



## **POLICY – BEHAVIOUR**

Date approved: September 2022

Date for next review: September 2023

### **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 ([link](#))
- Searching, screening and confiscation at school ([link](#))
- The Equality Act 2010 ([link](#))
- Use of reasonable force in schools ([link](#))
- Supporting pupils with medical conditions at school ([link](#))

It is also based on the special educational needs and disability (SEND) code of practice ([link](#)).

In addition, this policy is based on:

- Section 175 of the Education Act 2002 ([link](#)), 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 ([link](#)), 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 ([link](#)); 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

### **3. Rationale:**

We believe that all children can behave well, although some might need support to achieve this. This expectation is consistently communicated to the children.

We believe that in order to allow children to flourish educationally, socially and emotionally, we need an atmosphere in which there is firmness, consistency and fairness displayed by ALL, in a culture of caring supportiveness. For children to make good progress, teachers need to be able to give their attention to teaching. Good behaviour minimises distractions and ensures that children give their full attention to the learning process.

Our aim is:

- To promote positive behaviour reinforcement throughout the academy so that everyone is respected
- To instil attitudes which ensure learning for everyone within the academy's community
- To prepare children in positive attitudes and beliefs to secure lifelong learning
- To make a positive contribution to the safety and enjoyment of everyone
- To ensure positive wellbeing

#### **4. Definitions**

**4.1 Misbehaviour** is defined as:

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

**4.2 Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Peer-on-peer / Child-on-child abuse
- 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)
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

**4.3 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 strategy. See also appendix 1 for more information on behaviour principles.

**5. Roles and responsibilities**

## **5.1 The Corsham Regis Local Governing Body (CRLGB)**

The CRLGB 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 on CPOMs

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. Behaviour expectations**

All 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

To help pupils to achieve they are expected to try their best at EVERYTHING and follow our Golden Rules:

1. We are gentle
2. We are kind and helpful
3. We listen
4. We look after property
5. We are honest
6. We work hard

Each class teacher discusses the Golden Rules with their pupils at the beginning of the school year and then revisits at the beginning of each term. The Golden Rules are displayed in all classrooms and the playground and referred to regularly.

Behaviour notes will be kept by the teaching staff on all pupils, as appropriate. All misbehaviour with sanctions of 5 minutes break time lost or more, or loss of Break or Lunch time, (see appendix) 2 must be recorded on CPOMs. This must include the pupil's name and the date of the incident and any other children that were involved.

## 7. Rewards and sanctions

The aims of the rewards and sanctions system are:

- To encourage and develop positive behaviour.
- To build children's self-esteem.
- To modify poor behaviour.
- To promote the ethos of the academy.
- To develop a caring attitude towards all members of the academy's community.
- To develop children's responsibilities towards each other and themselves.

### 7.1 List of rewards and sanctions

All staff are to promote positive behaviour and may use any or all of the following **reward** strategies. Praise for good behaviour and achievement will be given in the following ways:

- approving look, nod, wink, smile, thumbs up
- verbally/written to the individual child, stating the reason
- verbally/written to the child's parents; in the contact book/a note home for parents to read
- written comment on the child's work
- work displayed around the academy
- work and LORIC characteristics are celebrated Celebration Assembly or in a Champions Assembly
- individual rewards negotiated with the child; smiley face charts etc.
- group and whole class rewards
- table points
- Headteacher/Deputy Headteacher sticker

- Postcard home from Headteacher for exceptional effort etc.
- for children in Year 6, the opportunity to be given a Super Six award
- Stamp or sticker for effort for good behaviour / special achievement. If a child receives 5 stickers in one day they will be sent to the Head/Deputy Headteacher for a Head/Deputy sticker.
- LORIC skills awards. If a teacher notices a child displaying any of the LORIC skills, they will be awarded with a sticker on the relevant chart. Once a child has achieved 10 stickers for displaying one particular skill they will be awarded a button badge for them to keep. These will be awarded in celebration assembly. They are also awarded a lanyard displaying their awarded skill to wear the following week.
- Class Reward - Each class will have a Class Reward Board. The children will earn characters/objects that will be added to the charts for various things. At the beginning of the term the children will agree their treats so that they know what they are working towards. e.g. 10 minutes extra play, extra golden time; art activity; board games; construction equipment, outdoor activity, etc.

