

Behaviour Policy and Statement of Behaviour Principles



ST. MARY'S CE
PRIMARY SCHOOL

An inclusive Christian family learning and growing together. Investing in the uniqueness of each individual, which is firmly rooted and is the golden thread running through everything we do.

Investing in
the UNIQUENESS
of each individual

"I Am Fearfully And Wonderfully Made"
– Psalms 139 v14

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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 and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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:

- [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, when moving around the school building, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

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, Vape Pens 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)

Headteacher: Mr Piper
SENDCo: Mrs Sanderson-Darkes
Mental health Lead: Mrs McPhail

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: <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)
Sexist bullying	Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
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
Ableist bullying	Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

5. Roles and Responsibilities

5.1 The Academy Council

The academy council is responsible for approving this policy and 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 drafting this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording relevant behaviour incidents on CPOMS

Staff will record behaviour incidents with information about:

1. What led to the behaviour (beforehand)
2. What happened during the incident
3. What were the consequences of the behaviour

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

5.5 Mental Health Lead

The Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents concerning the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENDCo, the head teacher, and the academy council, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

- Coordinating with the SENDCo to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Leading CPD on mental health and behaviour.

5.5 SENDCo

The SENDCo is responsible for:

- Collaborating with the academy council, head teacher and the Mental Health Lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

6. Pupil Code of Conduct

The School Council will be consulted to assist in drafting a 'Pupil Code of Conduct'. The school suggests the following are included:

Pupils are expected to:

- 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

These translate into our school code of conduct for behaviour and behaviours for learning:

- Be Respectful
- Be Kind and Support Each other
- Work Hard and Try your Best
- Be Ready to Learn
- Believe in Yourself
- Say Please and Thank You

- Follow Instructions
- Take Risks and Make Mistakes
- Try New Things
- Celebrate your Success and be Proud

7. Rewards and Sanctions

All staff are expected to promote positive behaviour at every opportunity. Collective Worship provides a focal point for talking about and reinforcing aspects of our church school ethos and sharing stories from the Bible which illustrate how Jesus acted towards himself and others.

Our behaviour system is based on a scheme of rewards which are for individual endeavour but also promote teamwork. We also understand that rewards can lose their effect if they become expected or over-used. Staff will try to ensure that rewards are used to their maximum effect by:

- Giving rewards as immediately as possible
- Being consistent
- Making rewards as specific as possible
- Never taking away a reward
- Being fair with how they are awarded
- Keeping rewards achievable to maintain attention and motivation
- Building in variety and surprise

7.1 List of rewards and sanctions

Rewards

Positive behaviour will be rewarded with:

- Praise
- House Points
- Certificates
- Stickers
- A message to parents through School Ping

House Points:

All the children in KS1 and KS2 are split into houses (St. Hilda, St. Caedmon, St. Oswald, St. Aidan and St. Cuthbert). As a positive reinforcement, the children receive house point cards for their good behaviour in school and for good work. The house point cards are then put into the children's house point pots related to their houses. At the end of the week, they are counted by house captains and vice captains and added to their house's scores. At the end of the week each class puts all the house point cards together and one is drawn to win a prize. At the end of the academic year, the house with the most point wins a trophy.

Sanctions

All children are expected to follow St. Mary's rules and live out our core Christian values. However, for those times when children do not adhere to these school rules, the following procedures will be followed.

The aim of the procedure is to help the child remain in their learning environment as long as possible. It is important that when behaviour for learning is not as expected, and work has not been completed as a consequence, that this is completed at the discretion of the teacher. This may be during another lesson or may be during playtime or lunchtime.

These sanctions may be altered to suit the child and their needs in that moment. Discretion will be applied for children with Social Emotional or Mental Health (SEMH) difficulties, or in exceptional circumstances.

Agreed Sanctions for Unacceptable Behaviour

The following stages shall be carried out in the following order, subject to 5:

1. Verbal request to cease inappropriate actions or speech, reminder of appropriate behaviour and consequences.
2. Verbal warning, should inappropriate behaviour continue.
3. **Amber** traffic light, should inappropriate behaviour continue:

Foundation Stage – The child is given time away from the group appropriate to their age.

Key stages One and Two – 5-minute loss of break or lunchtime, standing by staff on duty.

4. **Red** traffic light, if a child continues with inappropriate behaviour (see below).
5. If there is a serious incident, the child will go straight to red and be sent to the headteacher.

If a child is on 'red traffic light', they will be sent to a member of the SLT, where the appropriate sanction will be decided.

This may be one or more of the following:

- Phone call home
- Miss one or more playtimes
- Time with a member of SLT away from their class

Each morning is a fresh start, children return to green.

Serious Incidents which Override Behaviour Sanctions

If a child displays behaviour which is of a more serious nature the teacher may override the procedures of timeout and move to isolation with a member of SLT. Such instances might include:

- Using inappropriate language;
- Hitting another child;
- Be openly defiant or aggressive;
- Leaving the group, class or building without permission.

7.2 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 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.

7.3 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).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff or another child 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 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 and allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or other pupils.

https://stmaryscepharmy.co.uk/wp-content/uploads/2021/11/Allegations_of-Abuse-Against-Staff-Policy.pdf

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
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Practice forgiveness and reconciliation for themselves and others and learn how to make amends
 - Using positive reinforcement

8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them. At St. Mary's Church of England Primary School we follow the principles of the Team Teach approach to behaviour management. Staff in school are trained in Team Teach Physical Intervention strategies.

