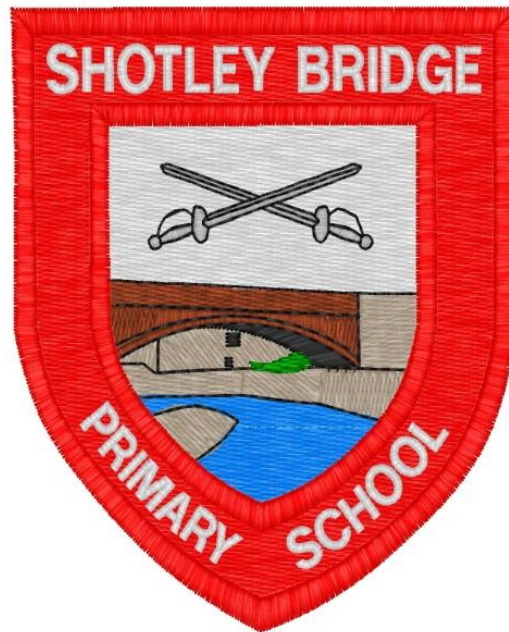


# Shotley Bridge Primary School



## Behaviour Policy and Statement of Behaviour Principles

**Approved by:** Governing Body **Date:** September 2023

**Last reviewed on:** September 2023

**Next review due by:** September 2024

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## 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:

- 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 should publish their behaviour policy online

### 3. Definitions

We believe that the management of behaviour and the need to develop good discipline throughout the school is a responsibility of all staff, Parents, Governors and the LA. However, we also recognise that the most vital factor in fostering good behaviour is the quality of the relationship between teachers and their pupils. The staff of Shotley Bridge Primary School believes that the establishment of the whole-school approach is an essential step in the process of securing the positive atmosphere necessary for effective teaching and learning to take place. Whilst we expect and promote good behaviour as the norm we recognise that there are occasions when this is not the case and require clear consistent responses where behaviour is not acceptable.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and in before and after school clubs
- Non-completion of classwork or work that is set
- Poor attitude, including lack of courtesy, rudeness etc. to children or adults

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Verbal abuse – swearing at children or adults
- Spitting at children or adults
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or deliberate damage to school or other people's property
- Theft from school or others
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Deliberate possession of any prohibited items in school. Such as:-
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Inappropriate images

### 4. Bullying

According to the NSPCC, bullying is deliberate behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere- at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. It may be difficult for those being bullied to defend themselves. Bullying can take many forms; including those mentioned below:

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 Policy.

*This includes the following areas:*

- *How pupils know they are being bullied*
- *What school does to prevent bullying*
- *What children can do to prevent bullying*
- *What parents can do to prevent bullying*
- *What happens when bullying is reported*
- *How the school investigates allegations of bullying*
- *Sanction procedures*
- *How the school supports pupils who have been bullied, and those vulnerable to bullying*
- *Whole-school proactive strategies to prevent bullying*
- *How the school trains staff and governors in preventing and handling bullying*

## **5. Roles and responsibilities**

### **5.1 The governing body**

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/SLT**

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 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 – given at the start of each school year
- 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**

So that pupils achieve their full potential, on beginning school, they agree to the following:

- Arrive at school on time
- Bring a water bottle (no juice)
- Treat adults and children with respect
- Be ready to learn
- Report bullying incidents
- Report accidents
- Accept the consequences of our actions

### **Moving Around School**

- Display 'wonderful walking' – hands by our sides, walking on the left, calmly and quietly
- Hold doors open for others

### **In the Classroom**

- Look towards the board/teacher where possible
- Listen carefully
- Try our best and allow others to work
- Share equipment, look after it and use it correctly

### **Daily Reflection**

- Enter and leave the hall calmly and quietly (unless singing)
- Look towards the front
- Sit up straight
- Sit quietly
- Join in with singing

## **Playground**

- Share equipment, look after it and use it correctly
- Be kind to others
- Stop when the whistle/bell sounds and listen
- Line up sensibly when the next bell rings/whistle blows (KS1)
- Walk into school sensibly when the next bell rings/whistle blows (KS2)

## **7. Rewards and sanctions**

To develop and maintain good behaviour at our school we emphasise the positive approaches of praise, encouragement and reward. The aim is to recognise and reward those behaviours which are positive and to give consistent appropriate sanctions to those behaviours which are not acceptable.

### **7.1 List of rewards and sanctions**

#### **Rewards**

Reward systems are in place across the school. Some of the ways we reward children are:

- Verbal praise and feedback by all members of staff
- Visiting the SLT and other adults with 'good work' and good news
- Praise rewards such as stickers, certificates, smiley faces, stars
- Bronze, silver and gold awards (by collecting smiley faces and stars)
- Superstar awards
- Presentation of awards they have received inside and outside school
- Weekly Celebration Assembly
- Informing parents through meetings, Home/School books, texts or by telephone
- Class points building up to class rewards.

