



*Learning for Life*

**Fawbert & Barnard's Primary School**

# **Behaviour policy and statement of behaviour principles**

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## 1. Aims

At Fawbert and Barnard's, staff have high expectations of the children and their behaviour. We recognise that the conduct of the children, their behaviour and school discipline, are intrinsic to their learning.

As such, the policy aims to:

- promote a caring and positive ethos and culture
- provide a consistent approach to behaviour management, defining what we consider to be unacceptable behaviour, including bullying and discrimination
- provide a safe, secure and supportive environment for all pupils to learn outlining how pupils are expected to behave
- use positive behaviour management techniques such as proximal praise and non- verbal cues in order to encourage positive behaviour for learning and pro-social behaviour
- summarise the roles and responsibilities of different people in the school community with regard to behaviour management
- outline and provide a consistent, clear and progressive system of rewards and sanctions to consistently reinforce the classroom and playground rules.

## 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](#)
- [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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, disruption around the school, 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 including peer on peer abuse
- › Sexual violence, such as rape, assault by penetration, 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
- › Fighting
- › Spitting, licking or biting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This includes peer on peer abuse.

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, spitting, biting or licking, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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. See separately.

## 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.

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

They will also consider the needs of children on the SEND register for behavioural needs. They will convene appeal panels for exclusions, monitor the rate of exclusions and ensure that the policy was referred to throughout

## 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 supports staff by implementing the policy and setting the standards for behaviour.

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.

The headteacher is responsible for fixed term exclusions. They can be given to individual children for serious acts of misbehaviour. The headteacher may even permanently exclude a pupil for repeated or very serious incidents. Any exclusion that occurs will follow local authority and government guidelines.

## 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 using our online behaviour tracker

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
- › Read and sign the home-school agreement on entrance of their child to the school
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school.

## 6. Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

Class rules are created annually where children share their own expectations of their peers and knowing how they should behave in school.

## **Restorative justice**

At Fawbert and Barnard's primary school, we are following a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

This helps our school alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff. To be effective, restorative approaches must be in place across the whole of our school meaning that all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it.

## **7. Rewards and sanctions**

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

#### **Rewards:**

Positive behaviour will be rewarded with:

- › Praise
- › the giving of house tokens - children are assigned a 'house' to which they belong and can earn tokens from all members of the school staff
- › verbal or written praise, stickers or stamps including sharing this with parents
- › Special responsibilities/privileges including being at the front of the line, taking the register and day to day support of the class
- › pegs up in Key Stage 1/ EYFS as this is a visual system which enables children to have a fresh start every day and to reach for the stars. It proves an effective way to promote positive behaviour in the classroom. It allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to meet the schools behaviour code.
- › showing work to another adult in the school, including the Deputy headteacher and Headteacher and receiving special stickers
- › receiving the Star of the Week certificate during Key Stage assembly and having this recorded on the website
- › stickers given out at lunch times for eating all of their food
- › in class reward systems created by the class to encourage positive behaviour. These rewards include: secret learner, rewards, class jar rewards, stickers etc.

## **Sanctions:**

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

- In the classroom and playground, if a child does not respond to positive encouragement, and the adult feels that sanctions are needed, then they refer to the TMAT Behaviour Sanctions – see appendix.
- In an emergency situation on the playground, a member of the office staff should be contacted immediately using the walkie-talkies provided. The office staff will then inform the appropriate member of SLT who will deal with the incident accordingly.

### **Agreed Procedures for Sanctions**

1. The child is given a look.
2. The child is given a verbal reminder of appropriate behaviour.
3. The child is told that the behaviour is not acceptable and warned that if they choose to continue there will be a consequence.
4. The child is given Time Out (this normally equates to the child's age) and encouraged to think about their behaviour.
5. The child is given Time Out in another class (normally a Senior Teacher). This may be reported to parents.
6. The child is taken to the DHT who will discuss their behaviour with them and give them a further opportunity to reflect. The child will be asked to complete a reflection sheet. The incident will be logged using the school system and reported to parents.
7. The child is reported/taken to the HT. This will be logged and reported to parents.
8. Formal Behaviour Contract.