- The Headteacher has authorised all staff to use physical intervention if required. Examples of when physical intervention may be required are:
 - Causing disorder;
 - Hurting themselves or others;
 - Damaging property; or
 - Placing themselves or others in serious danger.
- Physical intervention should be avoided wherever possible and should at no time be used as a threat or punishment to the pupil. On occasions staff may be required to physically intervene to prevent children from threatening the safety of others, putting themselves at risk or causing unreasonable damage to property.
- Physical intervention should be used rarely and only as a last resort when all other courses of action have failed.
- If physical intervention is necessary it is important that it happens quickly, smoothly, confidently and successfully and is recorded correctly. Parents or Carers must be informed as soon as practical.
- Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or damage to property, then she/he should:-
 1. Give clear instructions warning the pupil of the consequences of failure to comply.
 2. Remain calm throughout, explaining to the pupil that you are unable to allow them to damage or hurt others, and once they have calmed down and you are sure they are no longer posing a threat you will be able to cease the intervention.
 3. If at all possible, summon another member of staff, a solitary person is in a very exposed position. A second member of staff may be able to reduce the risk of the first member of staff suffering bodily harm. There will be a witness if pupil or parents subsequently make allegations of assault.

When using physical intervention the following principles should be observed: -

- Staff should clearly understand under which circumstances it is acceptable and that it should not be used as punishment.
- The pupil, as far as age and emotional state permit, should be made fully aware of the significance and implications of his/her behaviour and be warned orally that unless he/she conforms physical intervention will be applied.

- It must not be used in an oppressive, intimidating, bullying manner, to threaten or cause hurt. Only the necessary minimum force, to prevent injury or damage, should be used.
- Staff should be aware of their own feelings and how they may affect the situation, i.e., staff should avoid restraining a pupil out of feelings of anger.
- Central concern must be to return to normal as quickly as possible.
- All incidents requiring physical intervention should be reported to a senior member of staff and recorded on an incident report sheet as soon as possible (See appendix 3).
- Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

See Appendix 3 for all relevant documents.

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). 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.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their on-going professional development. Identified members of staff are trained in team teach and these members of staff will be called upon to positively handle a child if required.

Staff have access to training via Educare which includes training on different aspects of behaviour management. Behaviour management will always form part of continuing professional development.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and Academy Council annually. At each review, the policy will be approved by the Academy Council.

Appendix 1: Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, as a child of God, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination and harassment
- All adults in school set an excellent example to pupils at all times
- Approaches and strategies used to manage behaviour are based on forgiveness and reconciliation
- Rewards, sanctions, reasonable force and guidance are used consistently by all staff, in line with the behaviour policy
- The behaviour policy is understood by all pupils, parents and staff and promotes good behaviour, self-discipline and respect
- 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
- Positive behaviours and attitudes towards learning are promoted in the curriculum and modelled by staff
- Pupils are helped to take responsibility for their actions within school and the wider community
- Families are involved in behaviour incidents to foster good relationships between schools and pupils' home life

Appendix 2: Team Teach

INCIDENT REPORT

Name of Child _____ Year Group _____

Date _____ Observed by _____

DETAILS OF INCIDENT:

Time _____ Place _____

Antecedents (what happened prior to incident):

What behaviour was observed:

Kicking		Head butting		Spitting		Abusive Language	
Punching		Absconding		Threats		Damaging Property	
Biting		Defiance		Disruptive		Self Harm	
Throwing/ Destruction		Pushing/Pinching		Bullying		Other	

What may have been the cause of this behaviour:

Anger		Medical Issues	
Frustration		Psychological/Pshychiatric	
Learned Behaviour		Anticipate/Accep Consequences	
Peer Dynamics			
Conflict		Other	

Was the child informed before being held:

Yes		No	
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Physical Intervention required:

Guiding & Escorting		Single elbow seated	
Single elbow standing			

Other techniques used:

.....

Reason for positive handling:

Committing a criminal offence		Prevent/interrupt absconding which could place them or others in danger or risk of danger	
Causing personal injury		Causing damage to property	
To ensure that the pupil leaves a classroom or work area if posing a danger to themselves or others.		To move pupil from A to B for their own safety or the safety of others.	
Prejudicing the maintenance of good order and discipline.		To protect the safety of the student and staff from the danger of injury.	

Who was involved:

.....

Action taken by person observing the incident:

.....

Referral to:

Class Teacher Head Teacher Parent/Guardian Outside Agencies

Phone call home to parent/carers:			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Name of person spoken to:			
Time:			
Copy of incident report sent home:			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Name: Signed: **To be uploaded to CPOM**

Risk Assessment: Physical Intervention and Positive Handling

Risk Assessment Completed by:

Name of Child: DoB:

Year Group:

Identification of Risk
Describe the foreseeable risk:
Is the risk: potential or occurring
Assessment of Risk
In which situations does the risk usually occur?
How likely is it that the risk will occur? (<i>unlikely, possible, probable, likely</i>)
If the risk arises, who is likely to be hurt or injured?
What kinds of injury or harm are likely to occur?
How serious are the adverse outcomes? (<i>severe, substantial, minor, minimal</i>)
Risk Reduction Options

What actions are being taken to minimise the level of risk?

Consider changes to the environment, awareness of triggers, de-escalation strategies, varying teaching group/size, access to quiet area, varying staff deployment

Any immediate actions to be taken, by whom and by when?

Signed:

Role:

Date:

To be uploaded to CPOMS



Positive Handling Plan

Name:	DoB:
Triggers:	Medical Information:

Stage of Crisis:	Topography of Behaviour	Preferred Support/Intervention
Anxiety		
Defensive/Escalation		
Crisis		
Recovery		
Depression		
Follow Up		

Additional information:

Plan agreed by

Name (child).....

Signed

Name (parent/carer).....

Signed

Name (staff).....

Signed

Date:

To be uploaded to CPOMS

