



Behaviour Policy and statement of behaviour principles

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Member of staff responsible: Headteacher

Governor responsible: FGB

Contents

| | |
|---|----|
| 1. Aims and objectives | 3 |
| 2. Legislation and statutory requirements..... | 3 |
| 3. Definitions | 3 |
| 4. Bullying | 4 |
| 5. Roles and responsibilities | 5 |
| 6. Pupil code of conduct..... | 6 |
| 7. Rewards and sanctions..... | 6 |
| 8. Behaviour management | 7 |
| 9. Pupil transition | 8 |
| 10. Training..... | 8 |
| 11. Monitoring arrangements | 8 |
| 12. Links with other policies | 8 |
| Appendix 1: written statement of behaviour principles..... | 9 |
| Appendix 2: behaviour log..... | 10 |
| Appendix 3: letters to parents about pupil behaviour – templates..... | 11 |

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1. Aims and Objectives

This policy aims to:

- Focus the minds of all staff on establishing a uniform approach to achieving the same standards of behaviour from all children.
- Ensures the adoption of a consistent "behavioural framework" that should provide support for all school staff and all other adults working with the children.
- Provide the detail and rationale behind our philosophy.

The main objectives are:

- To ensure a safe, secure, happy and relaxed working environment for everyone, where children are encouraged to develop positive attitudes towards work and play.
- To give the children the opportunity to develop self-discipline.
- To provide a caring, supportive and stable environment where the children work cooperatively and in which they may realise their full potential physically, emotionally and academically.
- To develop respect for religious and moral values, and an understanding and tolerance of all races, religions and ways of life.
- To create and maintain a community which, by its organisation, structure and ethos demonstrates strong moral values and principles.
- To consider our school values of Love, Respect, Honesty, Empathy, Faith and Courage when making decisions about their conduct.

REMEMBER: Try to see that unacceptable behaviour is not rewarded but good behaviour is.

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
- Non-completion of homework (KS2 only)
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any article a staff member reasonably deems to be inappropriate or could cause harm or offence.

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 |

At Cadmore End we adopt a zero-tolerance approach towards bullying. We do this through:

- PSHE curriculum
- Assemblies
- School values and ethos
- High expectation of staff and pupils
- Reactive approach to issues that arise
- Staff and governor CPD in preventing and handling bullying

Pupils are encouraged to report any bullying incidents to an adult who will then evaluate the seriousness and report it to the class teacher. The class teacher will liaise with the headteacher/senior leader to determine the course of action. All incidents will be investigated and if further action is required, parents of the children will be informed. School encourages parents, through an open-door policy, to raise any concerns with their child's class teacher.

If further action is required, the head will determine the sanction. Refer to section 7 of this policy

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body 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 body 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. The headteacher will also monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff, each other and any visitors to the school.
- In the classroom, demonstrate a positive attitude to learning and behaviour that doesn't impact on other pupils'
- Move quietly, sensibly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform in line with our school policy
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, particularly when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Certificates – Star of The Week, Values and Headteacher award
- Letters to parents
- Special responsibilities/privileges
- Classroom specific awards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Missing break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

See appendix 3 for sample letters to parents about their child's behaviour.

7.2 Malicious allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules (where needed)
- Staff to have a good understanding and be equipped with the skills to manage the range of behavioural needs within the classroom.
- Develop a positive relationship with pupils, which may include:
 - 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

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

Refer to [DFE document](#) on the use of restraint

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

8.3 Confiscation

Any items found in pupils' possession deemed inappropriate, harmful or detrimental to school discipline will be confiscated. These items will be returned to the parents.

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. 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.

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.

All training is logged on SIMS/Staff meeting minutes.

11. Monitoring arrangements

This behaviour policy will be reviewed annually by the headteacher and SLT and, if amended, will be approved by the full governing body. 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 body every two years

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Uniform 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 and sanctions are used consistently by staff and volunteers, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff, governors and volunteers
- 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 serious or persistent behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every two years.

Appendix 2: Behaviour Log

| | |
|---|--|
| Pupil's name: | |
| Name of staff member reporting the incident: | |
| Date: | |
| Where did the incident take place? | |
| When did the incident take place? (Before school, after school, lunchtime, break time) | |
| What happened? | |
| Who was involved? | |
| What actions were taken, including any sanctions? | |
| Is any follow-up action needed? If so, give details | |
| People informed of the incident (staff, governors, parents, police): | |

Appendix 3: 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.

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: _____

