

Behaviour Policy

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:

- 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
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

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- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- 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

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Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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4.1 Anti-bullying Strategy

Children need to be aware that bullying is not acceptable and will be dealt with seriously. They should be aware that it is generally best to tell an adult if they are being bullied, or are aware of bullying taking place; and that their complaints will be dealt with thoroughly and seriously. Bullying should be a recurring theme in PSHE, through our JIGSAW programme and Collective Worship.

Opportunities should also be sought to raise the issue of bullying through other curriculum areas, such as drama and history.

It is crucial to seek to prevent bullying rather than merely responding to incidents. We would hope to do this by:

- a) Organising the community in such a way to minimise opportunities for bullying, e.g. provide increased supervision at problem times
- b) Using any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme or Restorative Justice
- c) Dealing quickly, firmly and fairly with any complaints, involving parents where necessary.
- d) Reviewing the School Policy and its degree of success
- e) Continuing to have a firm but fair discipline structure. The rules should be few, simple and easy to understand
- f) Not using teaching materials or equipment that give a bad or negative view of any group because of their ethnic origin, sex, disability etc
- g) Encouraging pupils to discuss how they get on with other people and to form positive attitudes towards other people. This would include a review of what friendship really is
- h) Encouraging pupils to treat everyone with respect
- i) Treating bullying as a serious offence and taking every possible action to eradicate it from our School
- j) Sharing the risks of cyber bullying with parents through workshops and newsletters and reinforcing the need to monitor what social networking sites their children have access to

4.2 Action to be taken when bullying is suspected.

Any incident or report should be taken seriously, and action should be taken as quickly as possible. If bullying has taken place the victim should be reassured and offered support. The bully or bullies should become aware of your disapproval. Serious or repeated incidents should be reported to the head or deputy, and where they feel necessary parents, other teachers and lunchtime supervisors should be informed. Detailed responses including sanctions, will depend on the nature of an incident and the individuals involved. However, in all incidents, the prevention of recurrence, the well-being of the victim, and future behaviour of the bully, should be taken into account.

Help and support will be given as is appropriate to both the victims and the bullies:

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We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose
- Informing the victims' parents/guardians
- By offering continuing support when they feel they need it
- Arrange for them to be escorted to and from the School premises
- By taking one or more of the eight disciplinary steps described below to prevent more bullying

We also discipline, yet try to help the **bullies** in the following ways:

- By talking about what happened, to discover why they became involved
- Informing the bullies' parents/guardians
- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible
- By taking one or more of the seven disciplinary steps described below to prevent more bullying

Disciplinary steps:

1. They will be warned officially to stop offending.
2. They may not be allowed to join other children in the playground at break and lunchtimes
3. Informing the bullies' parents/guardians.
4. They may be excluded from the School premises at lunchtimes.
5. We may arrange for them to be escorted to and from the School premises.
6. If they do not stop bullying they will receive an internal exclusion or short term exclusion for a fixed period.
7. If they then carry on they will be recommended for exclusion for a major fixed period.
8. If they will not end such behaviour, they will be recommended for permanent exclusion.

4.3 Children - What can you do if you are being bullied?

Remember that your silence is the bully's greatest weapon!

- a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- b) Be proud of who you are. It is good to be individual.
- c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.

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- f) Fighting back may make things worse.
- g) Generally it is best to tell an adult you trust straight away. You will get immediate support.
- h) Only use safe and approved social networking sites.
- i) Report any unkind comments received online to your parents or an adult in school.

Teachers will take you seriously and will deal with bullies in a way that will end the bullying and will not make things worse for you.

If you know someone is being bullied:

- a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

4.4 How Can Parents Help?

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure your child is fully aware of the School policy concerning bullying, and that they should not be afraid to ask for help.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for 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 approving 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.

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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 on relevant slips and forwarding to the headteacher.

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

5.4 Parents

Parents are expected to:

- 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. Rewards and sanctions

6.1 Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Diamond Cards or phone calls home to parents at any point deserved
- Rainbow Virtues Awards

Whilst we aim to always reward positive behaviour we acknowledge that there will be times when we have to deal with behaviour which is unacceptable. 'Problems' are normal when children are testing the boundaries of acceptable behaviour. We need to deal with the problems in a calm and effective way.

