BEHAVIOUR POLICY
St David's Primary

Version 1: January 2022

Date approved by LGB	Feb 2022
Review Period	**Annually**
Signed by Chair of LGB	Feb 2022

Contents

1.   AIMS

This policy aims to:

- Provide a consistent approach to behaviour management across our schools

- Define what we consider to be unacceptable behaviour in our Trust, 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 the 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

- The special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- 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, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude

- Incorrect uniform

- Breach of a school rule

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

- 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

As Ventrus, we believe:

- Bullying, including cyber bullying, is unacceptable.

- A solution-based approach to bullying must be adopted.

- Seeking help and openness should be proactively encouraged.

- All members of our community will be listened to, taken seriously and involved in decision making/solutions.

- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.

- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.

- We maintain and develop effective listening for children and staff within our school e.g. through relationships education, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.

- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.

- We ensure that all adults who have contact with our children e.g. midday supervisors, part-time staff, volunteers, support staff etc know how to respond if they witness or are told of a bullying incident.

- We acknowledge the key role of every staff member in dealing with incidents of bullying.

- We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for all children involved in order to affect a positive change on future behaviour.

- We promote emotional health and wellbeing across the whole school.

4.1 Reporting

Pupils, parents and staff can report incidents of bullying in person, via telephone or in writing. All reports of bullying will be recorded on CPOMS, this will include details of investigations, sanctions, support and monitoring.

Incidents of bullying will be reported to governors termly. Incidents involving prejudice, hate and discrimination will be reported to the local authority.

Some forms of bullying are illegal and should be reported to the police, further information can be found here: https://www.gov.uk/bullying-at-school. It serious cases it may also be necessary to refer to MASH or Prevent.

4.2 Investigating

When a concern has been reported about a potential bullying issue, it is important that pupils or parents be assured that action will be taken. Our response will be as follows:

- The teacher will act on the information they have been given by a child/parent/member of staff, within 2 school days. The teacher may need to speak to other children, other staff members (including the Head/KS Leader /SENDCo and/or other parents to gain a better understanding of issues raised/events being investigated.

- The teacher will then personally contact the parent to inform them of the actions taken and the outcomes of them. In some cases, where the outcomes indicate it is appropriate, the Head/KS leader /SENDCo may make this contact with parents instead of the teacher.

- In some cases it may be necessary for a teacher to meet with a parent and child in person; the Head/KS leader may also attend this meeting.

- The process should not take longer than 5 days.

4.3 Sanctions

Actions will be in line with our agreed school sanctions in section 7 of this policy, and may include:
- Explanation why the inappropriate behaviour is unacceptable

- Reparation of damaged relationships

- Restorative approaches

- Time away from an activity, including break times

- Meeting with staff, parent and child

- Missing another activity

- Formal letter home from the Headteacher expressing concerns

- Time out from the classroom

- Pastoral support plan

- Internal exclusion

- Fixed term exclusion

- Permanent exclusion

4.4 Support

The school will offer support to pupils who have experienced bullying through enhanced pastoral support, including talk-time and age appropriate discussion materials. A period of monitoring will be put in place and if required a referral to an outside support agency may be made (e.g. CAHMS, Open Minds).

Pupils who are identified as being vulnerable to bullying will be offered opportunities for additional support with understanding strategies covered in the PSHE curriculum for managing healthy friendships and when to seek help.

The school will also offer help and support to children displaying bullying behaviour to change their attitudes and understand why it needs to change via intervention, working with parents and outside agency support if required.

4.5 Prevention

We aim to prevent and minimise incidents of bullying through the following whole school strategies:

- Delivering a high quality PSHE and Relationships curriculum

- Creating a school culture where pupils know where to seek help and 'speaking out' is encouraged

- By developing and maintaining good relationships between staff, pupils and parents, where listening and trust are valued

- By acting quickly to manage friendship and social issues at a low level to prevent escalation

- By training staff and sign posting parents and pupils to helpful information (e.g. via events such as antibullying week).

4.6 Training

Staff are trained in preventing bullying and how to handle bullying through:
- Induction

- As part of safeguarding training

- Ongoing internal CPD

- Working with outside agencies

- Specific training e.g. Positive Intervention Techniques

5. ROLES AND RESPONSIBILITIES

5.1 The Trust Executive Team

The Executive Team is responsible for monitoring and reporting on the effectiveness of this Behaviour Policy.

5.2 The local governing body

The local governing body of each school is responsible for agreeing this Behaviour Policy in its school.

5.3 The Headteacher

The Headteacher develops this policy in consultation with staff; 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.

5.4 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

- Discussing concerns about pupil behaviour with parents, this may be via telephone, in person, by email or letter (example letter templates are provided in appendix 3)

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

5.5 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 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

- Wear the correct uniform at all times

- Accept sanctions when given

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

7. REWARDS AND SANCTIONS

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise, smiles and supportive comments given by all adults;
- Positive comments written on work;
- Praising good behaviour (based on Golden values) as well as work;
- Team points given and certificates issued at certain milestones;
- Verbal and/or written comments to parents;
- Awards for Presentation, Star Learner etc;
- Giving children responsibility as a reward;
- At the "Whole School Assembly" at the end of each term;
- Head Teacher to award Proper Job Award to a child each term – outstanding behaviour or achievement
- Teachers to use Parents/Carers evenings and end of year report to highlight specific successes;
- Friendship rewards system;
- When on trips, residential and wearing uniform the same standard of conduct and behaviour is expected;
- Use of fortnightly newsletters to celebrate success.

