



Behaviour policy

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1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2022](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Waterville Primary School community sees pupil behaviour, pastoral and welfare support as a positive and co-operative effort involving all teaching and support staff, parents/carers and pupils of the school.

The evaluation of this policy is on-going and programmed for regular review by the staff and the Governing Body.

Appropriate behaviour mainly results from self-discipline, and the most effective way to foster this is through children realising and accepting responsibility for the outcomes of their own actions.

School Rules have been identified as:

- › We always try to understand and respect other peoples' point of view.
- › We help to make it as easy as possible for everyone to do his or her work properly
- › In the playground, we remember that everyone has the right to enjoy playtime.
- › We move sensibly, responsibly and quietly around school.
- › We help to keep the school clean and tidy so that it is a pleasant, welcoming place of which we can all be proud. We look after the environment and respect the property of others.
- › We are good learners and do our best so that we can be proud of our work and ourselves.

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

Serious misbehaviour is defined as:

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

- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
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 strategy in Appendix 2.

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)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. School behaviour curriculum around school

Expected behaviours for the classroom

1. Come into class quietly and settle down quickly ready to learn.
2. Put up your hand if you need attention.
3. Listen, do as an adult tells you first time without answering back or muttering.
4. Be friendly and help each other.
5. Speak quietly to each other.
6. Tidy up and put away equipment.
7. Wait until you are told before you leave the classroom.

Expected behaviours for assembly:

1. Line up quietly when told to do so and sit down when a member of staff gives you permission
2. Come to and from the assembly hall quietly.
3. Be polite and respectful to each other and to staff.
4. Listen and do not talk during assembly.

Expected behaviours for the dining hall:

1. Come to the dining hall quietly.
2. Remember to say 'please' and 'thank you' .
3. Be polite to the dinner staff and do as an adult tells you first time without answering back or muttering.
4. Eat your lunch quietly and sensibly.
5. Talk quietly to the people next to you.
6. Clear up and clean up when you have finished.
7. When you have permission, leave the hall sensibly.

Expected behaviours for the playground:

1. Listen to, follow instructions and be polite to the adults on duty.
2. Keep off the grassy mound when it is wet.

3. Problems in the playground must be settled without fighting. If differences can't be settled ask a teacher, midday supervisor or Buddy for help.
4. Be friendly and respect each other - say only nice things to each other - no put downs or swearing.
5. Be a peacemaker.
6. Play happily, safely and sensibly.
7. Put all your litter in the bins provided and keep your play area tidy.
8. Stop playing as soon as the bell sounds and line up to wait for your teacher.
9. Walk quietly to your class.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum 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

7.2 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal and non verbal praise (including peer praise) including smile, thumbs-up, nod etc.
- Stamps, stars, stickers, star of the day, whole class awards e.g. marble in the jar, extra playtime, smiley faces which go towards school house point system (All rewards devised by class teachers must feed into the house system. Sweets must not be used as a reward as it is against our Healthy Schools Policy.
- Sending children to the Headteacher/Deputy Headteacher for good work/behaviour (Headteacher Stickers).
- House points and certificates, golden box rewards.
- Whizz Kid Certificates and Badges awarded to an individual pupil from each class during weekly Achievers Assembly.
- Letters/postcards/phonecalls home for good behaviour and work.
- Lucky dip prizes for excellent attendance and punctuality each half term.
- Parent/teacher consultation – positive comments and report on target sheet/ interim report and end of year reports – recognising behaviour and attitude to school.
- Any other reasonable reward suggested by individual classes.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class to another classroom
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at break or lunchtime
- Missing break or lunchtime
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' or a behaviour book
- Fixed term internal exclusion
- Fixed term external exclusion
- Permanent exclusions

7.5 Reasonable force or Physical Restraint

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

7.6 Confiscation, searches, screening

We will confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

7.7 Off-site misbehaviour

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
- 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 a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 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 consider whether to 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 (LADO), 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. 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.

9. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Body at least annually. At each review, the policy will be approved by the Headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies :

- Exclusions policy
- Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and 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 Governing Body annually.