## **7.2 Restorative Justice**

Restorative justice brings those harmed by conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Restorative justice supports people to recognise that all of their actions affect others and that people are responsible for their choices and actions and can be held accountable for them. It enables people to reflect on how they interact with each other and consider how best to prevent harm and conflict.

The following questions are used as the basis for all conflict resolution meetings:

- What happened?
- What were you thinking?
- What else were you thinking?
- Who else has been affected by what's happened?
- What do you need to do to make things better?
- What do you need to do to stop this happening again?

## **7.3 Sanctions**

When Restorative Justice is not appropriate, or a child needs support in monitoring their own behaviour, the school may use one or more of the following sanctions in response to misbehaviour. Sanctions should be fairly and consistently applied; these should be individual and not involve any humiliation for the child:

- A verbal reprimand
- Time off break time (see appendix 2)
- Sending the pupil out of the class with work to do. If the child is particularly distressed, they should be sent to the partner teacher in another classroom.
- Referring the pupil to a senior member of staff
- Agreeing a behaviour contract
- Putting a pupil on a smiley face chart (see appendix 3)

## **7.4 Sanctions for Serious Misbehaviour Breaches**

There will be times when more serious breaches of behaviour occur, e.g. deliberately violent behaviour, bullying, racist comments, use of inappropriate language, rudeness to an adult, theft, continuous disruption of learning time and peer on peer abuse. In these cases, there will be a need for stronger sanctions, especially if the behaviour is persistent. This may result in a red card being sent by the member of staff to a member of the SLT. All such incidents must be recorded electronically using CPOMs. In cases of peer-on-peer / child-on-child abuse reference will be made to the Child Protection Policy. Possible sanctions might include, depending on the severity of the behaviour:

- Immediate removal from the playground/classroom and involvement of an SLT member for fighting, punching, biting or kicking at break or lunchtime, or in lesson time
- withdrawal of playtimes and/or privileges;
- 10 minutes loss of break time (see appendix 2 ) automatically for swearing or using rude words, deliberately annoying another child, calling children names, being unkind to adults/children, pushing and persistently play fighting;
- lunchtime restricted to indoor play;
- letter/phone call home to parents: See appendix 5 for sample letters to parents about their child's behaviour
- a reduced timetable for the pupil with consent from the Education Welfare Officer
- Fixed / permanent exclusion in extreme cases – see Exclusions Policy

The Headteacher reviews incidents and patterns of behaviour termly using the information recorded on CPOMs.

## **7.5 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such occasions include inappropriate behaviour:

- when the pupil is taking part in any school-organised or school-related activity
- when the pupil is travelling to or from school
- when the pupil is wearing school uniform
- when the pupil is in some other way identifiable as a pupil at Corsham Regis Primary Academy.
- that could have repercussions for the orderly running of the academy
- that poses a threat to another pupil or member of the public
- that could adversely affect the reputation of the academy

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **7.6 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 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.

Please also refer to appendix 4 : What happens if a pupil complains when force is used on them

## 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 Golden 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
  - Policing pupils from a position at the back of the line as they move around the school and come into lessons from the playground

### 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

Only Team Teach trained staff should use restraint methods learned in training and these should be carried out by at least two trained members of staff being present.

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 on CPOMs and in the red spiral book in the headteacher's office, and reported to parents

If a child raises a concern or complains about force used on them, please refer to appendix 4

If a Team Teach strategy or strategies must be used with a child, the pupil should be immediately risk assessed and an Individual Positive Handling Plan, including a de-escalation plan, must be created by the class teacher in partnership with the Senior Teacher Leading Inclusion.

