

Spires Federation

Policy

OPENING
DOORS



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MINDS

Behaviour Policy

Date : September 2024

Review Date: September 2025

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**

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

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/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and vapes
 - 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)

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

Sexual Harassment and Sexual Violence

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

All staff through training maintain an attitude of **'it could happen here'** and hold a zero tolerance approach to any sexual violence and sexual harassment.

Sexist comments – are those which discriminate based on sex, particularly against women.

Sexism - also includes behaviours or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour . If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve behaviour. This could include specific time with the school Emotional Literacy Support Assistant (ELSA) to look at how and why to improve behaviours and attitudes.
- Monitor their behaviour for any recurrence
- If necessary include discussions with parents and escalate the sanction following the behaviour policy.

Our RHSE curriculum will cover what healthy and respectful behaviours towards one another looks and sound like. Our curriculum also considers what is appropriate and not-appropriate in relationships with others, including face to face and virtually. Our Jigsaw unit of work 'Relationships' and sessions delivered by The Stay Safe Partnership directly address what is acceptable behaviours.

Roles and responsibilities

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 Executive Headteacher to account for its implementation.

The Executive Headteacher

The Executive 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 Executive 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.

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 Scholar Pack

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

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

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

Rewards and sanctions

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

List of rewards and sanctions

Positive Behaviours

- A visual behaviour system in class that clearly identifies those pupils who are displaying positive behaviours. This should include:
 - Earning house points
 - House teams
 - A visual way for children to see their team's points adding up (e.g. marbles/tokens/charts)

This can be personalised to the individual's class to their suit age or topics of interest. At the end of the week, house captains will collect the totals from each class and the winning team will be announced in Shine Assembly. They will be presented with a trophy and a coloured ribbon reflecting the winning team's colour.

The weekly totals will also be added to the running totals which will be displayed in a communal location (e.g. token tubes in the hall) At the end of each term, the overall winning team will be announced in Shine Assembly where they will get to pick a prize (e.g. film afternoon, park trip, non-uniform day, top table lunch, chairs in assembly)

- **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 Diamonds Book of Brilliance

Digby-Dynamic Digby Book of Brilliance

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

- **'Shine Time'** 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.
- **Weekly Shine Assembly** to include:
 - Star of the Week Certificate (one per class per week)
 - Values Certificate – awarded to one person who has demonstrated the current Value over the past week
 - Writer of the Week Certificate
 - Any exciting work from the week
 - Any achievement from home and/or sporting achievements.
 - Weekly/Termly House Winners Trophy
 - Attendance Star
 - Headteacher Book

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**- A discreet recorded warning of initials on board (5 minutes missed from break time/timeout for EYFS children)
- **Stage 3 – 2nd negative behaviour**-Name ticked on board (10 minutes missed from break time/timeout for EYFS children)

- **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 phone call 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 Behaviour Report Card. This is for repeated Stage 5s or for severe behaviours. This involves the child having a behaviour card (see Federation format). Each day the class teacher records a summary of that day. The child then meets with SLT on Friday afternoon/Monday morning to discuss their Behaviour Report Card. This discussion is logged on Scholarpack. They are taken off the Behaviour Card when Class Teacher and SLT see suitable improvement. The cards are stored in the pupil's files.
- **Stage 7** – *This stage can be assessed earlier if Stage 6 and other strategies are not working.* External behavioural support services (BOSS, Pupil Reintegration Team or the Early Years integration pathway, Specialist SEN teams) are involved and a Behaviour Plan /Contract is written as appropriate.
- **Internal Suspension** – depending on behaviour/incident an internal exclusion may be given. Parents should be informed and the child will spend the morning/afternoon/day working out of class and supervised by SLT.
- **Fixed Term Suspension/Permanent Exclusion** – an exclusion for fixed period can be used for acts of physical aggression, verbal abuse, bringing harmful/prohibited 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 on ScholarPack using the incident section. This is very important so that a picture can be built up. This helps us identify patterns, triggers and provides evidence when accessing external support. The below table outlines the types to be used with examples.

A child should not miss more than 10 minutes of their playtime for a sanction or to finish work. Children need movement and fresh air in order to learn. It is important that missed time is still spent outside.

Areas	Examples
Aggression	Kicking a table, shouting in face and throwing items
Bullying	Repeated incidents – only add as bullying once confirmed with SLT
Damage	Breaking an item of property, graffiti, intentional damage to the building and resources
Derogatory language	Unkind words, swearing and insults

Discrimination	Against any areas in the equality act: race, sexual orientation, disability, religion, looked after, gender, gender reassignment, marriage, pregnancy and age.	
Leaving designated area	Running out of the classroom, other areas of school and leaving the school premises	
Low level disruption	Repeatedly disrupting where this causes an impact to the learning of others	
Peer disagreements	Unkind behaviour towards peers	
Physical behaviour (low level)	Pushing, barging, standing on toes, roughness	Please use your professional judgement based on the level of physicality and also intent to hurt.
Physical behaviour (significant)	Punching, kicking, scratching – an intent to hurt Any physical behaviour resulting in a lasting mark	
Refusal	Refusal to follow instructions from adult, such as, refusing to come in from break	
Sexual abuse and harassment	<p><u>Sexual harassment – face to face</u></p> <p>Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names</p> <p>Deliberately brushing against someone, interfering with someone’s clothes.</p> <p>Grabbing or patting bottoms, breasts and genitalia</p> <p>Displaying pictures, photos or drawings of a sexual nature</p> <p>Upskirting</p> <p><u>Sexual harassment – online</u></p> <p>Consensual and non-consensual sharing of nude and semi-nude images and/or videos.</p> <p>Sexualised online bullying</p> <p>Unwanted sexual comments and messages, including, on social media</p> <p>Coercing others into sharing images of themselves or performing acts they’re not comfortable with online</p>	
Stealing	Taking property from school, from staff or other pupils	

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.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive 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 Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

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

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 on ScholarPack and reported to parents

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](#).

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.

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.

Training

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

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This Behaviour policy will be reviewed by the Executive Headteacher and Full Governing Body every year. At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full governing body every 2 years.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy



Spire Federation

Digby Church of England School
Dunston St Peter's Church of England School
Nocton Community Primary School

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 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 Full Governing Body every 2 years.