



Behaviour Policy

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| Date: | September 2019 | Review: | September 2022 |
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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. Outcomes

The intended outcomes of behaviour management at St Margaret Ward are to:

- Maintain excellent behaviour.
- Modify poor behaviour.

3. 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.

4. Putting our Values into Action

Our school core values are:

- Learning
- Respect
- Kindness
- Teamwork

In order to put these *values into action* on a daily basis, these are **six consistencies** which staff uphold in interactions with pupils.

At St Margaret Ward, adults:

- Model positive behaviours themselves and praise when they see these positive behaviours in the pupils.
- Notice every child. (This is done by, for example, greeting every child by name when they enter the school gate, school door or classroom in the morning or asking children about their interests, their families, their schoolwork etc.)
- First attention for positive conduct. Praise the good behaviours before picking up on the poor behaviours wherever possible. Catch the children being good.
- Seek to problem solve any issues with behaviour. There is always a solution and no behaviour is irreversible.
- Understand prevention is better than cure. Engaging and challenging pupils in their learning as well as relentless routines and skilful interventions (these can be behaviour management strategies or planned therapeutic interventions) help to ensure positive behaviours.
- Follow up poor behaviour, retain ownership and engage in reflective dialogue with students.
- Understand that ensuring high standards of behaviour exist in our school is a team effort.

As a result of all of the above, we aim to achieve the following **three outcomes**:

- Consistently high standards of behaviour leading to healthy well-being and success for all.
- Every staff member taking their share of responsibility for behaviour in the school.
- Pupils learning to self-regulate their behaviour.

5. Code of Conduct for Pupils

Pupils are expected to live out our core school values in their behaviour.

These values and examples of the behaviours, which the children contributed towards, are displayed on a colourful large mural in the school hall.

- ✓ We say kind words.
- ✓ We say 'please' and 'thank you'.
- ✓ We say sorry.
- ✓ We work hard.
- ✓ We never give up.
- ✓ We smile and laugh together.
- ✓ We care for each other.
- ✓ We are all equal.
- ✓ We try our best.

- ✓ We celebrate our successes.
- ✓ We learn from our mistakes.
- ✓ We pray together.
- ✓ WE ARE A FAMILY.

6. Roles and responsibilities

6.1 The Governing Board

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

The Governing Board 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.

6.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, 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.

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

6.4 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.
- Support the school in measures taken to improve or modify examples of misbehaviour.

7. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Deliberate poor standard or non-completion of classwork.
- Not following instructions from a member of staff.
- Unkind words to peers.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Deliberately defying instructions from a member of staff.
- Being disrespectful to an adult.
- Any form of bullying.
- Vandalism.
- Theft.
- Fighting.
- Foul and/or abusive language.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.

These are examples since it is not possible to account for every instance of misbehaviour.

8. Behaviour Management

8.1 Use of Praise

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Therefore, it is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued.

At St Margaret Ward, praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

8.2 Rewards

The Class Dojo app is used to award points for behaviour, with certificates given when pupils reach multiples of 100. The points totals are refreshed every half-term. Dojos are also given as group points to reward teamwork in a class.

Class teachers have their own further rewards such as Star of the Week, and even including some chosen by the pupils (e.g. wearing slippers for a day).

Some of the other ways in which good behaviour is recognised are during weekly Celebration Assemblies hosted by the Headteacher.

Examples of rewards given out at this assembly include:

- Headteacher's Award – Certificate is awarded one pupil from each class who has shone in that week for whatever reason. They are nominated by their class teacher in conjunction with the Headteacher.
- Heart of Gold - One child from across the school each week is chosen for particular acts of kindness by their classmates. They are presented with a certificate, which quotes the specific reason from their nominee, and a 'Heart of Gold' badge.

- VIP Award – One child from each class is selected by the midday supervisors for excellent behaviour at lunchtimes. They then sit at the special Top Table on Friday.
- Year 6 Leaders' Award – One child from across the school each week is awarded this by the Head/Deputy Girl/Boy for a reason chosen by the leaders. The Leaders present them with a certificate and pencil.
- Attendance Award – The class with the best attendance for that period are presented with a trophy and certificate.

8.3. Traffic Lights

While we emphasise the celebration of positive behaviour through praise and rewards, we recognise that it is also necessary to have procedures and sanctions which address inappropriate behaviour.

Every class uses the same 'Traffic Light' system for noting inappropriate behaviour. It is a visual system that all children and staff can monitor. The system allows children to reflect upon their behaviour and to make improvements.

The upside-down traffic lights are displayed in each classroom and at after-school club. Every child's name will start each day in the green section of the traffic lights. The table below explains the actions which can be taken to address inappropriate behaviour at the different stages.

