

# Behaviour policy and statement of behaviour principles

## Eastcombe Primary School



**Approved by:**

Governors of Eastcombe Primary

**Date:** Jan 2022

**Last reviewed on:**

**Next review due by:** Jan 2024

## 1. Aims

The purpose of this policy:

- Children feel safe in school
- Provide a **consistent approach** to behaviour management across the school
- **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
- This policy pays due regard to The Equality Act 2010 – including aspects of safeguarding and SEND
- This is a statutory policy which must be published on the school website and shared annually with parents.

## 3. Definitions

This policy is to be read in conjunction with the Anti-bullying and Safeguarding policies.

This policy provides a clear code of conduct for the use of everyone at Eastcombe Primary School. It has been written by all stakeholders and reflects the values and principles that we consider to be important for our school.

We at Eastcombe Primary School believe that every member of our school community should feel valued and respected, and should be treated fairly and well. Our values are built on trust and respect.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors 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
- 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
- Purposely coughing on someone (COVID-19)
- Entering another 'bubble'
- Refusing to wash hands or sanitise hands

#### 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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The **Governing Body** is committed to supporting high standards of behaviour. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that which have been agreed by the teacher and the class.

### **5.2 The headteacher**

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

When deciding what these measures should be, the Head teacher must take account of the **governing body's statement of behaviour principles**.

The Head teacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
  - pastoral care for staff accused of misconduct.
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- The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
  - Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
  - The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

***Behaviour and discipline in schools. A guide for head teachers and school staff Dfe February 2014***

*In exceptional circumstances and where there are mitigating circumstances, the Head Teacher reserves the right to make decisions regarding this behaviour policy based on the evidence before them. This is with support of the Chair of Governors and in liaison with appropriate professionals e.g. the Inclusion Team.*

### **5.3 Staff**

For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control

Whatever the consequence issued the behaviour will be discussed with the child so that they understand why the behaviour is not acceptable. Staff are discouraged from punishing the whole group unless this is unavoidable or appropriate.

## 5.4 Parents

Parents are expected to:

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

## 6. Pupil code of conduct

Eastcombe Primary School has 'Golden Rules' which encompass all aspects of desirable behaviour and embody positive values and expectations. Children learn that these rules, alongside our core values, will guide and support them in their choices of appropriate behaviour.

Golden Rules:

- 1) We are kind, friendly and polite.
- 2) We look after everything and everyone.
- 3) We listen to everyone.
- 4) We are always honest and tell the truth.
- 5) We ALWAYS try our best.

Our core values are:

- Respect
- Responsibility
- Resilience
- Collaboration
- Kindness

Pupils are expected to:

- Follow our Golden Rules
- Live by our core values
- In class, make it possible for all pupils to learn
- 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

## 7. Rewards and sanctions

We firmly believe that children respond best to praise and positive encouragement in order to choose appropriate behaviour and we have a wide range of incentives and rewards in place.

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points / Dojo points
- House Point Certificates
- Celebration certificates, Bee Proud certificates and Head Teacher Awards

- Head Teacher postcards home
- Stickers
- Letters, texts/dojo messages or phone calls home to parents
- Public display of work or mention in the school newsletter
- Star of the week
- Special responsibilities/privileges

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

- A verbal reminder or reprimand
- Change of seating for the pupil
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Time out at break or lunchtime
- Referring the pupil to a senior member of staff or Head Teacher
- Letters or phone calls home to parents
- Agreeing a behaviour contract

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the Head Teacher's office in response to serious or persistent breaches of this policy. Pupils may be sent to the Head Teacher's office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## 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 trip or at a sporting fixture.

## 8. Behaviour management

### 8.1 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)

Our staff are provided with training on managing behaviour part of their induction process. Team Teach training to support the correct use of restraint, is provided as necessary.

Behaviour management will also form part of continuing professional development.

Framework of national government guidance ***Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2012***. This guidance is the framework for current LA policy development and links to their communication to all schools

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent.

## **8.2 Pupil support**

The SENCO and Head teacher will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At This meeting a plan will be devised to support the child including the involvement of outside agencies if appropriate. Records of behaviour will be kept and evidence gathered should further action be required in the future.

## **9.0 Exclusion**

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed the Head Teacher will use fixed term exclusions when appropriate. If this does not have a positive impact on the child's behaviour, the Governing Body will be involved by following our Exclusions procedure. (As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school Exclusions Procedure.)

