

Inspiring the Minds of the Next Generation

Boughton Leigh Junior School



Behaviour policy and statement of behaviour principles

2018-2019

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Appendix 1 – Written statement of behaviour principles

Appendix 2 – ABC form

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-compliance of the school's values when on school visits (trips, sporting events etc)
- 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
- 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 policy.

5. Roles and responsibilities

5.1 The governing board

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 2 for a behaviour log/ABC form)

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 (trips, sporting events etc)

7. Rewards and sanctions

A whole school initiative called 'Good to be Green' provides a traffic light system to deal with children's behaviour. It works on the principle of rewarding and acknowledging good behaviour, as well as identifying unacceptable behaviours. It empowers the children by allowing opportunities for them to redeem themselves and take opportunities to improve. 'Good to be Green' works in conjunction with the regular rules, rewards and sanctions chosen by the school, providing a visual aid to support and promote positive behaviours across the Key Stage.

Rewards

Through supporting the school's values, we aim to promote a positive atmosphere through a system of rewards established for good work and behaviour. These include:

- Verbal praise.
- Class based rewards such as stickers and House points.
- Star of the Week.

Sanctions

Warnings and behaviour sanctions will be issued to children choosing to persistently cause disruption to their own or others education, health and safety or emotional wellbeing. Children need to be reminded that if they do not comply there will be a consequence, as well as the opportunity to redeem themselves.

Although the sanctions are hierarchical, entry on to the sanctions system can occur at any level depending on the nature and severity of the behaviour displayed. Physical harm towards another child or adult will not be tolerated.

- Initial verbal warning and reminder of expected behaviour.
- Classroom strategies using 'Good to be Green.'
- Moved within the classroom.
- Time Out (to another classroom)
- Loss of playtime/lunchtime detention and phone call/letter to parents – after 3 offences.
- Sent to the Head Teacher/Deputy Head Teacher for internal exclusion (with work if for any length of time).
- ABC record.
- Parental meeting.
- Child on targeted report sheet – supervised by the SENCO/Learning and Behaviour Mentors
- Exclusion – temporary
- Exclusion – permanent – in extreme cases for serious breaches of the Behaviour Policy or for continuous breaches of the Behaviour Policy when all avenues have been exhausted and when the safety of pupils or staff becomes a serious issue to consider (See DfE Exclusion guidance)

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/sporting event 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/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.

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 school's values in their classroom
- 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

Whenever possible the use of physical restraint must be avoided. Any member of staff forced to apply physical restraint should be 'Team Teach' trained – although it is acknowledged that there may be times when this is not possible to implement. When it is unavoidable, physical restraint is only permissible where staff are trying to prevent a child from harming themselves or others; to prevent serious damage to property; or if the behaviour is seriously compromising good order or discipline. It can only be used if verbal commands and other strategies have failed to control the behaviour. Restraint should involve the minimum of force. All incidents of physical restraint must be recorded in the Team Teach bound and numbered book (located in the Head teacher's Office) and passed to the Head Teacher for reading and signing. Witnesses should also produce a written report of the incident. These reports should include:

- Details of when and where the incident occurred.
- Circumstances and significant factors which led to the incident.
- Duration and nature of any physical restraint used.
- Names of children and staff involved.
- Description of any injury sustained by anyone.
- Description of any action taken after the incident.

It is the Head Teacher's responsibility to determine whether parents and other appropriate parties such as LA officer are informed.

8.3 Confiscation

Any prohibited items 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. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every year. 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 year.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Written statement of behaviour (see below: Written Statement of Behaviour Principles)

- Appendix 1: written statement of behaviour principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The statement has been adopted by the Governing Body as a whole, following consultation with the Head teacher, parents, staff and pupils.

Statement of Behaviour Principles:

The Governors at Boughton Leigh Junior School, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Boughton Leigh Junior, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Boughton Leigh Junior is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy

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Appendix 2 – ABC Log

| Date | Antecedent (what preceded the behaviour?) | Behaviour (what has occurred?) | Consequence (what action has been taken?) | Signed | CODE (SLT use) |
|------|--|---------------------------------------|---|--------|----------------|
| | | | Please tick all that apply: *Yellow/Red card given *Detention *Head of Year informed *Phone call home *Learning mentors to support *'Time out' in another classroom | | |
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