



Reviewed March 2023

St Bertoline's Church of England Primary School

Behaviour Policy

1. Introduction

Promoting positive behaviour is an essential ingredient of an effective school. Achieving positive behaviour requires the active participation of teachers, staff, children, parents, governors and the community. Within school, behaviour is the collective responsibility of every teacher and member of staff and this extends beyond the individual teachers' classroom to cover every child and every area of the school. Staff are encouraged to model respectful relationships when interacting with each other, reflecting our Christian Values, such as honesty, trustworthiness and kindness and respect. In order that we can live and work together every member of our school community will be loved, valued, respected and supported to feel safe and secure.

2. Guidelines

1. Emphasis is placed on the positive rather than the negative aspects of children's behaviour. Rewards and incentives are preferred to sanctions.
2. Teachers must follow the agreed procedures for behaviour modification which are set out in detailed policy guidelines. They include various incentives and sanctions to be used in school. It is envisaged that parents would be involved at an early rather than a later stage, so that the partnership of teacher and parent can work productively to the same end.
3. Everyone associated with St Bertoline's (including teachers, staff, parents, governors and children) should work towards promoting and maintaining the positive ethos and stimulating environment of which we all have a sense of belonging and are justly proud.
4. The Behaviour Policy will be differentiated for pupils who have relevant additional needs (SEND - as defined in the Equality Act 2010). Reasonable adjustment for pupils may be made, to ensure the inclusive ethos of St Bertoline's School is maintained.

3. Aims

The overarching aim of our Behaviour Policy at St Bert's is to create a culture of engagement where all can flourish.

Teachers must be the conscious architects of school culture. High expectations for good behaviour are vital for a positive ethos to pervade the school.

As a school team, we deliberately define normal, acceptable good behaviour at every opportunity so that our children understand the expectation. Children are encouraged to overlearn behaviours and routines so that they become automatic; as a result, children feel safe, secure and are proactive learners.

At St Bert's, we wish to promote attitudes of self-regulation, independence and responsibility in all children and adults in a stress-free school environment where the ethos includes a willingness to care for others, a respect for the values and property of others and the development of self-confidence within individuals that will enable them to value others and themselves. This is achieved through building secure relationships with children and providing an environment where everyone feels safe to learn and engage in school life.

4. Our Policy

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**

5. Legislation and statutory requirements

This policy is based on legislation and guidance from the Department for Education (DfE) including:

- The Education Act 2011
- 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
- Exclusions Guidance
- Special educational needs and disability (SEND) code of practice
- Keeping Children Safe in Education

In addition, this policy is based on 'Maintained schools 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 explains that maintained schools should publish their behaviour policy online. A copy is on our school website and parents' attention is drawn to it on a regular basis.

6. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in areas around the school, and at break and lunchtimes
- Non-completion of classwork or homework when a fair time and adequate support has been given
- Poor attitude

Serious misbehaviour is defined as:

- Repeated acts of misbehaviour
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or any prejudiced discriminatory behaviour
- Possession of any prohibited items such as, but not restricted to weapons, tobacco and alcohol
- The use of, or likely use of, any article to commit an offence, to cause personal injury to, or damage to the property of, any person

7. 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.

There is zero tolerance for any form of bullying within our school.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Bullying can include, but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridicule
Physical	Hitting, kicking, pushing, pinching, scratching, taking another's belongings, any other forms of violence or threats
Racial	Racial taunts, graffiti, gestures
Sexual	Sexually harmful behaviour including: inappropriate touching, sexual remarks, display of sexual material, sexual gestures, up-skirting
Homophobic, biphobic or transphobic bullying	Prejudiced comments or actions against lesbian, gay, bisexual, trans or non-binary (LGBTQI) people
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Misuse of technology, e.g., video and camera facilities; misuse of the internet; mobile phone threats by text message and calls, e.g., via 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.

8. Roles and responsibilities

The governing board

The Governing Body at St Berteline's C of E Primary School is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body at St Berteline's C of E Primary School will review this behaviour policy annually, in conjunction with the Headteacher, and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body at St Berteline's C of E Primary School giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy. The Headteacher will report on behaviour on a regular basis at governing body meetings.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff are fully conversant with this policy. They will deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy, to ensure rewards and sanctions are applied consistently.