WATERVILLE PRIMARY SCHOOL

ANTI-BULLYING POLICY

Aims and Objectives

- To raise the awareness of pupils, parents, governors, teaching and nonteaching staff and midday supervisors about bullying behaviour
- To provide strategies for preventing and dealing with bullying promptly and consistently
- To provide understanding and support for bullied pupils
- To help build an anti-bullying ethos in the school

Definition of Bullying

- It is deliberately hurtful or threatening behaviour
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident
- It involves dominance of one pupil by another, or group of others

There are five main types of bullying:

- Physical – pushing, hitting, kicking, pinching, any form of violence, threats
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, abusive comments

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff are observant and alert for signs of bullying, which might include:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- being easily distressed
- damaged or incomplete work

When a disclosure is made, it should always be treated seriously and carefully investigated.

Preventing Bullying

Members of the School Community must:

- look for signs of bullying and act promptly and firmly against it
- raise pupils' awareness of bullying behaviour
- promote themes such as friendship, conflict, power and trust, through circle time, assemblies and appropriate lessons such as PSHE, RE and English
- use drama and role play to explore and prevent bullying behaviour
- teach pupils to be assertive and to resolve conflict constructively
- encourage pupils to tell someone – a friend, class teacher, member of staff, parent – if they are being bullied or made unhappy
- encourage families to contact the school immediately if they are worried that their child may be being bullied
- ensure careful supervision in the playground and be alert for bullying behaviour
- provide books and literature in class libraries which deal with the subject
- demonstrate that bullying behaviour will not be condoned or tolerated and that all incidents will be taken very seriously

Procedure for dealing with Bullying

- Once the behaviour is identified as bullying the incident should be reported to a senior member of staff (Key Stage Co-ordinator or Deputy Head).
- The victim and bully should be interviewed separately.
- The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation.
- Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
- The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support and counselling to modify that behaviour.
- On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
- On other occasions the bully should be told firmly to stop his/her antisocial behaviour immediately and to stay away from the victim.
- The parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.

Serious or prolonged bullying should always be reported to the Deputy Head/Headteacher and could result in one or more of the following sanctions:

- > writing an explanation or apology for the incident
- > withdrawal of break or lunch time privileges
- > after-school detention
- > behaviour target card
- > withholding participation in school trips or sports events that are not an essential part of the curriculum
- > removal from a particular lesson or peer group
- > removal from the class
- > interview with the head teacher
- > First Day Response allocation
- > fixed term exclusion
- > permanent exclusion

Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.

A written record should be made of every incident of bullying using an Incident Form (see example attached). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. A copy of the incident form should be given to the class teacher for filing.

Parents of both bully and bullied should be informed of all incidents of bullying

Promoting an anti-bullying ethos in the school

Members of staff should regularly use PSHE lessons or circle time to explore issues such as:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied or to bully?
- What are the effects of bullying behaviour?
- What would our school be like if bullying was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?

Pupils should be taught the following strategies for dealing with bullying:

- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell a teacher or friend what has happened
- Tell your family
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened
- Don't suffer in silence

Advice for pupils who observe bullying

- Don't allow someone to be deliberately left out of a group
- Don't smile or laugh when someone is being bullied
- Tell a member of staff what is happening
- Encourage the victim to join in or play with you or your friends
- Tell the bully to stop what they are doing
- Show the bully that you disapprove of his/her actions
- Never support a bully or be tempted by a bully to do what s/he is doing

CONCLUSION

- Pupils should feel willing to report bullying behaviour in the knowledge that they will be listened to and action taken to remedy the situation
- Bullies should be made to realise that their behaviour is unacceptable and will not be tolerated
- The School Community (pupils, parents, midday supervisors, administrative staff, classroom assistants, teachers and governors) should work in co-operation towards building and maintaining an antibullying ethos in the school.

Appendix 3: behaviour log



PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	

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 behaviour curriculum, which is set out in the behaviour policy. 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 behaviour curriculum, which is set out in our behaviour policy.

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: _____