BEHAVIOUR POLICY

September 2022

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Signed by Chair of LGB	*S. Sturland*

Contents

1. AIMS 3
2. LEGISLATION AND STATUTORY REQUIREMENTS 3
3. DEFINITIONS 3
4. BEHAVIOUR MANAGEMENT 4
5. BULLYING 6
6. ROLES AND RESPONSIBILITIES 8
7. PUPIL TRANSITION 9
8. TRAINING 9
9. MONITORING ARRANGEMENTS 9
10. LINKS WITH OTHER POLICIES 9

APPENDIX 1 RELATIONAL APPROACH 10

APPENDIX 2 BEHAVIOUR LOG 13

APPENDIX 3 LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR – TEMPLATES 14

APPENDIX 4 PASSIVE INTERVENTION AND PREVENTION STRATEGIES 17

APPENDIX 5 POLICY HISTORY 18

1. AIMS

This policy aims to:

- Provide a consistent approach to behaviour management across our schools
- Define what we consider to be unacceptable behaviour in our Trust, 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 the 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
- The special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- 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

Inappropriate behaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork or home learning
- Attitude or behaviour which is inconsistent with our school expectations

Serious inappropriate behaviour is defined as:

- Repeated incidents of attitude or behaviour which is inconsistent with our school expectations
- Any form of bullying
- 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)

4. BEHAVIOUR MANAGEMENT

The children bring to school a wide variety of behaviours based upon their experiences and the expectations that are made of them outside school. At Sampford Peverell C of E Primary School we work to develop positive behaviour which is based upon the principles embedded within our Christian Ethos and Values.

The development of this policy is based upon our values of honesty, respect, teamwork, forgiveness and kindness, and forms the basis of our day to day reflection in school. We recognise that respect is fundamental to living a happy and purposeful life, and through the teachings of Jesus we encourage everyone to treat others how we wish to be treated. *'So in everything, do to others what you would have them do to you.' (Matthew 7:12)*

This policy is grounded in the theory of relational practice (see Appendix 1). At Sampford Peverell C of E Primary School, we believe that by developing a relational approach, we can develop and maintain good relationships, meet children's emotional needs more effectively, encourage positive behaviour and support inclusion.

Our school believes that its approach to the management of children's behaviour is primarily an educative one and so we provide children with clear guidelines for developing positive behaviours.

At Sampford Peverell C of E Primary School, we understand that an appropriately structured approach contributes to good behaviour patterns by supporting children to feel safe, secure and able to regulate their feelings in order to access their learning. Some of the ways we do this includes:

- Having clear agreements about behaviour expectations so that children know what they need to do.
- Teaching methods which encourage participation and enthusiasm, with praise used to encourage good learning behaviours.
- Providing routines with a predictable structure to the school day and are supported with visual timetables.
- Knowing children's needs. For example, SEND, language levels and needs which may impact regulation, such as attachment disorder, ASD or prior trauma.
- Using accessible language used in class. Simplification and visual support may be used where needed.
- Ensuring learning is accessible. Differentiation, alternative and individualised learning is used to meet the needs of some children. Learning breaks or sensory breaks are used to support some children if needed.
- Having displays which develop children's self-esteem through valuing every child's contribution.
- Providing effective feedback, so children understand what they are doing well and what they need to do next. Feedback is:

    - Specific - naming exactly what was good or what went wrong
    - Involves the activity rather than the ego - avoiding assigning a quality to a child

- Individual – a quiet word, avoiding public announcements
- Identifies clear next steps

- Concluded days positively with the next day starting afresh.

4.1 Actions

These may include:

- Explaining why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative approaches
- Time away from an activity, including break times for reflection
- Meeting with staff, parent and child

4.2 Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Communication to parents
- Star of the Week
- Golden Leaves

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

- A verbal reminder
- Expecting work to be completed at break or lunchtime
- Having a break or lunchtime away from their peers
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour care plan
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

See appendix 3 for sample letters to parents about their child's behaviour.

4.3 Pupil support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils 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 SENDco 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.

4.4 Off-site behaviour

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

4.5 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, statement of 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.

4.6 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- 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 on CPOMS and reported to parents

Please see Appendix 4 for further information

4.7 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Schools will also confiscate any item which is harmful or detrimental to the effective running of the school. 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.

5. 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.

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

TYPE OF BULLYING	DEFINITION
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

As a Trust, we believe:

- Bullying, including cyber bullying, is unacceptable.
- A solution-based approach to bullying must be adopted.
- Seeking help and openness should be proactively encouraged.
- All members of our community will be listened to, taken seriously and involved in decision making/solutions.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- We maintain and develop effective listening for children and staff within our school e.g. through relationships education, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.
- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- We ensure that all adults who have contact with our children e.g. midday supervisors, part-time staff, volunteers, support staff etc know how to respond if they witness or are told of a bullying incident.
- We acknowledge the key role of every staff member in dealing with incidents of bullying.
- We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for all children involved in order to affect a positive change on future behaviour.
- We promote emotional health and wellbeing across the whole school.

