

# Behaviour Policy and Statement of Behaviour Principles



**Approved by:** Governing Body

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### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and 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](#)
- [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 and around the school between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Inappropriate language
- 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.

## 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, 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 behaviour incidents

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
- Abide by the Parent Code of Conduct

## **6. Pupil code of conduct**

***Pupils are expected to: BE SAFE, BE READY, BE RESPECTFUL***

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn in every lesson
- Move safely around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given

**Our Safe, Ready & Respectful Rules are written so that they are easily understood by pupils: -**

1. Listen carefully and follow adult instruction
2. Keep your hands, feet and other objects to yourself
3. Use kind and friendly language
4. Tell an adult if you have a problem
5. Walk away from trouble
6. Respect the school and each other

## **7. Rewards and sanctions**

*We like to recognise good behaviour through our reward systems*

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded in an age appropriate way with:

- Positive praise
- Stickers and stamps
- Communication with parents
- Special responsibilities/privileges
- Learner of the week award
- Citizen of the week award
- Headteachers award

***We follow the 'Good to be Green' code of conduct which has a traffic light system from green, yellow, red. (See Appendix 3)***

We may use ***one or more*** of the following sanctions in response to unacceptable behaviour:

- verbal warning
- A yellow card (which can be worked back to green)
- A red card (which leads to a consequence)
- Subsequent red cards in the same half term will lead to meetings with parents

**Consequences may involve: -**

- Sending the pupil to another class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime as time for reflection on being Safe, Ready & Respectful

- Referring the pupil to a senior member of staff
- Communication with parents
- Agreeing a behaviour contract
- Fixed term suspension
- Permanent exclusion (in extreme cases)

*We may 'seclude' a pupil in response to serious or persistent breaches of this policy. Pupils may be sent to work in isolation from their peers during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.*

**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 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.

Please refer to our statement of procedures for dealing with allegations of abuse against staff 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
- 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**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Being unsafe - such as absconding
- 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

## **Confiscation**

**Any prohibited items 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](#).

## **8.3 Support for Vulnerable Pupils**

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.

## **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.

## **9. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint using the 'TEAM TEACH' approach.

Behaviour management will also form part of continuing professional development.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Governing Body every 2 years. 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 2 years.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- SEND policy
- Child Protection & Safeguarding Policy
- Suspension and Exclusion 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 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 2 years

## Appendix 2: Behaviour in the Early Years Foundation Stage

At Royton Hall, we expect all children to display outstanding behaviour and this includes our Early Years pupils. We use the system called 'Good to be Green'.

All children begin each day with a green card. We reward positive behaviour and learning with stickers, stampers, certificates, team points etc.

If a child begins to display poor behaviour then they will be given a verbal warning. If this behaviour continues then this will lead to a yellow warning card. The child will then be given 5 minutes of time out to reflect on their behaviour. Once this is complete and a member of staff has talked to the child about our school rules, they then go back to a green card.

Should this behaviour continue after a yellow card, then the child receives a red consequence card and is taken to see a member of the Senior Leadership Team.

Behaviour that leads to a verbal warning is: -

- deliberate failing to follow instructions first time
- answering back
- repeatedly shouting out and being disruptive in learning time,
- not respecting classroom equipment
- being unkind to others.

Behaviours that lead an instant red card are: -

- deliberately hurting someone,
- deliberately swearing,
- deliberate damage to school equipment,
- racial and offensive comments
- bullying.

If a child receives a red card, parents and/or carers will be notified by a member of staff.

## **Appendix 3: The Card System**

***Pupils are expected to: BE SAFE, BE READY, BE RESPECTFUL and to...***

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn in every lesson
- Move safely around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given

### **Yellow Cards process:-**

1. Give a verbal warning
2. Issue a yellow card
3. On issuing a 3rd yellow card within a half term, this will lead to informing parents of the reasons via email.
4. Subsequent issuing of 2 yellow cards will require an initial meeting with parents to discuss the child's behaviour.
5. A further 2 yellow cards will require another meeting with parents, to include the class teacher and a member of the Leadership Team. Behaviour targets will be set, agreed, recorded and reviewed.

### **Red Cards process:**

1. One red card leads directly to a consequence (the severity of the consequence will depend on the reason for the red card). Parents will be informed on the same day.
2. First red card may also involve a meeting with parents, dependent upon the reason given.
3. Further red cards will require another meeting with parents, to include the class teacher and a member of the Leadership Team. Behaviour targets will be set, agreed, recorded and reviewed.
4. Consequences will range from loss of breaktimes, lunchtimes, and possible suspensions.
5. Continuing to behave with disregard for being safe, ready and respectful may result in a permanent exclusion.