A child may be sent to a higher sanction if their behaviour warrants this, without first being given the earlier sanctions.

If a child does not complete their work because of their behaviour, they will be expected to complete it at play or lunchtime or in some cases asked to take it home to be completed – this would be agreed with parents.

If a child reaches Sanction 4 three times in a week, then parents will be informed, and class based positive re-enforcement strategies will be put into place until behaviour has improved.

If all steps above are still failing to have an impact upon the child's behaviour, an informal Support Plan will be agreed between the child, class teacher, SENCo and parent/s.

If this Support Plan does not have a positive impact, then a more formal Behaviour Contract will be agreed and signed which will also involve the Headteacher. This contract could result in a programme of internal exclusions leading to fixed-term exclusions. Continuous high levels of negative or dangerous behaviour could culminate in the child being permanently excluded.

### **Sanctions at Playtime**

Incidents that occur on the playground should be dealt with immediately wherever possible. If an issue has not been dealt with outside it should be dealt with immediately using class sanctions or loss of play/lunchtime as appropriate.

- **Rule Reminder**

Using positive statements, remind the child of the playground rules and expectations.



- **Time out**  
The child should be removed from play and sent to a specified location for 5 minutes.
- **Removal from playground**  
If the child continues to behave inappropriately then they should be removed from the playground and taken to the DHT or HT as appropriate. This will then be logged using the school system and reported to parents. The child/ren will be given time to reflect and supported to/complete their own record.

***Unsafe behaviour (actions which may have an impact on the safety of themselves or others) will result in 5 minutes time out immediately.***

***Aggressive behaviour (actions where there is an intent to harm) will result in child/ren being sent to the DHT or HT as appropriate.***

## **Exclusions**

Failure to adhere to the agreed expected behaviour could result in the school carrying out an Internal or Fixed Term Exclusion, following guidelines set by the government and local authority.

Permanent exclusions may only be in response to persistent breaches of Fawbert & Barnard's Behaviour Policy or for a 'one-off' serious breach of the behaviour policy, where allowing the student to remain in school will be detrimental to the education and welfare of the student and/or others at the school. This is laid out in a document entitled Exclusion from maintained schools, academies and pupil referral units in England dated September 2017 from the Department for Education.

## **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

Sanctions for sexual harassment and violence may include:

1. The child is taken to the DHT who will discuss their behaviour with them and give them a further opportunity to reflect. The child will be asked to complete a reflection sheet. The incident will be logged using the school system and reported to parents.
2. The child is reported/taken to the HT. This will be logged and reported to parents.
3. Internal exclusion
4. External exclusion
5. Formal Behaviour Contract.

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
- 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 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 child protection and safeguarding policy 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
- Display the pupil code of conduct or their own classroom rules

- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

All staff are aware, through their contracts of employment, that TMAT does not have a policy of corporal punishment. Furthermore, if an adult has cause to restrain a child, because their behaviour is putting themselves or others at risk, then government guidelines must be followed at all times to ensure that unnecessary force is not used. Several staff are trained in the use of reasonable force and 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 (see appendix 3 for a behaviour log)

## 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.

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.

## **8.5 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, as part of their induction process including regular updates where the headteacher sees fit to support the children at the school.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body tri-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 body tri-annually.

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

This behaviour policy is linked to the following policies:

- Exclusion's policy
- Child protection and safeguarding policy

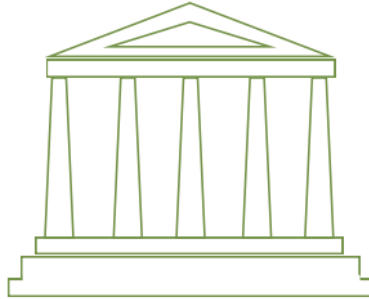
## **Appendix 1: written statement of behaviour principles**

1. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
2. All pupils, staff and visitors are free from any form of discrimination
3. Staff and volunteers set an excellent example to pupils at all times
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
5. The behaviour policy is understood by pupils and staff
6. 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
7. Pupils are helped to take responsibility for their actions
8. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body 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