Sanctions in the Classroom

1. Verbal reminder of how one should behave in relation to the School/class Rules
2. Specific verbal warning detailing unacceptable aspects of behaviour
3. Staff will inform parents if patterns of unacceptable behaviour start to emerge in person or by phone
4. Children with SEN may have an individual behaviour plan supported & monitored by the SENDCO
5. In cases of severe or persistently challenging behaviour, the Head Teacher (or Unit Leaders when the Head Teacher is not in school) will apply the exclusion policy for temporary and permanent exclusions.

Sanctions in the Playground

1. Children get a verbal reminder of appropriate behaviour and should accompany an adult for an appropriate period of time.
2. TAs to advise class teachers of behaviour issues at the end of lunch time.
3. If a child is still not behaving appropriately, they are sent to a member of the Senior Leadership Team who will deal with the behaviour and speak with class staff/parents

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

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, 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 classroom ethos/expectations in 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 from:

- 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 on CPOMS and reported to parents

   Please see Appendix 4 for further information

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.

Schools 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 Trust 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 the school policy on use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development, this may be delivered internally or via advice from outside agencies.

An example staff training log can be found in appendix 1, schools may also keep records of external training via certificates certificates and log training via Microsoft Forms.

11. MONITORING ARRANGEMENTS

This Behaviour policy will be reviewed by the Headteacher and Executive Team, each year. At each review, the policy will be approved by the local governing body.

Headteachers will review and approve the relevant sections applicable to their school.

12. LINKS WITH OTHER POLICIES

This Behaviour policy is linked to the following policies:

• Exclusions policy

• Safeguarding policy

APPENDIX 1 STAFF TRAINING LOG

Example training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER/TRAINING ORGANISED	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

APPENDIX 2 BEHAVIOUR LOG

This is an example, paper based behaviour log, our practice is to record behaviour incidents on CPOMS, including the information detailed below.

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, PARENTS, POLICE):	

APPENDIX 3 LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR – TEMPLATES

Feedback to parents about pupil behaviour may be via telephone, in person or by email

RED AND YELLOW CARD SLIPS are sent home in accordance with our behaviour sanctions system

Appendix 4 Passive Intervention and Prevention Strategies

Things to remember:
- Almost 100% of incidents can be supported/solved without physical intervention and this strategy should only be used if it is appropriate and necessary.

- Behaviour is a communication of an unmet need - What is it?

- How much of a problem is it? Can you positively ignore and then praise immediately when appropriate

- Keep focused on the PRIMARY behaviours not the secondary (e.g. a verbal reaction)

- Use an instruction 'You need to sit down'

- Calmly repeat

- Give a choice

- Calmly repeat

- Consequence 'If you don't ….. then…..' (Natural and logical consequences)

- Give positive as soon as possible

- Staff supporting each other. Can use script 'I am available for help' Use of limited adults is best.

- Share pocket sized prompt cards with staff to remind of strategies to use to reduce risk.

Card Prompt Ideas

Have you tried?

-Distraction	-Humour	-Ignoring
-Choice	-Change of face	
-Non-verbal (visual)	-Change of place	
-Simple instruction	-Saying 'I wonder'	
-Validate feeling	-specific praise	
-Highlight wanted behaviours		
-Include them in the plan/next step		
-Positive gestures	-use of objects	
-Down to their level	-respect personal space	

- Be respectful of the child's SPACE. Side on approach rather than face to face.

- The first person to calm down is *you.*

- A child will move through the 'stages of crisis'

The child:	Our role:
Trigger	Observe/inform
Build up	Defuse/ respond
Crisis	Passive intervention only if necessary and after prevention strategies
Recovery	Re-assure/ wait
Depression/fatigue	Post incident support/ repair and rebuild relationships/ restorative approaches

- All members of staff are authorised members of staff to 'use force' as instructed by the Headteacher. We all have a duty of care but why is it necessary?

Legislation and Guidance

As a rule, nobody has the right to touch, move, hold or contain another person. *However,* people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why is it <u>NECESSARY</u>. The best legal defence would be to show that any actions taken were in the child's <u>BEST INTEREST</u> and that they were <u>REASONABLE AND PROPORTIONATE.</u>

In the Education and Inspections Act 2006 (part 7): A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

a) committing an offence

b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)

c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force (There is no legal definition) must be *the minimum force for the desired result *proportionate to any force used against you. Disproportionate force would be an offence. It is always unlawful to use force as a punishment.

Principles of passive intervention:
- The safety of both children and staff are equal
- Safety is paramount for both
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving.

It is designed to:
- Give the pupil back some control and help in calming down
- Help children who have experienced negative touch
- Make movement safe not to overpower
- Allow staff to act confidently at times of crisis

To maximise safety when holding, use a team approach

Any physical intervention must be recorded on CPOMS. Parents must be informed.   CPOMS
Positive handling:
Child/ date/ time
1.   Incident
2.   Known Trigger?
3.   Prevention/de-escalation strategies used

4.   What behaviour led to positive hold?
5.   What PIPS techniques were used- by which staff?
6.   Outcome / Next steps
7.   Informing the parents – Who/When-must be on the same day (ensuring they understand reasonable force was used and why)

If it is deemed that a pupil may be likely to need support via physical intervention due to observed escalation or after a single incident then this should be included in their behaviour, care plan and shared with parents.

Schools must ensure that they have staff who have received training in passive intervention and prevention strategies. This should be refreshed every three years or more frequently if required. The school's approach to passive intervention and prevention strategies must be included in staff induction.

APPENDIX 5 POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
Version 1 January 2022	Identification of sections to be localised, inclusion of section 4 (Bullying)	January 2023	R Olivant