### **8.3 Confiscation**

**Any prohibited items (listed in section 4) 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 ([link](#)).

### **8.4 Pupil support**

Corsham Regis 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.

Our special educational needs co-ordinator (SENCO) 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 group, staff members meet with each other and have rounded discussions about each pupil, including medical, personal and social background in addition to academic achievement and attitudes to learning.

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. Training**

At Corsham Regis, the headteacher considers whether members of staff and volunteers require any additional training to enable them to carry out their responsibilities and considers the needs of the pupils when doing so.

Team Teach training is delivered by Wiltshire Behaviour Support Service professionals. All staff who successfully complete the course hold the award for 3 years.

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 and the written statement of behaviour principles (appendix 1) will be reviewed by the headteacher and CRLGB every year. 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:

Anti-Bullying / Safeguarding / Staff Behaviour / Online Safety / Exclusions / Staff and Volunteers handbook

## **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
- All staff must apply the policy consistently using their professional judgement. All staff are expected to consult with the Senior Leadership Team (SLT) if they are in any doubt as to what action to take.
- All staff to assume a high profile and to take collective responsibility for the whole academy's discipline.
- All staff should consider whether a child's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the CRLGB every year.

## **Appendix 2: Loss of Break Time procedure**

1. He/she receives a warning and is reminded of the Golden Rule being broken. The pupil is made aware of the changes that they need to make. Verbal praise is given as appropriate changes are made.
2. At the second warning, the child is advised that he/she will miss an amount of Break Time and is again reminded of the Golden Rule being broken.
3. If the child persists with the inappropriate behaviour Break Time (number of minutes at teacher's discretion), is taken away and a record of this is made by the teacher on CPOMS.
4. If the inappropriate behaviour continues, there will be no warnings, more Break Time will be taken and child will be informed that this time has been taken because they have chosen to break one of the Golden Rules.
5. Break time lost cannot be earned back.
6. If the child is still refusing to adhere to the Golden Rules then the class teacher will meet them at the next available play/lunchtime to discuss a way forward. At this stage and at all further stages, records of all meetings must be kept on CPOMS.
7. Sometimes a child will be asked to have some time out because of their inappropriate behaviour. In order to promote a climate of belonging, this should take place in a specified space in the classroom. An informal chat with parent or guardian is convened by the teacher if the above sanctions have not worked. Once again a record must be kept of these meetings

### **Appendix 3: Smiley face report system**

Following a parent/teacher meeting for persistent misbehaviour a behaviour chart will be issued to the child.

1. One target will be agreed and recorded on the behaviour report.
2. Small and appropriate rewards need to be agreed before the child starts their behaviour report. Rewards should be for effort towards the target as well as success.
3. The report is signed by either HT/DHT/ST and the parent/carer and the child when the report is initiated.
4. The report will be monitored daily by either the HT/DHT/ST.
5. The class teacher, child and parent will meet weekly to discuss the child's progress.
6. A review will be held after four weeks to decide upon next steps.

If the child's behaviour remains unacceptable the child will continue on a Smiley face report for a further four weeks but this time the weekly monitoring will also involve a member of the Senior Leadership Team.

If this is not successful an Individual Behaviour Plan (IBP) will be written and shared with the pupil and their parents. It might be appropriate at this time to refer the child to the Behaviour Support Service (An agency within Wiltshire LA which supports children with behavioural difficulties).

### **Appendix 4: What happens if a pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

- Where a member of staff or volunteer has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension will not be an automatic response if a member of staff or volunteer has been accused of using excessive force. We would refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher.
- We would consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school would ensure that the teacher has access to a named contact, who can provide support.
- The Governing body would always consider whether a teacher had acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that we provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## Appendix 5: 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 Golden Rules (please see below – the Golden Rule(s) broken highlighted), 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: \_\_\_\_\_

#### The **Golden Rules:**

1. We are gentle
  2. We are kind and helpful
  3. We listen
  4. We look after property
  5. We are honest
  6. We work hard
- 

### 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 Golden Rules.

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: \_\_\_\_\_