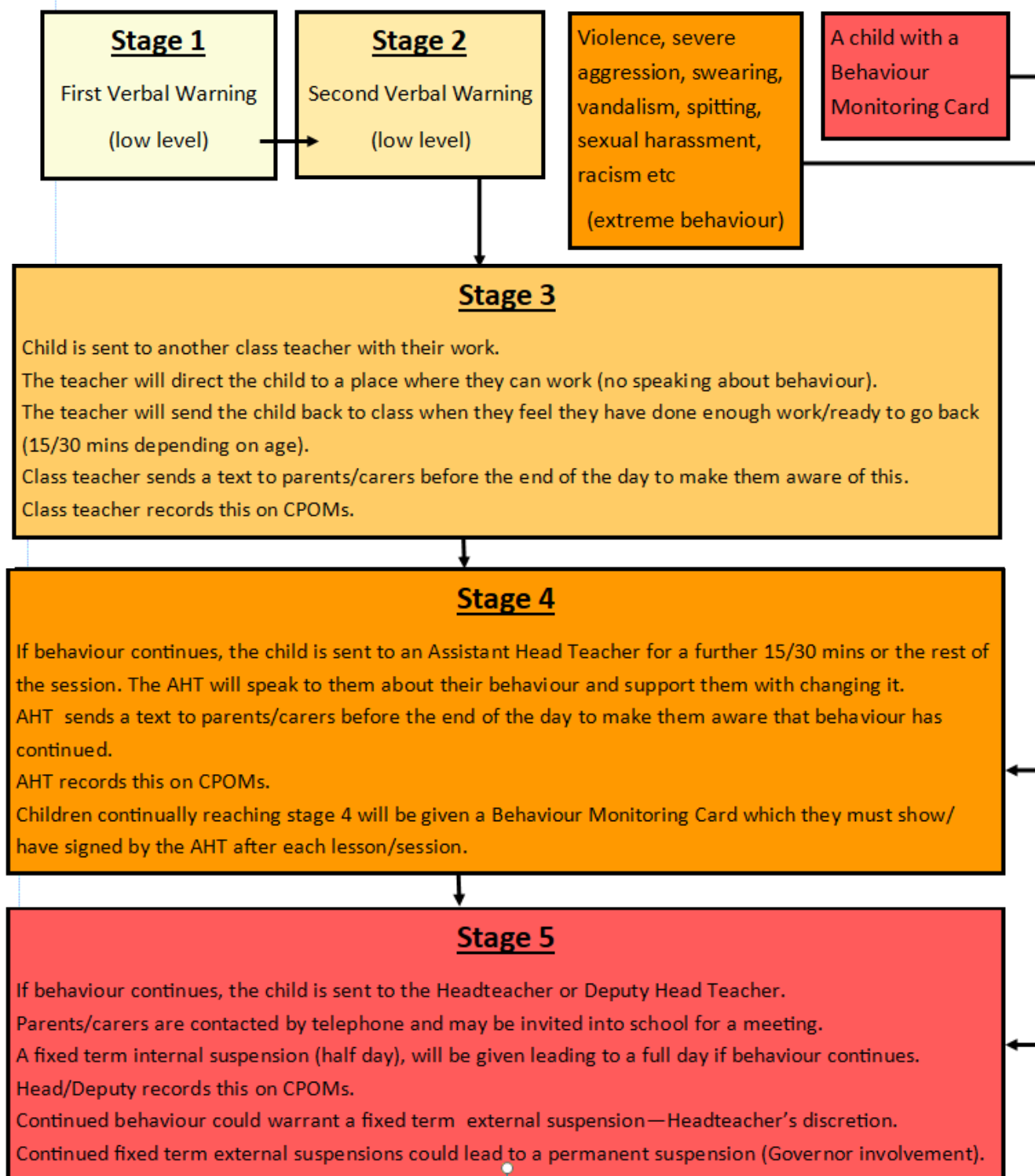
#### **Sanctions**

Every class and all staff follow the behaviour flow chart system for recording and reporting inappropriate behaviour, these are displayed in classrooms. The same system is used in the classroom, assembly, outdoor environment, at playtimes or lunchtimes and throughout after school clubs. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements. Please see the system below:

## SBPS Behaviour Management and Support

New day, new start (unless given a Behaviour Monitoring Card)

Where there are additional needs, an EHCP or the child is looked after, additional support will be considered.



### Instant Fixed Term Suspension

If a child is deemed to be dangerous to themselves and to others, they are given a fixed term external suspension and parents/carers are contacted.

All Local Authority policy procedures followed, LA notified, Governing Body notified.

Parents/carers notified and given the LA policy and information about the suspension/about returning.

Integration meeting arranged with parents.

Headteacher records this on CPOMs.

Where extremely serious behaviours lead to an external suspension, the following may occur:

- A pupil meeting with discipline committee from the Governing Body
- A meeting with the LA behaviour panel
- Intervention with the LA and time out of school at alternative provision
- Permanent exclusion

## 7.2 Off-site behaviour

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

## 7.3 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 and Child Protection procedures 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.

# 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 pupil code of conduct
- 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 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 carried out by staff who have Team Teach training when available



- Be applied using the minimum amount of force and for the minimum amount of time possible using the Team Teach guidelines
- 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 the correct forms, be added to CPOMS and reported to parents
- Be monitored by senior staff

### 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.

Children are not allowed to keep mobile phones with them during the day – these must be handed in to the class teacher at the start of the day and collected at home time.

If Smart watches are connected to mobile phones during the school day, they will be confiscated and returned at home time.

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.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils spend time with other members of staff throughout the year. This can be during assembly time, break times, Pupil Parliament meetings, events such as World Book Day etc. Pupils from the infant building will visit the junior building regularly throughout the year. This can be for sports day, school fairs, carol services, special assemblies, Pupil Parliament polling day, to meet special visitors etc. All pupils have a full transition day with their new teacher(s) within the summer term and parents have the opportunity to meet new teachers before the summer holidays. Y2 have additional visits to the junior building within the summer term. In addition, staff members hold transition discussions.

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

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. A number of staff are trained in Team Teach procedures and attend regular formal training. Only staff trained in Team Teach techniques will restrain pupils.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Governing Body every two years. 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 Body every 2 years.

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

This behaviour policy is linked to the following policies:

- Behaviour Policy
- Exclusions policy
- Safeguarding policy
- Anti-Bullying 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 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 full Governing Body every 2 years.