Staff (including, but not limited to teachers, teaching assistants and midday assistants)

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of identified pupils
- The senior leadership team will support staff in responding to behaviour incidents

- Logging and reporting serious behaviour incidents according to school policy.

Parents

Parents are expected to:

- Support their child in adhering to the rules of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

9. Rewards and sanctions

Positive behaviour will be rewarded with:

- Teachers congratulate and praise children.
- Teachers give children a variety of age-appropriate rewards. The main being praise. We recognise that this is only effective if it is genuine and there exists a mutually respectful relationship.
- Pupils may be sent to another member of staff to re-enforce the praise.
- Celebrate and Praise Assembly is used to reinforce good work, positive attitudes and behaviour.
- Throughout the week, staff may notice positive behaviour from a child and nominate them for a 'You've been spotted' certificate. This is awarded to them in assembly.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement and/or effort.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.

- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child continues to misbehave a second warning and an age-appropriate sanction is introduced, e.g., time-out, moving places or standing alongside a teacher for 5 mins during playtime.
- If the inappropriate behaviour persists, they may be sent to another teacher in the same Key Stage or the Deputy Headteacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the child will be removed from that activity. The teacher may at this point seek further support from the Deputy Headteacher or Headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Headteacher. Parents or carers will be contacted and an appointment arranged, in order that the school and parents can work together to devise strategies to improve the undesirable behaviour.
- Racist, sexist or homophobic incidents will not be tolerated in any form. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Any misbehaviour will be judged in the context of the particular circumstances and the sanctions put in place will be those felt to be most appropriate to the type and seriousness of misbehaviour.

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 a trip/outing. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

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 respond with an appropriate sanction in accordance with our safeguarding policy.

10. 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
- Discuss their own classroom rules
- Not tolerate instances of child-on-child abuse and will not pass it off, for example, as 'banter', 'boys will be boys' or 'part of growing up'.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - 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 by trained staff, in order to remove the child to a place of safety to protect themselves and others at risk of harm
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to parents

Guidance on the use of reasonable force can be found in our Safer Handling Policy.

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 SEND 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. E.g., ADHD

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.

Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in Appendix 2) 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**.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone.

Searching and screening pupils is conducted in line with the DfE's latest guidance, 'Searching, screening and confiscation' (2022).

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will be shared with new settings for those pupils transferring to other schools.

12. Training/CPD

Behaviour management forms part of continuing professional development. Advice is sought from professionals as and when necessary, and any relevant training sourced for staff.

13. Links with other policies

This behaviour policy is linked to the following school policies:

- Safeguarding & Child Protection Policy
- Equality & Diversity Policy
- Anti-bullying Policy
- Safer Handling Policy

It also follows the information and guidance of Keeping Children Safe in Education (2022).

14. Exclusions

In some instances, we may consider it necessary to exclude pupils, either for a fixed period or permanently. The decision to exclude is not considered lightly, but sometimes the misbehaviour of a pupil may be so serious as to warrant this action. The school will use the standard national list of reasons to exclude and its guidance in Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfE July 2017)

Only the Headteacher or acting Headteacher has the power to exclude a child from school. This decision can be made by the Headteacher of the school and parents will be informed in writing of the decision to exclude.

A fixed term exclusion (suspension) may be used to provide a clear signal of what is unacceptable behaviour, and to show a pupil and their parents that their current behaviour is putting them at risk of permanent exclusion. These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion.

The parents of an excluded child have the right to appeal against the decision. The Governors discipline/appeals committee will hear the appeal. Parents have the right to request the attendance of an SEN expert at the review even if their child has not been identified as having special needs (see the DfE's Exclusion from maintained schools, academies and pupil referral units in England, September 2017). The Governors committee can decide to uphold the decision to exclude or to reinstate the child.

The Governing Body cannot make a decision to exclude or extend the exclusion of a child.

A permanent exclusion is a last resort and may be considered for serious or persistent breaches of the school behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others in school. The decision must be ratified by the governing body.

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
- 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

- Violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: List of prohibited items in school

- Controlled drugs or other substances deemed to be harmful
- Alcohol
- tobacco or cigarettes, matches or lighters
- fireworks
- pornographic images
- weapons or items suspected of being involved in an offence
- stolen items
- electronic devices not covered by the Mobile phone, smart watch, camera and tablet policy