5.1 Reporting

Pupils, parents and staff can report incidents of bullying in person, via telephone or in writing. All reports of bullying will be recorded on CPOMS, this will include details of investigations, sanctions, support and monitoring.

Incidents of bullying will be reported to governors termly. Incidents involving prejudice, hate and discrimination will be reported to the local authority.

Some forms of bullying are illegal and should be reported to the police, further information can be found here: https://www.gov.uk/bullying-at-school. For serious cases, it may also be necessary to refer to MASH or Prevent.

5.2 Investigating

When a concern has been reported about a potential bullying issue, it is important that pupils or parents be assured that action will be taken. Our response will be as follows:

- The teacher will act on the information they have been given by a child/parent/member of staff, within 2 school days. The teacher may need to speak to other children, other staff members (including the Head/SENDCo and/or other parents to gain a better understanding of issues raised/events being investigated.

- The teacher will then personally contact the parent to inform them of the actions taken and the outcomes of them. In some cases, where the outcomes indicate it is appropriate, the Head/SENDCo may make this contact with parents instead of the teacher.
- In some cases, it may be necessary for a teacher to meet with a parent and child in person; the Head/SENDco may also attend this meeting.
- The process should not take longer than 5 days.

5.3 Support

The school will offer support to pupils who have experienced bullying through enhanced pastoral support, including talk-time and age appropriate discussion materials. A period of monitoring will be put in place and if required a referral to an outside support agency may be made (e.g. CAHMS, Open Minds).

Pupils who are identified as being vulnerable to bullying will be offered opportunities for additional support with understanding strategies covered in the PSHE curriculum for managing healthy friendships and when to seek help.

The school will also offer help and support to children displaying bullying behaviour to change their attitudes and understand why it needs to change via intervention, working with parents and outside agency support if required.

5.4 Prevention

We aim to prevent and minimise incidents of bullying through the following whole school strategies:

- Delivering a high quality PSHE and Relationships curriculum
- Creating a school culture where pupils know where to seek help and 'speaking out' is encouraged
- By developing and maintaining good relationships between staff, pupils and parents, where listening and trust are valued
- By acting quickly to manage friendship and social issues at a low level to prevent escalation
- By training staff and sign posting parents and pupils to helpful information (e.g. via events such as anti-bullying week).

5.5 Training

Staff are trained in preventing bullying and how to handle bullying through:

- Induction
- As part of safeguarding training
- Ongoing internal CPD
- Working with outside agencies
- Specific training e.g. Positive Intervention Techniques

6. ROLES AND RESPONSIBILITIES

6.1 The Trust Executive Team

The Executive Team is responsible for monitoring and reporting on the effectiveness of this Behaviour Policy.

6.2 The Local Governing Body

The LGB of each school is responsible for agreeing this Behaviour Policy in its school.

6.3 The Headteacher

The Headteacher develops this policy in consultation with staff; 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.

6.4 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
- Discussing concerns about pupil behaviour with parents, this may be via telephone, in person, by email or letter (example letter templates are provided in appendix 3)

The senior leadership team at each school will support staff in responding to behaviour incidents.

6.5 Parents

Parents are expected to:

- Support their child in adhering to our school values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

8. TRAINING

Our staff are provided with guidance on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development, this may be delivered internally or via advice from outside agencies.

9. MONITORING ARRANGEMENTS

The behaviour policy will be reviewed by the Headteacher and Executive Team, each year. At each review, the policy will be approved by the local governing body. Headteachers will review and approve the relevant sections applicable to their school.

10. LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Equality Policy/Online Safety Policy/Child Protections and Safeguarding Policy, SEND Policy, Exclusion Policy

APPENDIX 1 RELATIONAL APPROACH

This approach involves using these key elements:

- ***Developing Relationships***
- ***Responding and Calming***
- ***Repairing and Restoring***

Developing Relationships

Adults in school understand that building strong relationships is key. They are built on ***protection, connection, understanding*** and ***care***.

Adults in school will provide ***protection*** – to enable children to feel safe and secure in school. The use of 'safety cues' can support this:

- Friendly, warm facial expressions
- Unthreatening body movements
- Modulated voice - firm without being cross

Adults will be reliable and trustworthy, providing clear boundaries and predictable structures to help children feel safe and secure. This includes use of visual timetables, supporting transitions and anticipating things which may be a threat.

Adults will provide opportunities for developing ***connection***, so children feel involved. Connection is vital for children to feel like they belong and can learn to form relationships. In school this can be:

- Regular check-ins with children who need it;
- Extra adult attention;
- Jobs or responsibilities;
- Shared jokes, playing games, having fun together;
- Supporting peer relationships.

Adults will show children they ***understand*** them, that they attune and validate how they feel. They will support children's emotions, helping them recognise what they are feeling, letting the child know that they can help emotions be managed and contained.

Adults will let children know they ***care*****;** they can help them regulate their feelings, will comfort them and can help children contain their emotions. This could be:

- Being loving and compassionate – sharing smiles, thumbs up;
- Holding in mind – let children know you are thinking of them;
- Notice things about them – a new haircut, pencil case, remembering their favourite team, birthdays and interests;
- Soothing and comforting them where needed.