***Each school promotes positive behaviour in their own unique way ~ please see Behaviour and Discipline policies for Fawbert & Barnard's, Harlowbury and Tany's Dell Primary Schools.***



# TEMPLEFIELDS MULTI-ACADEMY TRUST (TMAT) BEHAVIOUR SANCTIONS

## Sanctions in class

1. The child is given '**The Look**' - silent rule reminder.
2. The child is given a **verbal reminder** of appropriate behaviour.
3. The child is told that the behaviour is not acceptable and **warned** that if they **choose** to continue there will be a consequence.
4. The child is sat on the **Thinking Chair** or given **Time Out** (depending on the school) and encouraged to think about their behaviour (the general rule is that this should be the number of minutes equivalent to their actual age).
5. The child is given Time Out in **another class** (normally a Senior Teacher). This may be reported to parents.
6. The child is taken to the **DHT** (or other senior member of staff if DHT not present) who will discuss their behaviour with them and give them a further opportunity to reflect. The child will be asked to complete a reflection sheet. The incident will be logged using the school system and reported to parents.
7. The child is reported/taken to the **HT**. This will be logged and reported to parents.
8. Formal Behaviour Support Plan (Contract)

A child will be sent straight to Sanction 4 if they:

- hurt another child
- tell lies
- are rude to an adult
- are heard swearing by an adult

A child will be sent straight to Sanction 5 if they:

- argue with an adult
  - show no remorse for their behaviour
- If a child does not complete their work because of their behaviour, they will be expected to complete it at play or lunchtime.

If a child reaches Sanction 4 three times in a week, then parents will be informed, and **class based positive re-enforcement strategies** will be put into place until behaviour has improved.

A child will be sent straight to the DHT (Sanction 6) if they demonstrate extreme aggression and/or spitefulness towards another child.

If all steps above are still failing to have an impact upon the child's behaviour, an informal Support Plan will be agreed between the child, class teacher, SENCo and parent/s.

If this Support Plan does not have a positive impact, then a more formal **Behaviour Support Plan (contract)** will be agreed and signed which will also involve the Headteacher. This contract could result in a programme of internal leading to fixed-term exclusions. Continuous high levels of negative or dangerous behaviour could culminate in the child being permanently excluded.

### **Sanctions at Playtime**

Incidents that occur on the playground should be dealt with immediately wherever possible.

If an issue has not been dealt with outside it should be dealt with immediately using class sanctions or loss of play/lunchtime as appropriate

1. **Rule Reminder**  
Remind the child of the playground rules and expectations.
2. **Time out**  
The child should be removed from play and sent to a specified location for 5 minutes.
3. **Removal from playground**  
If the child continues to behave inappropriately then they should be removed from the playground and taken to the DHT or HT as appropriate. This will then be logged using the school system and reported to parents. The child/ren will be given time to reflect and supported to/complete their own record.

**Unsafe behaviour (actions which may have an impact on the safety of themselves or others) will result in 5 minutes time out immediately.**

**Aggressive behaviour (actions where there is an intent to harm) will result in child/ren being sent to the DHT or HT as appropriate.**

### **Restraint**

All staff are aware, through their contracts of employment, that TMAT does **not** have a policy of corporal punishment. Furthermore, if an adult has cause to restrain a child, because their behaviour is putting themselves or others at risk, then government guidelines must be followed at all times to ensure that unnecessary force is not used. Several staff are trained in the use of reasonable force and physical restraint.

### **Exclusions**

Failure to adhere to the agreed expected behaviour could result in the school carrying out an *Internal or Fixed Term Exclusion*, following guidelines set by the government and local authority. If corrective measures are not successful and a child's behaviour continues to put him or herself, or others at risk, then the Headteacher may ask the Governing Body for support in carrying out the ultimate sanction: that of Permanent Exclusion. This is laid out in document entitled *Exclusion from maintained schools, academies and pupil referral units in England* dated September 2017 from the Department for Education.