



Behaviour policy and statement of behaviour principles

June 2021

June 2022

Contents

1. Aims.....	3
2. Legislation and statutory requirements	3
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities	5
6. Pupil code of conduct	6
7. Rewards and sanctions	7
8. Behaviour management.....	10
9. Pupil transition	11
10. Training	12
11. Monitoring arrangements	12
12. Links with other policies.....	12
Appendix 1: written statement of behaviour principles.....	13
Appendix 2: staff training log	14
Appendix 3: behaviour log	
Appendix 4: letters to parents about pupil behaviour – templates	

.....
.....

1. Aims

The Croft Primary School believes that good behaviour needs to be nurtured. We recognise that what children learn in terms of attitudes, beliefs, habits, expectations and behaviour will depend largely upon the environment in which they find themselves. They will also be influenced by the values they are taught through a range of activities enabling them to take their place as citizens in society.

This policy outlines the underlying philosophy, purpose, organisation and management of behaviour at The Croft. It reflects current practice within school and its consistent implementation is the collective responsibility of all staff. The children have been actively involved and played a crucial role in this process. They have discussed what they would like the school to be, shared their ideas for effective rewards and consequences for behaviour and been engaged in discussions with their peers and staff.

This policy aims to:

- Provide a **consistent, positive 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, ensuring positive reinforcement of appropriate / good 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

Negative behaviour is defined as:

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

Serious negative behaviour 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 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

At The Croft we do not tolerate bullying of any kind.

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

If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying 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 wellbeing committee 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 wellbeing 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 inappropriate 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
- Treating all children fairly and with respect, recognising that each child is an individual
- Modelling positive behaviour
- Providing a learning environment which promotes and supports appropriate behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

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 school's rules and expectations
- Make children aware of appropriate behaviour in different situations
- 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
- Follow instructions of all school staff and other adults with which they work

- Show respect and politeness to members of staff and each other
- In class, work to the best of their abilities and allow others to do the same
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept appropriate consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Consequences

Valuing appropriate behaviour

A major aim of the school policy is to encourage children to practise good behaviour by operating systems of praise and reward.

- The school and class councils helped develop our whole school reward system. Each child is a member of one of four colour teams and house-points are awarded for positive behaviour and attitudes to learning as well as for specific achievements, with a particular focus on effort, perseverance and having a growth mindset. Each week's house-points for individual children are recorded and they receive special certificates for reaching different milestone amounts of house points.
- Certificates are awarded every Friday for good behaviour or attitudes, perseverance or effort or for a whole range of achievements. The winners of these certificates are listed in the 'Golden Book'. Teachers ensure that pupils receive these on an equal basis so that all children can have their achievements celebrated.
- Awards are awarded by Lunchtime Supervisors to children showing good behaviours and kindness to others.
- Children may be sent to other teachers or the Headteacher for praise or rewards.
- In addition, teachers operate their own class based rewards, which may include:
 - Stickers and stamps
 - Star of the week awards
 - Marbles in the jar
 - Certificates
 - Communication with parents

Consequences

Positive rewards and praise are at the heart of what we do at The Croft. We know that children respond better to positive praise rather than negative treatment. However, it is

equally important to have a set of clearly understood consequences which are fair and consistently applied.

In all circumstances of dealing with inappropriate behaviour, it is expected that the teacher or adult remains assertive and in control. The teacher will not respond to misconduct in an aggressive or uncontrolled manner which might frighten the child.

Sadly, there will be times when children behave inappropriately. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined within this policy.

Negative learning behaviours:

- Rudeness/using inappropriate language/ gestures towards other pupils/staff
- Dangerous refusal to follow instructions
- Threat of violence/violence towards staff/other adults/children
- Physical aggression/Fighting/hitting/biting/spitting
- Sexualised behaviour
- Bullying, both in and out of school, including online incidences
- Peer on peer abuse which will not be passed off as 'banter', 'having a laugh' or 'just part of growing up'
- Racism/Homophobic language
- Vandalism/Damage to property
- Leaving classroom/school without consent

Strategies for encouraging good behaviour and discouraging negative behaviour:

Stage 1

Normal consequences include:

- Our whole school behaviour system is displayed in every classroom and all pupils know and understand it. It includes three colour stages or 'cards'. If consequences are required for a pupil (by any teacher who is teaching that class), then they are given a **Yellow card**– a verbal warning is given by the teacher. A yellow card will result in missing 5 minutes of the next available playtime; this is generally completed with a senior member of staff. If the pupil's behaviour is problematic again in that day, they are given an **Orange card**– a second warning is given and they will be moved to sit in a different place. An orange card will result in missing 10 minutes of the next available playtime. If the child displays negative behaviours again or the behaviours are deemed to be serious (see behaviours chart) they will be given a **Red card**- they will go to see the Headteacher or if unavailable, one of the SLT. If a child receives a red card, their parents / carers will be called to discuss their child's behaviour. On rare occasions, a child's misbehaviour may be judged by a member of staff to be sufficiently severe as to receive an orange or red card immediately, without going through the other colour stages. Once a child has reached 5 cards (yellow = 1; orange = 2) a text message will be sent to inform parents / carers.
- Time out:

- Time out for set period, within the classroom but away from other children
 - Time out outside the classroom, in a safe place where another adult can supervise
 - Time out in the playground, away from other children but within the sight of an adult on duty
 - The child may have 'Time Out' to sit and think about nothing but his/her behaviour.
 - It may be that the child has 'Time Out' by working for a time alone and away from friends.
 - When a child has to go to another class then he/she will continue set work but sit alone in the classroom.
- Referral to Headteacher or SLT
 - Informal discussion between the class teacher and parents

Stage 2

Where there are on-going concerns this stage will apply.

- For serious or ongoing concerns a formal meeting with parents may take place and a record of the meeting will be kept
- Parents may be asked to meet with the class teacher and either the Headteacher or SLT
- A review date will be set
- Home/ school strategy decided by parent/ teacher/ pupil if necessary

Stage 3

The next step in the behaviour plan involves:

- Class teacher and SENDCO and parent(s) draw a SEND Support Plan for the child, the placed on 'My Plan' of the SEND register
- If the situation does not improve, a meeting with the Headteacher, parent, class teacher, SENDCO (as appropriate) to discuss the individual behaviour plan and the need for outside agencies.

Stage 4

This step includes the formal involvement of Governors, i.e., exclusion if all other strategies have been unsuccessful.

- The appropriate L.A. officers will be informed
- The police, social services or other agencies may be involved in very serious cases

7.2 Off-site behaviour

The school may take action against any child who is reported for inappropriate behaviour or bullying off the school premises, if the child is;

- a) Participating in a school-related activity
- b) Travelling to or from school
- c) Wearing school uniform,
- d) The misbehaviour could pose a threat to another pupil or adversely affect the school's reputation.

This may also include the inappropriate use of social media sites. (See Acceptable Use Policy)

Any action taken will be proportionate to the misconduct and could include discussion with parents, school consequences and possible exclusion.

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:

- 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

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

Behaviour management will form part of continuing professional development.

11. Monitoring arrangements

The effectiveness of this policy will be discussed at Staff meetings and pupil progress meetings as necessary. Overall strategies, general concerns and problems affecting individual children can be discussed at these meetings.

Evaluation of the policy will be by reference to the frequency and severity of incidents of unacceptable behaviour. If the policy is working, children will report bullying less frequently; the behaviour of difficult children will improve; classrooms will be more settled working environments for staff and children and fewer incidents will be recorded in the behaviour logs on CPOMS.

This behaviour policy will be reviewed by the headteacher and the wellbeing committee every year. At each review, the policy will be approved by the wellbeing committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the wellbeing committee every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying 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
- All pupils, staff and visitors have high expectation of behaviour through all aspects of school life and value the role of social courtesy in creating good relationships within our school
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences 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 encouraged and supported to take responsibility for their actions and to treat staff, other pupils and visitors with friendliness and consideration
- 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 wellbeing committee every year.

Appendix 2: record of discussion with parents



RECORD OF DISCUSSION WITH PARENTS

NAME OF CHILD.....

PARTICIPANTS.....

DATE

Reason for meeting:

Proposed course of action:

Review date:

SIGNED.....