



# Thorndon CofE Primary School

## Behaviour Policy and Statement of Behaviour Principles

**Approved by:**                      **Governors**                                      **Date: Autumn 2022**

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## **Contents**

1. Aims	3
2. Legislation and statutory requirements	4
3. Definitions	4-5
4. Roles and responsibilities	5-6
5. Behaviour Curriculum	6-11
6. Supporting Pupils	11
7. Pupil Transition	11
8. Staff Induction, training and support	11
9. Monitoring Arrangement	11
10. Links with other policies	12
Appendix 1	13
Appendix 2	14

## Statement of Behaviour Principles

Teachers have the right to teach and the children have a right to learn.

Our belief is that the school must be a place where every member of staff and every pupil has the right to pursue the agreed objectives of the school without threat or hindrance. The school behaviour policy has therefore been written to enrich the way in which all members of the school community can live and work together in a mutually supportive way. This is set out in the Home School Agreement.



We promote this through:

- Fostering a sense of community
- Providing a warm and supportive climate
- Involving the whole community in establishing rules and expectations
- Celebrating success
- Praising positive behaviour
- Maintaining high expectations
- An emphasis on Safeguarding and safety

The school has a number of school rules. These are intended to promote good relationships so that we can work together with the common purpose of learning. The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our community. It is the responsibility of the class teachers to deal with most incidents with their class, and more serious incidents will be dealt with by the Head of School/Headteacher.

All the rules feed into our values, which are displayed in our Rainbow.

### 1.0. 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**.

## **2.0. 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
- 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

## **3.0. Definitions**

### **3.1. Misbehaviour**

Is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

### **3.2 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
- Peer-on-peer abuse
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. (see banned items )

### **3.3 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.

The school takes allegations of bullying seriously and details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which has been produced by the All Saints Schools Trust (ASST).

### **3.4. Peer-on-Peer Abuse**

This occurs between children at school and it can include:

- bullying (including online bullying and bullying because of someone's race, religion, sexuality, disability or trans status)
- physical abuse
- sexual harassment
- emotional abuse

## **4.0. Roles and Responsibilities**

### **4.1 Governors**

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School/Executive Head to account for its implementation.

### **4.2 Executive Headteacher/Head of School**

The Executive Headteacher and Head of School are responsible for:

- Ensuring 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.
- Reviewing and approving this behaviour policy.
- Ensuring that staff deal effectively with poor behaviour.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **4.3 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, e.g. developing inclusion plans and behaviour plans when necessary.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents on Arbor.

#### **4.4. Parents and Carers**

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.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

#### **4.5. Pupils**

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
- Pupils will be supported to meet the behaviour standards.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-year.

### **5.0. Behaviour Curriculum**

#### **5.1 Thorndon's School Rules**

The school doesn't have a huge number of rules, but those that are in place are to protect everyone so they can enjoy a happy and productive learning/work environment and achieve their full potential socially and academically. Please see Appendix 1. These rules apply at school, on journeys to and from school, on trips and visits and at any time when the child is identifiable as a member of the

school community and could therefore be considered as bringing the school's reputation into disrepute.

## **5.2 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Display '**Class Rules**', which are negotiated with the class at the start of the autumn term. Each class formulates their own Rules for their classroom, in addition to the school rules. These outline the explicit behaviours that show respect and care towards one another and promote an appropriate environment for learning.
- Display the '**Good to be Green**' wall chart, including the warnings and consequences, which all staff will follow, therefore creating a whole school approach to behaviour that is consistent and fair. When the rules are made clear to them, pupils feel safe and confident. Classroom work based on RSE/PSHE will link to these rules.

All children start on Green and are rewarded by staying on there all week by being added to the weekly raffle. If children do not follow the school/ class rules then they are given a 'Stop and Think' card. If they still not listen it is a 'Yellow warning card' and finally a 'Red consequence' card.

