

Michaelchurch Escley Primary School and Preschool



Behaviour Policy

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1. Aims

At Michaelchurch Escley Primary and Pre-School we believe that all individuals should be treated with respect and kindness.

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Outline how pupils are expected to behave
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of promoting positive behaviour and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour in Schools September 2022 \(Advice\)](#)
- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [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 must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, and at break and lunchtimes
- › Non-completion of classwork
- › Poor attitude
- › Mild disrespect towards adults or other children
- › Mild hitting, punching, kicking, slapping (often through frustration/anger)

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - 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
- › Hitting, punching, kicking, slapping, biting with significant force and intention to hurt
- › Fighting
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - 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;

- **deliberately hurtful behaviour,**
- **unprovoked,**
- **(usually) repeated over a period of time,**
- **difficult for those being bullied to defend themselves.**

Bullying results in pain and distress to the victim.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	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.

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 it is 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 on ScholarPack (the school's data management system)

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

In school, emphasis is placed, where possible, on promoting good behaviour by highlighting how children should behave rather than focusing on how they shouldn't eg. a teacher saying 'These children are listening carefully' etc.

Pupils are expected to:

- › Behave in a calm, orderly and self-controlled way
- › Show respect to members of staff and each other
- › Give their teacher full attention in class
- › 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. Promoting positive behaviour and sanctions

7.1 Strategies to promote positive behaviour

Strategies we aim to use:

- Getting to know the children well to find what motivates them.
- Seizing opportunities to boost child's self-esteem e.g. from saying 'Good Morning' to Gold Awards, mentions in Assembly, and having names published in M paper.

- Placing our emphasis on rewarding the good behavior and effort rather than punishing the inappropriate behaviour.
- Expressing disapproval with the actions of the child, rather than the child themselves.
- Being prepared to take the blame ourselves at times e.g. "I'm sorry, I didn't explain that properly – it's my fault".
- Being prepared to apologise – we are not always perfect!
- Having a quiet word rather than loud words in public – conflicts are best dealt with quietly and calmly.
- Being prepared to look at ourselves – is it something we are doing that causes the behaviour e.g. non-stimulating work, insufficient attention?
- Reinforcing Behaviour for Learning when necessary in both the classroom and whole school settings.
- Trying not to over-react to minor incidents.
- Through our knowledge of the children, trying to anticipate potential problems and diffuse any tensions before they flare up.
- Employing class rewards as a strategy to motivate children. In some cases, a small group or individual reward target may be appropriate. Each class will employ a different strategy for recording progress towards a class reward and points towards this will be awarded for effort and personal and social achievements as well as academic achievements. Each class will vote on their own reward from an appropriate short list in order to encourage democratic participation and ownership of the reward.

Sanctions:

Sanctions we employ

We believe that breaktimes outdoors are essential to a child's healthy development and as a result, removal of breaktime is not used as a sanction except in very specific circumstances and always in consultation with the parent. However, child may be asked to take time-out of breaktime and stand with a supervising member of staff for short, defined period in order to reflect on their behavior and provide a sense of fairness and justice to a child who has been adversely effected by their behavior (see below).

The following sanctions could be used either singly or in combination, depending upon the circumstances.

- Reference to the behaviour, including offering an alternative more acceptable behaviour.
- Verbal warnings.
- Time out during break/lunchtime – if after one warning of moderate behaviour the child/children have not stopped – child/children have to stand next to adult on duty for two minutes.
- Don't feed the monster – a quiet response to an angry child is better than a confrontation.
- Moving to another seat in the classroom – from a short period to longer.
- Isolation within the classroom – moving to sit/work by themselves or a time out period to calm down.
- Loss of privileges – (NOT a ban from a particular lesson e.g. art or PE unless this is part of child's agreed behaviour plan) but sometimes loss of a class privilege as appropriate for each class.
- Involvement of parents – by conversation (telephone or appointment) or letter/email. Where letters/emails are to be sent, this will only be with the prior knowledge of the Headteacher.
- In the case of a child refusing to complete a set task which was appropriately tailored to their abilities, the activity may be sent home to be completed with the support of parents. In such a case the work will

be accompanied by a letter outlining the circumstances which led to the work being incomplete and the requirements of the task so that parents can support their child to complete the expected task in full.

- Team Teach Positive Handling Training may be employed by suitably trained staff in exceptional circumstances where a child must be restrained in order to protect themselves or others from immediate serious harm. This restraint will be undertaken for the briefest period possible to ensure everyone's safety and will only be used as a last resort. If this restraint has been used, appropriate recording of the incident will be completed. If required to prevent a child from harming themselves or others, or causing damage or committing a crime, any staff member, trained or otherwise, is legally permitted to use reasonable force restraint.
- Involvement of outside agencies including Behaviour Support Team, Brookfield School and Inclusion Officer may be called upon as appropriate.
- In the most extreme cases, either short term or permanent exclusion may be considered if all other appropriate options have been exhausted.

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

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
- › 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 safeguarding and child protection policy and statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse against staff or other pupils.

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
- › 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 Preschool

We believe that young children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. We make sure that we are consistent in our approach to behaviour management and apply simple rules fairly that are aimed at the individual child's stage of development. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within Pre-School we aim to set these boundaries in a way which helps the child

to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to be curious, explore and develop their own ideas and concepts are kept to a minimum.

Pre-School's rules are concerned with safety and care and respect for each other. Children who behave inappropriately physically or verbally will be spoken to about their actions in an age and stage appropriate manner and encouraged to identify the consequences of their actions. It is important to acknowledge when a child is feeling angry or upset and that is the behaviour that is being rejected not the child.

8.3 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
- 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

8.4 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](#).

8.5 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.

8.6 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, when appropriate.

Behaviour management will also form part of continuing professional development as necessary.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and staff annually. 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 board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Anti-bullying policy
- Peer on peer (Child-on-Child) abuse policy
- RSHE policy

Appendix 2: Staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

