

# Behaviour policy and statement of behaviour principles



Approved by: Full 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 corridors between lessons, and at break and lunchtimes (including during Home Learning live 'Meets' - the same behaviour expectations apply around language, turn taking, respect, appropriate clothing. Pupils not following the rules will be blocked from live Meets and their behaviour will be discussed with their parents/carers)
- Non-completion of classwork or homework (including not engaging in Home Learning - teacher will support parents and pupils and encourage engagement as much as possible)
- Poor attitude
- Non-compliance
- Having a mobile phone, cellular smart watch on their person in school or any device connected to the internet

Serious misbehaviour is defined as:

**IN ADDITION TO THOSE OUTLINED BELOW, IN LIGHT OF COVID-19 AND THE SCHOOL'S PARTIAL REOPENING/CLOSING, WE ADD:**

- Not following altered routines for arrival or departure
- Not following school instructions on hygiene, such as handwashing and sanitising

- Not following instructions on who pupils can socialise with at school
- Not moving around the school as per instructed (one way system, out of bounds areas, queuing)
- Not following expectations about sneezing, coughing, tissues and disposal (catch it, bin it, kill it) and avoiding touching mouth, nose and eyes with hands
- Not telling an adult if they are experiencing symptoms of coronavirus
- Not following rules about sharing any equipment or other items inclusions drinking bottles
- Not following expectations about breaks or play times, including where children may or may not play
- Not following clear rules about coughing or spitting at or towards any other person
- Not following clear rules for pupils at home about conduct in relation to remote education
- Not following reward and sanction systems where appropriate
  - Repeated breaches of the school rules
  - Any form of bullying
  - Sexual assault, which is any unwanted sexual behaviour or language that causes humiliation, pain, fear or intimidation e.g. lifting up skirts or clothing, and derogatory language
  - Vandalism
  - Theft
  - Fighting
  - Smoking
  - Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Fireworks
- o Pornographic images
- o 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
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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 below:

- Reporting of bullying can be done in the following ways:
  - Staff report any incidents on CPOMS (Child Protection Online Management System).
  - Parents can contact the school either by telephone (0151 3382121), Email ([admin@suttongreenpri.cheshire.sch.uk](mailto:admin@suttongreenpri.cheshire.sch.uk)) or by speaking directly to any member of staff .
  - Pupils are encouraged to report incidents to any member of staff.
- Any allegation of bullying will be taken seriously and will be investigated by a member of the Senior Leadership Team or the Learning Mentors. This will involve speaking to all the pupils involved in the allegation, the staff working with the children and those responsible for supervising during break and lunch times.
- Any pupil that has been a victim of bullying or feels as if this has happened to them will be supported by the Learning mentor Mrs Reid, Pastoral Lead Mrs Payne, and their class teacher / Teaching Assistant. The 'Hub Club' is available at lunch time for any pupils who would prefer not to go out and this is manned by school staff.
- The topic of bullying is addressed regularly through whole school / key stage assemblies, PSHCE lessons, Anti-Bullying weeks and as part of the work that the school does for their Rights Respecting Award.
- Staff attend regular staff meetings and in service training sessions keeping up to date with school policy and techniques / systems.

## 5. Roles and responsibilities

### 5.1 The governing board

The Teaching and Learning Committee of the Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Teaching and Learning Committee of 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 in the Teaching and Learning Committee, 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 (see appendix 3 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 follow the 3 rules:

### READY

- Arrive promptly to school
- Have the appropriate equipment ready for the day
- Be in the right mindset for learning
- Wear the correct uniform at all times
- Behave in an orderly and self-controlled way

### RESPECT

- 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
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### SAFE

- Refrain from physical and verbal abuse towards pupils, staff and visitors
- Keep yourself and others safe and report any incidents or concerns to a member of staff asap
- Use taught strategies from My Happy Mind to support self-regulation

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

We use the Good to be Green behaviour system throughout the school

Positive behaviour will be rewarded with:

- Pupils stay on 'Green'. For every day they are on green they achieve 5 minutes of Golden time which is taken on a Friday afternoon. If pupils remain on Green all week then they are given a bonus 5 minutes, totalling 30 minutes of golden time.
- Pupils who remain Green for a half term receive a 'treat' e.g. in school cinema, bouncy castle etc. This is repeated for every term etc. that the child remains on Green (treat value increases)
- Weekly Sutton Green Award assembly
- Praise
- Stickers / Stamps
- Team points
- Letters or phone calls home to parents
- Special responsibilities / privileges

When unacceptable behaviour is displayed, pupils are given a verbal reminder about their behaviour and are given a 'Stop N Think' card giving them the option to make correct choices. If the pupils ignore the warnings then the school may use one or more of the following sanctions in response to unacceptable behaviour:

- Turning their card to Yellow on the Good to be Green chart. This means that the pupil will lose their 5 minutes golden time for that day.
- If a card is turned twice then this will result in a Red Card and letter will be sent home detailing why the red card has been received.
- If a pupil receives 3 Red cards in any half term then a meeting will be set up with the Learning Mentor and an agreed behaviour contract may be set up.
- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
  - Putting a pupil on a behaviour chart.

We may use the Hub Club / Learning Lab in response to serious or persistent breaches of this policy. Pupils may be sent to the Hub Club / Learning Lab during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The Hub Club is managed by our Mid-Day Assistants and the Learning Labs are managed by either a Teacher, Teaching Assistant and / or our Learning Mentor.

The school have a zero tolerance of pupils going straight to a red card for any racist, homophobic, or sexualised behaviour or language. If a child uses language they do not understand, this may result in an orange card and a discussion with the child and their parents about the inappropriateness of their language and behaviour. These incidents will be logged on CPOMS.

## 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.

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
- Consider the impact that trauma has on the way children respond to stressful situations and apply Trauma informed approaches effectively deal with behaviour presented
- 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 e.g. leading by example
    - ‘Praise in public, punish in private’ e.g. unacceptable behaviour should not be highlighted or readdressed by another member of staff once dealt with
    - ‘Purple Elephant’ phrase to be used to alert the nearest adult that help is needed to manage behaviour asap
    - ‘Do you want a cup of tea?’ phrase to be used to ask staff if they want support in managing the situation. If they respond ‘no’ other staff should not intervene. Only address the member of staff, not the pupil.
    - Use consistent agreed phrases to de-escalate situations and give pupils time to reflect; ‘You are breaking a school rule by not RESPECTING me/being SAFE/being READY to learn’ ... ‘I am going to give you 5 minutes to reflect on your behaviour now and then follow my instruction’ After 5 mins reflection offer Restorative Support e.g. ‘I know you can follow instructions, you did it amazingly yesterday!’ Give them the instruction again. If they follow, praise them, if they do not follow your instruction, they get a Stop N Think. Tell them they are getting a Stop N Think because they are not following the instruction. If you continue to ignore instructions, you will go to a Yellow Card.
    - 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:

- 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 (see appendix 3 for a behaviour log)

### 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. 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, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board / Teaching and Learning Committee every year. 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 / Teaching and Learning Committee every year.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding 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 Teaching and Learning Committee every year.