- 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

## **5.3 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive Behaviour will be rewarded with:

- Team Points
- Verbal Praise
- All children start on Green and are rewarded by staying on there all week by being added to the weekly raffle draw in our Friday Celebration Assembly and may win a GtbG themed prize.
- Star Pupil Awards are awarded from each class in the Friday Celebration Assembly. These children are then celebrated in the School Weekly Newsletter.

## 5.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Following the 'Good to be Green' approach, the table below explains how we deal with misbehaviour.

If children do not follow the school/class rules then they are given a 'Stop and Think' card. If they still not listen it is a 'Yellow warning card' and finally a 'Red consequence' card.

<b>Pupil Behaviour</b>	<b>Warning</b>	<b>Action and Consequence</b>
Pupil's behaviour does not meet school or class expectations.	Verbal Warning or 'Stop N Think' card	<ul style="list-style-type: none"> <li>Refer to class rules/school code and explain why the behaviour is unacceptable.</li> </ul>
Pupil ignores the verbal warning and continues their poor behaviour/choice.	Yellow Warning Card	<ul style="list-style-type: none"> <li>Refer again to class rules/school code and explain why the behaviour is unacceptable.</li> <li>Yellow card and incident recorded as a 'concern' on Arbor</li> </ul> <p><b>STRAIGHT TO YELLOW BEHAVIOUR</b> - at the discretion of the teacher.</p>
Pupil ignores the Yellow Warning Card and continues their poor behaviour.	Red Consequence Card	<ul style="list-style-type: none"> <li>The pupil misses up to 10 minutes of Playtime/Lunchtime (discretion of the teacher) and completes a behaviour reflection sheet. This is supervised by the class teacher or teaching assistant.</li> <li>Incidents that occur in afternoon sessions will result in the sanction being taken at lunchtime the following day.</li> <li>Incident recorded as a 'concern' on Arbor and parents/carers informed of the incident by class teacher.</li> <li>Pupil removed from weekly 'Good to Be Green' draw.</li> </ul>
<p><b>STRAIGHT TO RED BEHAVIOUR</b>  Any of the following will result in an immediate red card.</p> <ul style="list-style-type: none"> <li>Any form of malicious aggression/violence towards an individual</li> <li>Bullying (<i>if proved to be or a recurrence</i>)</li> <li>Child-on-Child Abuse</li> </ul>		



<ul style="list-style-type: none"> <li>• Rudeness or disrespect to staff</li> <li>• Swearing or foul and abusive language</li> <li>• Deliberate damage to school property</li> </ul>	
<p>Depending on the severity of the offence, the time missed at lunch will be decided by the Head of School and/or Executive Headteacher.</p>	
<p><b><u>RESET</u></b></p> <p><b>All yellow and red cards are reset at the end of each session (break; lunch; end of the school day). Pupils can earn their way back to green during one of these sessions by exhibiting on task or good/appropriate behaviour.</b></p>	
<p>If a pupil receives 2 Red Consequence Cards in one week.</p>	<ul style="list-style-type: none"> <li>• Meeting with child and parents with class teacher.</li> </ul>
<p>If a pupil receives 2 or more Red Consequence Cards in one week.</p>	<ul style="list-style-type: none"> <li>• Meeting with child, parents and Head of School/ Executive Headteacher.</li> </ul>

MDSAs are permitted to issue ‘Stop and Think’ cards and will then speak to the class teacher if they think it needs to be escalated to a Yellow Card.

Yellow and Red Cards can be issued by any member of staff in school (not including MDSAs)

### **5.5 Fixed-term and permanent exclusions**

Please see the All Saints Schools Trust (ASST) Exclusions Policy for details.

### **5.6 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. As we report both safeguarding and behaviour on Arbor there will be a very close link. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

### **5.7 Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 Arbor (MIS system) and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **5.8 Off-site misbehaviour**

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.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Poses a threat to another pupil
- Could have repercussions for the orderly running of the school

### **5.9 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- The pupil is identifiable as a member of the school

### **5.10 Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School/Executive Headteacher will discipline the pupil in accordance with this policy.

