



# **Behaviour policy and statement of behaviour principles**



Falconer's Hill Infant School

<b>Approved by:</b>	Rachel Edkins	<b>Date 01<sup>st</sup> September 2021</b>
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## Contents

1. Aims .....	2
2. Legislation and statutory requirements.....	2
3. Definitions .....	3
4. Bullying .....	5
5. Roles and responsibilities .....	6
6. Pupil code of conduct .....	7
7. Rewards and sanctions .....	7
8. Behaviour management .....	9
9. Pupil transition .....	11
10. Training.....	11
11. Monitoring arrangements.....	11
12. Links with other policies.....	12
Appendix 1: written statement of behaviour principles.....	13
Appendix 2: staff training log .....	<b>Error! Bookmark not defined.</b>
Appendix 3: behaviour log.....	<b>Error! Bookmark not defined.</b>
Appendix 4: letters to parents about pupil behaviour - templates .....	<b>Error! Bookmark not defined.</b>

## 1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › 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](#)
- › [Keeping Children Safe in Education \(2021\)](#)

- › 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

This policy complies with our funding agreement and articles of association.

### 3. Definitions

It is essential that we establish a foundation of safety, love and happiness for our children from the very beginning - these three values are crucial if we want children to enjoy and progress well at school, behave positively and become life-long learners.

Children who may be experiencing stress will find learning difficult if not impossible. It is crucial that in school they experience fairness, empathy, encouragement and praise as well as clear and consistent boundaries that help them to learn to self-regulate. We believe explicitly in the aphorism: '**You get more of what you notice**' and take every available opportunity to praise appropriately.

We encourage an understanding of good behaviour and attitudes by promoting our 18 core values of: Responsibility, Respect, Honesty, Trust, Cooperation, Unity, Thoughtfulness, Caring, Courage, Peace, Understanding, Friendship, Love, Freedom, Safety, Happiness, Resilience and Fairness.

We develop an understanding of **British Values** in the following ways:

- **Democracy** - ensuring children have a voice and are integral to decision making where appropriate. Through the School Council 'Fizz's Friends' and Eco Club every child is able to offer their opinion about the school and influence decisions.
- **The Rule of Law**- rules and expectations are clear and fair. We consistency reinforce our high expectations and children understand the consequences when rules are broken. We listen to all sides when any difficulties arise and give children the opportunity to 'put things right'. The children learn through our embedded and extensive Eco work that they are responsible for safeguarding our world and how they can do this.
- **Individual Liberty**- children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms responsibly. We use P4C (Philosophy for Children) to promote children's ability to express themselves freely and respectfully. They learn to voice their opinions in an unbiased manner and respectfully challenge others' viewpoints.
- **Mutual Respect**- children's understanding of different faiths and beliefs is enhanced by celebrating diversity. They participate in a range of multi-faith celebrations throughout the year. Visitors are

invited to share their cultures and beliefs. 'Fizz's Friends' include a group of persona dolls that all have different types of families, cultures, beliefs, abilities and disabilities and these are used in PSHE lessons and assemblies to develop understanding and respect for others. We are a 'signing' school and teach children BSL for selected words in our songs. We also take part in an annual signing schools event to raise funds for the charity SignHealth. Our value of 'Trust' is represented by a guide dog and weekly a guide dog visits school with its owner to listen to children read. We sponsor Guide Dogs for the Blind puppies- three to date. We are linked to Buhoma Primary School in Uganda and regularly hear about the lives of the children there. We have adopted six of the children and each class raises the sponsorship money needed for the children's school fees by participating in their own fundraising enterprise.

We aim to:

- help each child to reach their full potential by providing a broad, balanced, interesting and active Green Values Curriculum accessible to all, whatever their need.
- develop the partnership between school and the locality where the active involvement of parents and the wider community is encouraged.
- provide a stimulating, safe and welcoming environment in which children feel secure

Our objectives are:

- to provide a well balanced education for our children through a range of teaching styles and the effective use of resources.
- to use the developing relationships with the community and industry as an effective resource in the education process.
- to utilise all parts of the building and outside environment efficiently so as to maximise its resource potential.

(Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like- see separate policy)

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Peer on Peer Abuse
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments- those which discriminate based on sex, particularly against women.
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour- also includes behaviour or attitudes that create stereotypes of social roles based on sex.
- 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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- [\\fhis-svr-001\users\Teachers\Work\redkins\Desktop\Rachel\Policies\Values Wellbeing and Safety Policy Sep 21.doc](#)

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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 3 for a behaviour log)

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
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### SUPERSTARS: ABOVE AND BEYOND

*You get more of what you notice*

*'When the Adults Change, Everything Changes' Paul Dix*

Positivity breeds respect, acceptance, motivation and better attitude and behaviour

If what we expect is good values and learning attitudes and we make our expectations clear in an encouraging, empathetic and positive manner then this is more likely to be achieved than adopting a harsh, heavy punitive approach.

We should constantly seek out opportunities to genuinely, praise children- for showing good values and learning attitudes.

### Recognition Superstars – above and beyond

*How we treat the most damaged, the most vulnerable & the worst behaved in society reflects our humanity.*

*'Heavy punishment may seem to crush behaviour in the short term, it may even remove the problem for the teacher temporarily, but it doesn't teach improved future behaviour to those who need it most'.*

*An emotionally led response to bad behaviour should always be resisted. From calm distractions & humour; to smiling enthusiastically to let everyone know that you enjoy your job, great teachers recognise the counter-intuitive and shift their behaviour to achieve the best outcome for everyone. They know that how you behave is more important than how they behave.' (Paul Dix, When The Adults Change, Everything Changes.)*

Each class has a '**Recognition Board**'. Children each have a name peg- this sits on a green smiley face on the recognition board. Above this there is a 'superstar' and children can be encouraged to move their peg to the superstar whenever the adults in the room feel they have made a noticeable effort.

Name pegs will be returned to the green smiley face at the end of each day. Those achieving a move to the Superstar will take home a superstar slip so parents can share their child's achievement.

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- › Praise
- › Superstars

- › Letters or phone calls home to parents
- › Special responsibilities/privileges

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

- › A verbal reminder
- › Expecting work to be completed at home, or at break or lunchtime
- › Missing part of their break/lunch time
- › Referring the pupil to a senior member of staff
- › Letters or phone calls home to parents
- › Behaviour Review meeting

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- › Phone calls and meeting with parents
- › Removal from the classroom/peers
- › Completion of a risk assessment
- › Reporting to other external agencies such as MASH, the Police
- › Fixed term exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **7.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)



- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our 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:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil or member of the public
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Behaviour management

### CLASSROOM MANAGEMENT

*"In order to learn well children need a calm and purposeful classroom atmosphere..."* (Elton Report 1989)

At our school we realise the importance of:

- praise and encouragement: *You Get More of What You Notice!*
- rules and routines, which define boundaries and are communicated to all and consistently reinforced.
- clear expectations of work/behaviour and attitudes from staff, pupils and parents.
- listening to pupils in order to make them feel valued and following through on promises.
- appropriate work for the child with interest, variety and pace.
- setting targets for work that takes into account the child's ability and reflect the need for small steps and the use of incentives.
- involving children in assessing their own work and ensuring marking is understood and leads to improvement.

We realise that:

- routines that establish good working habits including punctuality and definite lesson endings are vital.
- sanctions need not be severe to be effective. They need to be seen by pupils as consistent and fair.

- there must be incentives for the pupils, the class, teachers and parents.

We have an established system of praising and rewarding good behaviour, warning and sanctions (see Behaviour Response Strategies).

We are aware that, as teachers, we contribute towards the atmosphere which promotes good behaviour in our classrooms. Factors that influence good classroom discipline and management are:

- Good preparation/thorough planning
- Resources and tasks appropriate to pupils ability
- Positive attitudes
- Respect for pupils
- Good example of behaviour (no shouting)
- Fun!
- Access to appropriate resources
- Flexibility
- Satisfaction and achievement

## **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
- › 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

## **8.2 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 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 and reported to parents
- › A Positive Handling Plan will be drawn up with parents prior to any physical restraint

### **8.3 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](#).

### **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.

### **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **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.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- Values and Wellbeing Policy
- RSE Policy
- SEND and Inclusion Policy

## **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 and sanctions 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.



