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**All Saints CE First School**

***Loving and learning with Jesus***

*“Let your light shine before you”*

*Matthew 5:16*

**Behaviour Policy**

### **Our Vision**

***Loving and learning with Jesus***

*“Let your light shine before you”*

*Matthew 5:16*

As a Church of England school and a member of the Uttoxeter Learning Trust, the teachings of Jesus and our Christian Values are at the heart of all we do, our children and staff serve with courage, compassion, aspiration and hope to live life in all its fullness allowing them to flourish and shine.

**Our Mission**

* FAITH: Providing an environment where Christian values underpin all we do, where worship flows into our learning and where all children appreciate the value of other faiths whilst being rooted in a Christian community. Trust
* LEARNING: Achieving high standards in learning by identifying and providing for the needs and talents of each pupil to enable them to achieve their potential. Service
* OPPORTUNITY: Providing opportunities for pupils to be curious, creative and inspired by taking part in a range of educational experiences, visits and extra-curricular activities. Courage
* UNDERSTANDING: Establishing a caring community which recognises equality of opportunity, diversity and raises awareness of moral values within a Christian ethos. Compassion
* RESPECT: Promoting high standards of behaviour and fostering a sense of respect and responsibility for self and others. Respect
* INDEPENDENCE: Helping children develop a range of skills to be confident and self-assured learners with excellent attitudes to learning. Generosity
* SELF-MOTIVATION: Fostering self-reliance, so that pupils enjoy the challenge of learning and are resilient to failure. Perseverance
* HAPPINESS: Creating a safe, nurturing and stimulating learning environment in which children can flourish. Friendship

**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 and discrimination
* 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](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); 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](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#behaviour-policy) 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

Serious misbehaviour is defined as:

* Repeated breaches of the school rules
* Any form of bullying
* Vandalism
* Theft
* Fighting
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items. These are:
* Stolen items

# **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 |
| Prejudice-based and discriminatory, including:* Racial
* Faith-based
* Gendered (sexist)
* Homophobic/biphobic
* Transphobic
* Disability-based
 | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| 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 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.

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:

* 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:

* Praise
* Merit points
* Letters or phone calls home to parents
* Special responsibilities/privileges

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’

See appendix 4 for sample letters to parents about their child’s behaviour.

We may use the nursery classroom in response to serious or persistent breaches of this policy. Pupils may be sent to the school main office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The nursery room is managed by the Early Year’s TA.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

* Taking part in any school-organised or school-related activity (e.g. school trips)

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the

# **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 (see appendix 3 for a behaviour log)

8.3 Confiscation

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](https://www.gov.uk/government/publications/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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

# 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.

# **10. Training**

Behaviour management will form part of continuing professional development.

A staff training log can be found in appendix 2.

# **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

# **12. Links with other policies**

This behaviour policy is linked to the following policies:

* Exclusions policy
* Child protection and safeguarding policy
* Anti-Bullying Policy

Approved by the governing board on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### **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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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### **Appendix 2: staff training log**

| TRAINING RECEIVED | DATE COMPLETED | TRAINER / TRAINING ORGANISATION | TRAINER’s SIGNATURE | STAFF MEMBER’S SIGNATURE | SUGGESTED REVIEW DATE |
| --- | --- | --- | --- | --- | --- |
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### **Appendix 3: behaviour log**

| 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, governors, parents, police): |  |

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### **Appendix 4: letters to parents about pupil behaviour - templates**

First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_