These ways of developing relationships use principals of Dan Hughes PACE framework:

Learning about developing relationships is included in the curriculum and social environment, through:

- PSHE Lessons
- Relationships Education Lessons
- Circle Time

- Worship
- School Council Sessions
- Residentials/School Trips
- Playtime

Responding and Calming

Adults in school use relational practice to respond to difficulties and to support the calm learning environment children need, in order to learn. In providing this, a useful acronym is 'SEA' is applied.

- **S**afety cues - having a relaxed facial expression, tone of voice and body language.
- **E**mpathy - being curious and understanding, responding empathetically.
- **A**greements – reminding and re-set expectations.

When children in school are feeling strong emotions and behaviours are dysregulated, adults aim to de-escalate and calm.

Repairing and Restoring

We will follow a system of restorative interactions, which allow conflict to be resolved, harm to be repaired and change in attitudes and behaviours.

At Sampford Peverell C of E Primary School, we resolve conflict using everyday interactions and conversations including individual reminders, classroom meetings, circle time, peer mediation and a restorative approach.

This involves a conversation to enable the child to learn about themselves and others, after an incident has occurred. It is helpful to communicate explicit safety cues and have the PACE framework in mind during the process. The more it feels like this is a collaborative conversation and curious exploration that the child is able to reflect and contribute to, the more they will learn from the experience.

What happened?
Allow the child to tell their story, listening with genuine curiosity and without judgement, by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing – use calm soothing tones.

What were you thinking? How were you feeling?
Some children will find it hard to answer these questions and will need support to help them integrate their feelings, emotions and thinking through:

- Listening and responding empathetically, wondering out loud.
- Starting where the child is developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it', by accepting their feelings and letting them know that they are valid. Big behaviour usually means big feelings.

Who else has been affected by this?
Explore what effect this might have had on other people. If appropriate use activities to help the child see things from other people's perspectives.

- Call upon your own experiences or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding
- Pictures and photographs, drawings and cartoons can help children see other perspectives.

What do you need, and what needs to happen now so that the harm can be repaired?
To reinforce the collaborative nature of the process it can be helpful to ask: 'how can we put right any harm caused?' or 'what have we learned from this experience?'

This is about reparation in its widest sense. Apologies and restorative actions can be a part of this and can help children to move on, but they are not the goal and are not always appropriate at the time. What does the child need in order to move forwards?

- Short term intervention to help to keep them safe, particularly in managing specific situations or transitions which they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they can feel safe, and that everyone is working to try to ensure that the same thing won't happen again.

APPENDIX 2 BEHAVIOUR LOG

This is an example, paper based behaviour log, our practice is to record behaviour incidents on CPOMS, including the information detailed below.

PUPIL'S NAME:	
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	
PEOPLE INFORMED OF THE INCIDENT (STAFF, PARENTS, POLICE):	

APPENDIX 3 LETTERS TO PARENTS ABOUT PUPIL BEHAVIOUR – TEMPLATES
Feedback to parents about pupil behaviour may be via telephone, in person or by email.

First behaviour letter

Date: XXXX

Dear parent/carer

Recently, your child XXXX has not been making good behaviour choices.

It is important that your child understands the need to follow our school values, and I would appreciate it if you could discuss their behaviour with them.

If they continue to make poor choices, 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 appropriate behaviour will be sufficient.

Yours sincerely

Class teacher name

Class teacher signature

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

Date: XXXX

Dear parent/carer

Following my previous letter regarding XXXX poor behaviour choices, I am sorry to say that they are still struggling to uphold our school values.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please contact the school office so that this can be arranged.

Yours sincerely

Class teacher name

Class teacher signature

Third behaviour letter

Date: XXXX

Dear parent/carer

I am sorry to report that, despite our meeting and the support school have put in place, XXXX has continued to display inappropriate behaviours. We feel XXXX would now benefit from a more targeted approach to help improve their behaviour in school.

I would be grateful if we you could arrange a meeting which the Headteacher/SENDco will also attend, to discuss how we can best support XXXX in improving their behaviour.

Please contact the school office so that this can be arranged.

Yours sincerely

Class teacher name

Class teacher signature

APPENDIX 4 PASSIVE INTERVENTION AND PREVENTION STRATEGIES

Legislation and Guidance

In the Education and Inspections Act 2006 (part 7): A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

a) committing an offence
b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)
c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Principles of passive intervention:

- The safety of both children and staff are equal
- Safety is paramount for both
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving.

It is designed to:

- Give the pupil back some control and help in calming down
- Help children who have experienced negative touch
- Make movement safe not to overpower
- Allow staff to act confidently at times of crisis

Any physical intervention will be recorded on CPOMS and parents informed.

APPENDIX 5 POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
Version 1 October 2021	Identification of sections to be localised, inclusion of section 4 (Bullying)	Sept 22	R Olivant
September 2022	Included our relational approach to positive behaviour management. Adaptations to personalise and make it school specific.	Sept 23	S.Price