



# Peppard Church of England Primary School

## DRAFT BEHAVIOUR MANAGEMENT POLICY Including WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Approved by:	Full Governing Board	Date: October 2023
Last reviewed on:	October 2023	
Next review due by:	October 2024	

‘Encourage one another and build each other up.’

1 Thessalonians 5:11

‘In everything, therefore, treat people the same way you want them to treat you.’

Matthew 7:12

Every member of the school community: staff, governors, parents and children, believes we should treat everyone with respect, honesty and consideration at all times. Good behaviour is necessary for everyone’s safety and well being, as well as supporting learning. It supports the Christian foundation of our school. It has a positive influence on morale and makes our school a pleasant place to be. If our children behave appropriately it is likely that they will learn effectively. Learning to behave properly is part of children’s personal, social, and moral education and development.

### **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

### **Our Aims based on our Christian Values are to;**

- make our school a safe, secure, happy and harmonious place to be;
- support children in learning to accept responsibility for their actions and in becoming increasingly self-disciplined;
- insist upon respect for the rights and property of everyone;
- develop a positive self-image for all;
- develop children’s ability to resolve conflict;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- foster a calm school so that everyone may concentrate on learning;
- provide a consistent approach based on mutual respect, fairness and justice;

- Outline our rewards and sanctions

### Expectations of 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 (see appendix 3 for a behaviour log)

The headteacher will support staff in responding to behaviour incidents.

### Expectations of 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

### Expectations of children

Children are expected to:

- Show respect to everyone and everything
- In class, make it possible for all pupils to learn
- Move safely around the school
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

As children progress through the school, they will be given increasing opportunities to take responsibility and will be expected to demonstrate increasing self-discipline. They should have a positive attitude to work, play and relationships.

### Expectations of the governing board

The Full Governing Board is responsible for reviewing and approving the written statement of behaviour principles (see appendix).

The Full Governing Board 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.

### Expectations of the headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Message Reinforcement**

- Assemblies will reinforce the school's high standards of behaviour
- Time is taken to discuss any behaviour issues.
- It is important that staff are proactive and try to intercept any incidents, offering immediate feedback, before poor behaviour starts. This includes recognition of a child's need for attention.
- Children are awarded team points for demonstrating good behaviour. Any staff member can award points.

All staff are responsible for setting the tone and context for positive behaviour within our school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with children, 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

Good behaviour is noticed, as essential to learning: It is welcomed and rewarded by staff. Rewards might include:

- Recognition and praise.
- Being given extra responsibility.
- The award of team points.
- Being sent to another member of staff.
- Being sent to the Headteacher, following which the good behaviour is shared with the rest of the school and a certificate given to take home, so the achievement can be shared with parents also.
- Email / letter to parents

## **When Rules are Broken**

Action when rules are broken will depend on the nature of the incident. Staff will be expected to use their initiative in dealing with incidents. As a general rule, the following actions would be taken:

Recognise → Discuss → Apologise → Forgive

### **Recognise and Disapprove**

Misbehaviour is pointed out and stopped with a sympathetic reprimand. Initially, the child might be given an indication (by way of a look or quiet word) that the behaviour has been noticed and is expected to change.

### **Time out to Discuss**

Time should be set aside to speak to the child about the behaviour. The child may be asked which rule has been broken and a discussion might be had to establish what led to the misdemeanour. The child should be encouraged to suggest what should have happened. Disapproval and displeasure are registered and it is emphasised that the child always has a choice. If behaviour is severe, removal to a calm area or another classroom may be needed first. This should be a short, timed period relevant to the child's age.

### **Apologise and put it right**

Genuine apologies are expected and the child will be expected to show their remorse through their actions. This might mean an extra effort to do well in class, or doing something nice for a wronged child.

### **A Fresh start in the spirit of Christian forgiveness**

As a church school, it is important that we demonstrate Christian values, including forgiveness. For most incidents, children will be offered a fresh start in the spirit of Christian forgiveness.

### **More Persistent Behaviour Problems**

We recognise that education of each individual child includes their social, moral and emotional education. Thus we understand our responsibility in supporting children with social, emotional or behaviour difficulties. We will devote time and support to helping all children to succeed in our school.

Where behaviour is repeatedly disrupting learning or causing discomfort to others, the Headteacher will become involved. If behaviour problems persist, Parents will be invited to meet with staff to discuss the situation and asked to offer their support.

In these cases, the school may seek the advice and support of external agencies e.g Behaviour Support Team, Child Guidance, Education Social Worker, Educational Psychologist. At this point, Governors will be informed.

Should behaviour deteriorate further, or should a serious incident occur, the child may be excluded temporarily for part of the day or for a fixed period of time. Governors will be involved in taking this action. The Full Governing Board and the LA will have been informed and we will adhere to the formal LA procedures.

Where bullying behaviours occur, the School's Anti-bullying Policy will be implemented. Records will be kept and Governors informed.

### **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.

### **Serious misbehaviour**

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical assault
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of 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)

### **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

## **Confiscation**

Any prohibited items found in children's 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.

## **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.

## **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 child in accordance with this policy.

Please refer to our 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.

## **Training**

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development

## **Appendix.**

### **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 Board every year