Stage-by-stage guidance

| <i>Stage</i> | <i>Action</i> |
|------------------------|---|
| 1. Rule reminder | A reminder of the rule you want the pupil to follow. Repeat reminder if reasonable adjustments are necessary. Notice and praise when rule has been followed. Take the initiative to keep things at this stage |
| 2. Final warning | A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. For example, "I have already reminded you about If you continue to then you will be asked to move your name to amber." Remind child about previous good conduct or direct towards other pupils showing correct behaviours. Take the initiative to keep things at this stage |
| 3. Last chance (Amber) | If appropriate, the pupil moves their own name to Amber. They are reminded and encouraged to show the correct behaviours to return to Green. "You haven't chosen the right behaviour so you are now being moved to amber. If you I will move you back to Green. I know you will take charge of your behaviour now." Take the initiative to keep things at this stage. |
| 4. Moved to Red | Pupil is kept behind at the end of the lesson, probably losing some or all of their break as a result. They are told that they will need to stay behind to discuss their behaviour with you. There may also be a short timeout where the pupil is moved to another part of the classroom and given a chance to calm down and re-group. They are again reminded about the behaviour to move back down the traffic lights. |

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| 5. Reflection | This always follows Step 4 – even if the pupil successfully re-engages and moves back to Amber and then Green. This reflection takes place during the pupil’s own time resulting in LOFT (loss of free time) rather than during lesson time. See Restorative Practice on page 8. |
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8.4. Sanctions

Sanctions at St Margaret Ward aim to have a learning focus and are never implemented to simply punish a pupil. When a child can’t read or write well, we teach them how to read and write. At St Margaret Ward, when a child doesn’t behave well, we make sure we are teaching them how to behave well. Therefore, any sanctions employed should encourage pupils to learn from and take responsibility for their behaviour.

Depending upon the severity or regularity of the inappropriate behaviour, possible sanctions may include – but not be limited to - those below:

- Miss all or part of lunchtimes or playtimes.
- Writing a letter of apology to the person(s) affected.
- Removal of privileges (e.g. sporting activity, representing a school team, school trip or event)
- Excluded from their class for a period of time. This may involve working under supervision elsewhere or in another class.
- Sent to a senior member of staff.

8.5 Restorative Practice

The purpose of restorative practice at St Margaret Ward is to teach behaviour. Punishments manage behaviour, while restorative practice modifies behaviour. Of course, tough love can still happen and privileges can be taken away. However, any consequence should also involve a restorative practice conversation. The mirror needs to be held up to the pupil and be shown that their behaviour affects other people.

During the restorative practice conversation, examples of **restorative practice questions**, which may be used, include:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

8.6. Behaviour Interventions

A range of interventions, in addition to restorative practice conversations, are used to help children correct their inappropriate behaviour and to encourage them to make the right choices in the future. These may include, but are not limited to:

- Behaviour Report Card to monitor behaviour on a lesson-by-lesson basis. This also helps to avoid children only seeing their negative behaviours and allows them to celebrate the positive aspects of their day. In addition, the card can help identify areas of concern, possible causes and short-term targets.
- Pastoral support with a learning mentor. This can take the form of a one-off session or a series of sessions which may address an underlying issue. These may be one-to-one or as part of a small group.
- Individual Behaviour Plan.
- Completing a behaviour assessment using a range of possible tools.
- Completing an Early Help Assessment.
- Referral to outside agencies.
- Referral to an educational psychologist.

9. Repeated or Serious Breaches of the Behaviour Policy

For serious breaches of the Behaviour Policy (E.g. physical aggression, swearing, racist or homophobic language) then the pupil is sent straight to the Headteacher, or in their absence, to the Deputy Headteacher/Key Stage leader.

Parents are notified, depending upon the seriousness, by either the class teacher or the member of the Leadership team whom the incident was escalated to.

Depending upon the severity of a child's actions, this may result in any of the sanctions stated above or, in more extreme cases, a fixed-term or even permanent exclusion.

10. Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The Department of Education's Statutory Guidance on School Exclusions (2012) is referred to in any decision to exclude a child from school.

11. 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 |

Further details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

12. 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, in discussion with the headteacher, 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 strive to work with parents to create the plan and review it on a regular basis.

When a child is already on the SEN register for specific behavioural difficulties or they form part of their Individual Education Plan (IEP) then the procedure for dealing with that child may differ to our usual procedure.

13. 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 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.

14. Use of reasonable force

Department for Education guidance on the use of reasonable force is followed.

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils. This can range from guiding a pupil gently by the arm to breaking up a fight. ‘Reasonable’ in the circumstances means using no more force than is necessary.

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organised visit.

In school, force is used for two main purposes – to control pupils or to restrain them. This may be necessary to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Force is never used as a punishment.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances. For example, when a pupil is continuing to attempt to hurt another individual and is refusing to cease without physical intervention.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples when reasonable force may be used include but are not limited to:

- removing disruptive children from the classroom where they have refused to follow an instruction to do so;
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restraining a pupil at risk of harming themselves through physical outbursts.

Serious incidents involving the use of force are recorded on our Child Protection Online Monitoring Software (CPOMS) and parents are informed. Schools do not require parental consent to use reasonable force on a pupil. In deciding what is a ‘serious incident’, the following factors are taken into account:

- pupil’s behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff;
- the child’s age.

15. Further Guidance

15.1 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.

15.2. 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](#).

15.3. 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.

15.4. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

16. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Board every three years. At each review, the policy will be approved by the headteacher.

Maintained schools, pupil referral units and non-maintained special schools add:

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the School Development Committee annually.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy.
- Anti-Bullying Policy.
- Procedure for managing allegations of abuse against staff.

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 School Development Committee annually.