) The Class teacher of the victim / SLT / Head will be responsible for this and will record the incident [on CPOMs. This will include action taken by staff and the Head. If bullying includes racist abuse, then it should be reported to the Headteacher to be recorded as a Racial Incident on CPOMs.](#)

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.

Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Work covered will also provide children with the opportunity to discuss difficult situations and this affects them. It will also give them practical strategies to understand and cope with their feelings.

Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Setting up a buddy system, or peer counselling possibly with pupils who already hold a position of responsibility, such as 'Headers' can also be beneficial.

4.5 Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has been taken to support. They will be asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. A monitoring system may also be used, usually incorporating a reward for achieving desired behaviours.

Parents will work in partnership with the school to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help the problem to be solved, and will prolong the period a victim had to suffer. Whilst there is little history of bullying at Leconfield, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside resources such as the Behaviour Support Service, to support our actions. This policy is seen as an integral part of our Behaviour Policy.

5. Roles and responsibilities

5.1 The governing board

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

5.2 The Headteacher

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure policies and procedures are in place regarding the health, safety and welfare of all children in the school.
- The head teacher, supported by the SLT, supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher and SLT keep records of all reported serious incidents of misbehaviour. [These are logged on CPOMs.](#)
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The headteacher follows the Statutory Guidance for Schools, Academies and Pupil Referral Units in England January 2015. For repeated or very serious acts of

anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5.3 Class Teachers

- It is the responsibility of class teachers to ensure their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces our ethos and values consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- The class teacher liaises with the Senior Management Team, SENCO and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the Local Authority's behaviour support service.
- The class teacher reports to parents about the progress of each child in their class. [Each year, parents and carers are invited to two open evenings and receive an end of year written report. If we are concerned about a child's behaviour or welfare, we will contact parents and carers to discuss what can be done to support the child.](#)

5.4 Parents & Carers

- The school collaborates actively with parents & carers, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher then the headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Pupil Expectations

Pupils are expected to:

- Take responsibilities for their own actions
- Show respect to all adults, our visitors and each other
- In class, make it possible for all pupils to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Discuss behaviour sensibly and honestly and accept sanctions when given
- Behave in a way that makes us all proud both in and outside of school

7. Rewards and Sanctions

7.1 We praise and reward children for good behaviour in a variety of ways:

- All staff congratulate and praise children.

- Teachers and teaching assistants give children Teds and stickers.
- The Ted reward is cumulative. Each Ted cycle begins in the September of each academic year and continues until July of the same academic year.

A Bronze Ted is awarded when a child has earned 20 Teds.

A child can be awarded a maximum of 3 Bronze Teds.

A Silver Ted is awarded once a child has earned 3 Bronze Teds plus 20 Teds.

A child can be awarded a maximum of 3 Silver Teds.

A Gold Ted is awarded once a child has earned 3 Silver Teds plus 20 Teds.

Bronze, Silver or Gold Teds are presented to children in assemblies.

- All classrooms have a Leconfield School Values area. [Here our 'We Rock' values are displayed and promoted and Teds earned by children are recorded.](#) A standard format for recording Teds is in place across the whole school.
- Certificates are awarded to children during our Celebration Assembly to celebrate effort, attitude, kindness, achievement and progress.

7.1.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

7.1.3 The school employs a number of sanctions to support the Leconfield Primary School Code of Conduct and to ensure a safe and positive learning environment. We expect children to listen carefully, follow instructions and try their best at all times. We employ each sanction consistently and appropriately to each individual situation.

In a session:

- If a child disrupts learning a verbal warning is given.
- If disruptive behaviour continues the child's name is placed on the board.
- If a child's name is on the board 3 times during one session the child will miss some of their playtime.
- If the disruptive behaviour continues during the same session the Senior Management Team are informed and the child may be asked to work in an alternative location in school.
- If a child regularly disrupts learning or is on the board 3 times during one session on 3 or more occasions in a half term parents are informed.

Other situations:

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the Senior Management Team is informed. Sanctions including the loss of playtime may be used. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child's behaviour is a major cause for concern or severely disrupts learning an Individual Behaviour Plan will be used to support the child. In the Behaviour Plan behaviour targets, sanctions, rewards and support will be identified as appropriate. Also, support from external agencies such as Behaviour Support and Educational Psychology may be utilised. The child's parents are regularly invited to discuss their child's Individual Behaviour Plan and are informed about their child's progress. Individual Behaviour Plans are discussed with the child. Class teachers may be asked to keep a log of behaviour using either a Behaviour Log Timetable or an ABC Chart.

7.1.4 The class teacher discusses the Pupil Expectations with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

7.1.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very

difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

7.1.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff may intervene physically to prevent children hurting/injuring another person or themselves. The actions that we take are in line with government guidelines on the restraint of children.

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.

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 or their own classroom 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

Sometimes it is necessary for children to be restrained. We use the Team Teach method. 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 carried out by staff trained in Team Teach method
- 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.

9. Fixed-term and permanent exclusions

9.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance (DfE, January 2015). We refer to this guidance in any decision to exclude a child from school.

9.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9.3 If the headteacher excludes a child, s/he informs the LA and follows advice given. The headteacher informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

9.4 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

9.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

9.6 The governing body has a discipline committee which is made up of at least three members. This committee considers any exclusion appeals on behalf of the governors.

9.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

9.8 Following an exclusion the head teacher may invite the pupil and his parents or carers to a reintegration meeting at school.

9.9 Following a significant incident that may have led to withdrawal from the classroom the head teacher may invite the pupil and parents/carers to a reintegration meeting.

10 Drug- and alcohol-related incidents

10.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker and parents / carers will need to sign the school's administering medicine's form to give consent for staff to administer medicines.

10.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term exclusion. If the offence is repeated, the child may be permanently excluded, and the police and social services will be informed.

10.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

10.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be given a sanction of a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

10.5 If the offence is repeated, the child may be permanently excluded.

10.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child may be permanently excluded from the school. The police and social services will also be informed.

11. 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.

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.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of our whole school approach to behaviour management.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

13.2 The school keeps a variety of records concerning incidents of misbehaviour.

13.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. Such incidents are reported to ERYC.

13.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

13.5 The governing body reviews this policy in line with local and national developments. The governing body may, however, review the policy earlier than this if it receives recommendations on how the policy might be improved.

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
- 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.