It is the Governors and Head teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

See Exclusions Procedure annex

## **10.0 Liaison with Parents and other agencies.**

Working with parents is an important part of supporting children with their behaviour. We make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Allegations policy
- Internet Safety Policy
- Safeguarding policy
- Anti-bullying policy
- Attendance Policy

## **12. Links to DfE publications**

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/899384/Checklist for school leaders on behaviour and attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf)

**Following DfE, Local Authority and Public Health England Guidelines, during the Covid-19 pandemic, this behaviour policy needs specific additions to ensure the safety of pupils, staff and parents. It is important we at Eastcombe Primary School play our part in minimising the risk to ourselves and others.**

### **Guidance for Pupils during the Covid-19 Pandemic**

Pupils will be supported to understand that some changes to behaviour expectations will be in place now school has fully re-opened. These changes will be discussed via whole school virtual assemblies, class teachers and PSHCE lessons.

- Pupils will be expected to follow the guidance on handwashing given by the school with support if necessary. They will need to wash their hands for 20 seconds with soap on entering and leaving the school, before eating, after a visit to the toilet or if they cough or sneeze.
- Pupils will be expected to hand sanitise upon entering the school premises, entering the classrooms, before and after playtimes, before and after eating and before and after PE lessons.
- Pupils need to make sure they cough or sneeze into a tissue or into their sleeve. They will then need to then dispose of the tissue in an allocated lidded bin and wash their hands or hand sanitise.
- Pupils need to avoid touching their face as much as possible.
- Pupils who cough deliberately at another person will be dealt with by the HT and their parents will be informed.
- Sharing of any food will be prohibited during this time and for equipment it will be limited– for specific details see the school's COVID-19 risk assessment.
- Pupils need to try as much as possible, especially older pupils to adhere to social distancing rules of being 2 metres apart from other pupils and staff.
- Pupils must listen to the staff about how they are allowed to move around the school site.

Sanctions for breaking any of these codes of behaviour will follow the same route as the guidance stated above in the behaviour policy. This will be dealt with on an individual basis taking into account a pupil's age and understanding of the risks.

### **Guidance for Staff**

In order to keep staff, pupils and parents safe during the Covid-19 pandemic the following guidance needs to be adhered to:

- Ensuring that you are familiar with the risk assessment guidelines.
- Ensuring that you practise social distancing where possible.
- Reporting any symptoms in yourself of Covid -19, however minor, to the HT.
- Monitoring and isolating any pupils who show any symptoms of Covid-19 and informing the Head Teacher and parents immediately.

### **Guidance for Parents**

In order to keep staff, pupils and parents safe during the Covid-19 pandemic the following guidance needs to be adhered to:

- Ensuring that you are familiar with the guidance in the school risk assessment.



- Reporting any symptoms of Covid -19 to the school that you, your child or any member of your household may have and then self-isolating for 14 days unless a test has come back negative.
- Following the guidance on arrival and departure to and from school.
- Using remote access where possible to speak to staff if you have concerns by sending an email or ringing the school.
- Following the current government guidance and rules on COVID-19, including social distancing outside of school.

## **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 two years.

## Appendix 2: Exclusions Procedure

At all times we work to the framework of national government guidance which can be found online:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

We also work to the Local Authority guidance:

<https://www.gloucestershire.gov.uk/media/1519496/la-exclusion-guide-for-headteachers-january-2018.pdf>

**The role of the local authority is also clearly laid out in this document.**

**DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.**

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, (or, in the absence of the head teacher, the Deputy Head teacher) can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

### **Lunch time Exclusions**

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. **The legal requirements in relation to exclusion, such as the Head teacher's duty to notify parents, still apply.**

### **The role of Governors and the Local Authority**

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

Procedures set out in **Parts 4.3 – 6.3** of the guidance document: **DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion (www.education.gov.uk)** are followed at all times.

**Appendix 3: behaviour log**

Staff Member:	Date:	Time:	
Behaviour:			
What happened just before?			
What happened just after?			
Please circle	Verbal reminder	Time Out	Exclusion
Team Teach Comment			
Has form been sent home or parents informed? Please circle/highlight	Yes	No	

## 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 pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### 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 pupil code of conduct.

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

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_