



Positive Behaviour Policy and Statement of Behaviour Principles

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About this policy

This is the Positive Behaviour policy for Buckland St Mary CofE Primary School.

General principles when applying the policy

The purpose of the policy is to promote good behaviour with a view to:

- promoting, among pupils, self-discipline and proper regard for the schools' values and ethos;
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils;
- securing that the standard of behaviour of pupils is acceptable;
- securing that pupils complete any tasks reasonably assigned to them in connection with their education; and,
- otherwise regulating the conduct of pupils.

When making any decision under this policy it is particularly important that each pupil is treated as an individual having regard to their particular needs. It is particularly important that if a child has a disability or special educational needs (SEND) that these are appropriately taken into account. For children with disabilities it is important that reasonable adjustments are actively considered. Further, when applying this policy any protected characteristics (such as race, disability, sexual orientation etc.) are taken into account.

Any concerns about discrimination should be addressed urgently with a senior leader. Further, when making any decisions it is important to treat pupils fairly which means making sure that they understand what they have done and having the opportunity to express their views.

Further, a child's behaviour (especially if out of character) may be related to safeguarding issues and as such staff should always be alert to safeguarding issues or other unmet needs. If this is suspected, then advice should be sought from a senior leader urgently.

It is also important to be aware that corporal punishment is never permitted. Passive intervention Programme/Team Teach may be used but any exercise of any force must be regarded as a last resort and then only used with great care and when suitably trained if a child was deemed as making themselves unsafe.

More than very minor disciplinary measures (such as basic reprimands/warnings) should also be recorded on the schools Child Protection On-line Management System (CPOMS).

Aims and Objectives

It is fundamental to a good education that everyone in the school environment behaves appropriately and treat each other with respect. The goal of the school's discipline procedure is primarily to assist the development of good character and learning. While chastisement is an essential part of enabling pupils to understand consequences, it is not an objective in itself.

Good behaviour should be actively encouraged and rewarded at all times.

Further, the values and ethos of the school should be taken into account when making any decision. This will also include principles of British values properly taking into account any legal requirements and fairness.

Pupils need to understand and know why good behaviour is important and the consequences of poor behaviour. This may include explaining the expectations of society about what it is to be a good person and why good behaviour will help them in their personal relationships and also prepare them for the outside world. They should also understand that poor behaviour and poor choices, if left uncorrected, can lead to serious problems later in life.

The approach towards school discipline should start by properly explaining to a pupil why their behaviour has fallen below expectations and where appropriate, giving them the opportunity to put things right. This may be by making an apology or taking other steps to rectify any wrong doing.

Discipline should be proportionate and appropriate and also applied consistently across all pupils.

Where possible and appropriate pupils should be actively encouraged to participate in decision making about particular class rules so that they may be personally committed to any rules formed.

When giving any sanction it is important to treat the pupil as an individual and take into account any particular circumstances. So, if detaining a pupil, any wider impact on them should be considered.

Parents need to be aware of and must also always be encouraged to support good behaviour.

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:

- 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

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform, including overall appearance including extreme hair colours

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Assault
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Peer on Peer abuse also known as 'Child on Child abuse'
- Sexting
- 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. Child on Child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of the Keeping Children Safe in Education guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

5. 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, on-line sexual coercion, 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.

6. Roles and responsibilities

6.1 The Local Committee

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

6.2 The Headteacher

The Headteacher, in consultation with the Trust's Head of Safeguarding and Inclusion, 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.

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 behaviour incidents (see appendix 3 for a behaviour log)

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 this policy and the pupil code of conduct (see below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. 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

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Rewards
- 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 reprimand
- Sending the pupil out of the classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the Headteacher during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The internal exclusion is managed by a member of the Senior Leadership team.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.3 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 for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 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 pupil code of conduct or their own classroom rules
- 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

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder/damaging property
- Hurting themselves or others

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 (PIPS Positive Intervention Programme or Team Teach)
- 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 (see appendix 3 for a behaviour log)

9.3 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 the school environment. 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](#).

9.4 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 other professionals, 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.

10. 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.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (PIPS/Team Teach), as part of their induction process where required.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Committee every 2 years.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding 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, 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 Local Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 – Positive Behaviour Reward System



Rewarding positive behaviour.

All pupils are rewarded for positive behaviour through a range of different strategies that range from immediate, weekly and termly rewards. These rewards are celebrated in a celebration assembly on Friday afternoon where children can receive a WOW card.

Praise.

We recognise the importance of immediate praise for good choices in order to reinforce good behaviour and that the most powerful reward for positive behaviour is sincere praise. We will use this wherever possible. For example, helping others, lining up, opening the door etc. When we use 'praise' we also try to ensure that it promotes a growth mind-set. At times this may need to be tailored in relation to the individual; for example, if a pupil struggles significantly to settle after break and does so exceptionally well, this should be noticed and praised. Praise should be explicit, explaining what value they have shown, or what positive choice they have made. All staff should reward positive choices with immediate praise.

Team points- Good behaviours can also be rewarded with team points. Children will then earn badges for different amounts of team points e.g. 50, 100, etc. Team points will be recorded in their classrooms. Once these milestones are reached the children will receive a certificate and a badge in our celebration assembly on a Friday. This way, children can be given a reward that they can be proud of and that parents and other staff can see whilst also contributing to their total team's points. The team with the most amount of points at the end of each half term receives a non-uniform day to celebrate their achievements.

Weekly WOW card – In each class, each week a student is selected for their class WOW card. This may be in the form of an outcome – an outstanding piece of work or a process – the way they have responded to feedback for example. These can be given to a student who has demonstrated our values, for example they have shown kindness to another child or they have collaborated well in a group. It is important that pupils earn this award. The pupils are presented with their wow of the week certificate in Friday's celebration assembly.

Head of School Awards – teachers will acknowledge exceptional behaviour or work by sending them to the Head of School to receive a sticker.

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter - return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational
needs co-ordinator and myself, to discuss how we can best support your child in improving their
behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school
to arrange the meeting.*

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Internal Exclusion letter

Dear parent,

I am writing to inform you that _____, has been given an internal exclusion on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter - return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____