

Behaviour policy and statement of behaviour principles

The Spires Federation



Approved by: [Name]

Date: [Date]

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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
- Non-completion of classwork
- Poor attitude
- Disrespect to others/rudeness

Serious misbehaviour is defined as:

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

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 body

The Governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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 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:

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

7. Rewards and sanctions

At the Spires Federation each school has different award systems for positive behaviour and sanctions for negative behaviour.

7.1 List of rewards and sanctions

Spires Behaviour Policy – Staff Meeting Notes 17th June 2019

Positive Behaviours

- **A visual behaviour system in class that identifies clearly those pupils who are displaying positive behaviours:**
All pupils start on the sunshine every day. The names will move up and down the symbols based on behaviour for learning/effort/visual demonstration of values.
 - **Star**
 - **Rainbow**
 - **Sunshine (all pupils start here)**
 - **Cloud**
 - **Thundercloud**

The pupils can move up and down the chart throughout the day. The school is a '*safe place to make mistakes*'. At the end of the day if a pupil is on the star they receive a **house point**. If they are on the thundercloud at the end of the day they refer to the **Sanctions** part of the policy.

- **Headteacher/SLT award book:** When a child has done something above and beyond, demonstrating resilience, determination, values in action etc they are directed to a member of SLT to go in the book and a Headteacher's award sticker is given and stuck on relevant work:

Nocton-Bright Sparks Book of Brilliance

Dunston-Dunston Book of Brilliance

Digby-Dynamic Digby Book of Brilliance

During the Weekly Shine Assembly these are read out and pupils congratulated.

- **'Smile and Shine Time'**. Linked to the Wellbeing sessions on a Friday pm. Earning minutes for this reward time can be altered by individual class teachers. It can also be a chance for children to reflect on any values/rules they are not demonstrated over the week (format to be created to record this)
- **House points** in class and across the school – linked to the Rainbow and the behaviour charts in class. House captains to collect up class house points so that a ½ Termly winning house can be announced in Celebration Assembly/Shine Assembly. New trophy (with matching coloured ribbons to be purchased for each school and displayed)
- **Golden Rules** –Same Golden rules across the Federation developed every September for the new academic year.
- **Weekly Shine Assembly** to include:
 - Teacher Certificate (one per class per week)
 - Headteacher Book
 - Values trophy – awarded to one person who has demonstrated the current Value over the past week
 - One class sharing their work
 - Any achievement from home and/or sporting achievements.
 - Termly House Winners Trophy
 - Writer of the Week Trophy
 - Attendance Trophy

Sanctions for Negative Behaviours

If a child should choose to break the rules in class/around schools, then the following sanctions will apply for that day;

- **Stage 1** – Verbal Warning
- **Stage 2** – **1st negative behaviour**-Name moved down the chart
- **Stage 3** – **2nd negative behaviour**-Name moved down the chart again onto the thundercloud (This results in the child missing 5 minutes of the next playtime)
- **Stage 4** – **3rd Negative behaviour**-If child continues to demonstrate negative behaviour then the child now is sent to see a member of SLT (instantly if possible)/ The Class teacher needs to record this on Scholarpack.
- **Stage 5** – If this continues, the parents are now informed either as a phonecall or ideally face to face. CT to log on Scholarpack. **(Start on this stage if a behaviour is more serious)**
- **Stage 6** - If the Class teacher and/or SLT deem it necessary then the child can be placed on Report/Behaviour Card. This is for repeated Stage 5's or for severe behaviours. This involves the child having a behaviour card (to be designed for use across the Federation). Each day the class teacher records Positives and Negatives of that day. The child then meets with SLT on the following Monday morning to discuss their Behaviour Card. This discussion is logged on Scholarpack. They are taken off the Behaviour Card when Class Teacher and SLT see suitable improvement.
- **Stage 7** – External behavioural support services (BOSS, Pupil Reintegration Team, Specialist SEN teams) are involved and a Behaviour Plan /Contract is written.
- **Fixed Term/Permanent Exclusion** – an exclusion for fixed period can be used for acts of physical aggression, verbal abuse, bringing harmful substances/objects on the premises, acts of vandalism and stealing, racial abuse, sexual misconduct and persistent disruptive behaviour which prevents other from learning.

Additional Points

-Class Teachers to keep a log of any children who have progressed onto the stages so that if the behaviour persists a 'picture' is built up.

-For class sanctions each day is a fresh start, all children return to the sunshine at the start of every day (however the log mentioned above builds the picture)

- A child should never miss more than 5 minutes of their playtime for a sanction or to finish work. Children need movement and fresh air in order to learn.

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
- 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

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 body every 2 years. 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 body every 2 years

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
- 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.

This written statement of behaviour principles is reviewed and approved by the Full governing body every 2 years.