The Head of School/Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **5.11 Banned Items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (under Section 94 of the Education and Inspections Act 2006).

Confiscated items will be retained by the class teacher/Head of School and stored appropriately so they cannot go missing, and will be returned to the pupil or the pupil's parent/carer at the end of the school day. Items classed as illegal, weapons and knives and extreme or pupil pornography will always be handed over to the police.

**Power to search without consent** for "prohibited items" (under Section 550ZA (3) of the Education Act 1996) including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The school reserves the right to ban any items, activities, fads or crazes which it feels are causing disruption to learning or is impacting negatively on the behaviour of pupils. Any item banned by the school may be searched for. Searches will always be carried out by two members of staff of the same sex as the child and parents/carers will be informed.

## **6.0 Supporting Pupils**

**It is essential that all staff recognise that poor behaviour is often a symptom of something else e.g. safeguarding issues, SEND or mental health and it is important to investigate the possible sources of this as fully as possible.**

- 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.

## **7.0 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.

## **8.0 Staff Induction, development and support**

Our staff are provided with training on managing behaviour, including proper use of positive handling and de-escalation. Behaviour management also forms part of continuing professional development.

## **9.0. Monitoring Arrangements**

This behaviour policy will be reviewed by the Head of School/Executive Headteacher and Local Governing Board every year. At each review, staff may be consulted as necessary and the policy will be approved by the Head of School/Executive Headteacher.

Behaviour data that is inputted by Class Teachers onto Arbor will be continuously monitored by the Head of School and Executive Headteacher as they will receive notification. Behaviour will also be discussed on a weekly basis at the DSL briefing, therefore allowing any connections/trends to be identified in a close link with safeguarding.

### **10.0. Links with other policies**

This behaviour policy is linked to the following policies:

- ASST Anti-bullying Policy
- ASST Exclusions policy
- ASST Child Protection and Safeguarding Policy
- The Use of Reasonable Force to Restrain or Control Pupils

## Appendix 1

### Thorndon CofE Primary School School Rules

Our school rules are simple and easy to understand. They focus on behaviour in class, around school and in the playground and feed into our values Rainbow.



#### Classroom & In School Rules:

- Try your best with all learning activities and have a positive learning attitude
- Use kind words and a quiet, friendly voice towards everyone
- Be friendly, cooperative and care for each other
- Be polite to staff, other children and our visitors
- Keep hands, feet and objects to yourself, don't use them to hurt or distract other people
- Always walk in and around school
- Take turns to learn and share
- Leave toys and jewellery at home
- Always ask permission to leave the classroom
- Hold doors open for people and wait your turn.
- If someone gives you something, smile and say "Thank you".
- Say "Please" if you would like something.
- If someone is speaking, listen to them carefully, wait until they have finished speaking or say "excuse me" if you desperately need to interrupt.
- Do as you are asked straight away
- Always concentrate on the task you are doing so others can do the same
- Help each other to tidy up after lessons
- Take care of all books and equipment
- Take care of the school building and furniture

#### Playground Rules

- Keep harmful hands, feet, objects and comments to yourself.
- Play sensible games that everyone can enjoy in the playground where you are supposed to be.
- Always avoid kicking, picking other children up and play fighting.
- Respect other people, their belongings, school equipment and the grounds.
- Always walk when moving into, out of and around school.
- Always do as you are asked by all staff in school straight away.
- Follow the instructions carefully for use of the play equipment

Appendix 2

KS2 Behaviour Reflection Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What did I do that was wrong?

Which rule(s) did I break?

Why did I do it?

How do I feel because of what I did?

What do I think the other children in the class think of my behaviour?

What will I do to put it right?

Signed: \_\_\_\_\_ (pupil)

Signed: \_\_\_\_\_ (teacher)

*(This will be kept as a record of your behaviour in the school behaviour file)*