As a school we do all that we can to avoid confrontation. We try to spot potential problems before they develop and deal with them in ways that are not intrusive to the rest of the class or group such as:

- Use humour - it builds bridges
- Keep calm - it reduces tension
- Listen - it earns respect
- Give 'take-up time' after asking a request to avoid confrontation; avoid immediate eye contact; appear to focus temporarily on something else – it enables trust, maximises face-saving and can convey expectation.
- Give directed choices – 'put them in your bag or on my table'
- Avoid shouting, over reacting or blanket punishments

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The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to a partner class during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

We follow a 5 step approach to unacceptable behaviour:

Step 1 A non-verbal gentle reminder.

A verbal reminder

A verbal warning – **yellow card issued Y4-Y6, move named peg to yellow R-Y3**

Continued poor behaviour - child spends 5 minutes at a thinking zone in their classroom, reflecting on which Diamond Rule they have broken - **amber card issued Y4-Y6, move named peg to amber R-Y3**

Step 2 If the behaviour continues the child takes time out in a partner class thinking zone, taking with them work to complete. Parent/carers are informed by a note home. **Red card issued Y4-Y6, named peg moved to red R-Y6. Red card triggers red slip to HT for letter home.**

Step 3 If a child goes to their partner class 3 times then parents are invited in to discuss their child's behaviour.

Stage 4 More Serious incidents.

Parents are invited into school with their child to meet with either a member of the Senior Management Team or the Head teacher to discuss how we can improve behaviour and targets for a behaviour report/plan are agreed. If they receive 4 or more concerns on a behaviour card the consequence is an after school detention.

Stage 5

Continued refusal of a child to abide by the school's rules will result in a formal meeting between the child, parents / carer and the Headteacher or Deputy Headteacher, where further measures of support will be considered and if deemed appropriate an **internal exclusion** given.

Stage 6

Ultimate sanction would result in external exclusion either fixed or permanent.

There are some actions or incidents that require a more immediate response than working through the tiered stages of the behaviour policy. Serious verbal or physical abuse or racism results in stage 4

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action where a child is removed from the class or playground and given after school detention. Parents are contacted and if deemed appropriate an **internal exclusion** given instead of an after school detention.

Internal Exclusion

To reduce the need for external exclusion to the absolute minimal, Rendell Primary School is using internal exclusion as a further intermediary step as part of its drive for inclusion. This sanction requires a pupil to work in isolation for either a half or full day dependent on the reasons it is given. Appropriate work will be set and as far as possible will require minimal adult support. An LSA will remain with the pupil on a 1:1 basis and for a full day internal exclusion—lunch will be eaten in the same room so that no contact is made with peers throughout the morning or day. Pupils will be given a short break for fresh air and exercise after normal play and lunch breaks.

Parents will be formally informed of the action taken and asked to attend a meeting with either the Head teacher or Deputy Head Teacher. The pupil will be brought to the school office by a parent or carer and collected at the end of the day for full day internal exclusions.

The staff on duty monitor discipline during morning and afternoon break times. Lunch times are the immediate responsibility of the midday supervisors supported by the headteacher, or in her absence, the Deputy Headteacher or another senior member of staff. It is the responsibility of the lunchtime supervisors to decide whether an offence should be dealt with immediately by them or passed on to the member of staff on duty.

Lunchtime staff will follow the same process of behaviour management and will award a 'star' to the child who has followed the Diamond Rules both whilst eating their lunch and during lunchtime play. The child's class teacher should also be informed at the end of lunchtime of any serious concerns.

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/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

Our goal is for all staff and pupils to follow our three simple Diamond Rules:

- **Follow instructions with thought and care.**
- **Show good manners at all times.**
- **Care for everyone and everything.**

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The School's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils.

8.1 General Management:

We will help teach the Diamond Rules to pupils. We understand that good relationships are key to improving behavior so we will promote the Diamond Rules every day by following them ourselves and encouraging the pupils to do the same. We will also ensure:

- The Diamond Rules will be discussed at the beginning of each school year outlining expected behaviour and displayed in each classroom and common areas around school
- The School Parliament will meet with the Headteacher, promoting pupil voice, engagement and citizenship
- Development of self-management skills in pupils through programmes such as 'Restorative Justice' to manage minor disagreements and prevent escalation of issues on the playground
- Promotion and awareness of well-being
- Development of Growth Mindset

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
- 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

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- 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.



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10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint as required.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every 3 years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the Safeguarding policy.

This policy is to be reviewed in May 2024