

Askwith Primary School Behaviour policy and statement of behaviour principles

Approved by: Headteacher/Governing body **Date:** October 2024

Last reviewed on: September 2024

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Wellbeing ambassador: Natalie Timiney

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **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**

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils' behaviour improves and they feel safer and happier in school if school staff consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place a calm room (the rainbow room) specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school staff can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

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:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Misbehaviour is defined as:

- Poor attitude in and around school at any time of the school day

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

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 |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Homophobic | Bullying on the basis of sexuality or for those who may not behave according to gender stereotype |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |
| Sexual harassment | Sexual activity, sexual language, creating and sharing sexual images, sexist language |

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

5. Roles and responsibilities

5.1 The governing body

:

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

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the LGB. 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy fairly and consistently
- Maintaining consistency in applying this policy throughout the school
- Modelling positive behaviour
- Staying calm when dealing with unacceptable behaviour
- Applying all sanctions fairly and consistently
- Discussing pupil behaviour and discipline regularly at every staff meetings
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Attending appropriate training on behaviour management
- Ensuring the health and safety of the pupils in their care
- Working in partnership with parents and carers, keeping them up to date with their child's progress and behaviour at school
- Recording behaviour incidents in the School Behaviour Log
- Maintaining high standards of ethics and behaviour within and outside school and not to undermine Fundamental British Values and the protected characteristics

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 behaviour expectations of 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

6. Pupil code of conduct

Pupils are expected to:

- Refrain from **any** type of bullying
- Behave in a polite and well-mannered 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
- Accept sanctions when given
- Make suggestions through worry boxes, family groups or via our school ambassadors
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Sanctions

Our children work in a calm and thoughtful manner. There is a strong family atmosphere in the school and pupils set their own high standards of responsibility and behaviour.

7.1 Our children are rewarded for effort through:

- Praise
- Good learning assembly
- Letters or phone calls home to parents
- Special responsibilities/privileges

On occasions of misbehaviour, sanctions will be used that involve children losing privileges and being excluded from playtimes. If there is continued misbehaviour, parents will be invited to discuss the situation with the class teacher and headteacher.

Depending upon the misbehaviour, the school may use one or more of the following sanctions:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff for a sanction to be applied
- Letter or phone call home to parents (whichever is deemed most appropriate)

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 on the bus on the way to or from school.

7.3 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 for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

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
- Develop a positive relationship with pupils, which include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - 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

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

8.3 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.

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.

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

10. Training

Behaviour management will also form part of continuing professional development. A record of which is kept in the staff training log. RPI training undertaken on 15th April 2024.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher and the LGB.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- Learning Culture statement
- SEND policy
- Anti-Bullying policy
- Positive Handling (restraint of pupils)
- School Educational Visits policy

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 (Equality Act 2010)
- 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 LGB every year.

Appendix 2: behaviour log



YCAT
Yorkshire Collaborative
Academy Trust

Askwith Primary School Incident Notes: behaviour

| | |
|---|--------------------------|
| Date of incident: | |
| Place of incident: | |
| Incident notes/witness statements: | |
| Signature: | Headteacher's signature: |
| Date: | |
| Follow up action: | |
| Were parents informed? <i>Yes/No</i> What are parental views? | |
| Does this need to be reported to the Governors? <i>Yes/No</i> | |



YCAT
Yorkshire Collaborative
Academy Trust

Askwith Primary School Incident Notes: racism

| | |
|---|--------------------------|
| Date of incident: | |
| Place of incident: | |
| Incident notes/witness statements: | |
| Signature: | Headteacher's signature: |
| Date: | |
| Follow up action: | |
| Were parents informed? <i>Yes/No</i> What are parental views? | |
| Does this need to be reported to the Governors? <i>Yes/No</i> | |



Askwith Primary School Incident Notes: sexual harassment/sexist
behaviour

| | |
|---|--------------------------|
| Date of incident: | |
| Place of incident: | |
| Incident notes/witness statements: | |
| Signature: | Headteacher's signature: |
| Date: | |
| Follow up action: | |
| Were parents informed? <i>Yes/No</i> What are parental views? | |
| Does this need to be reported to the Governors? <i>Yes/No</i> | |

Appendix 3: 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: _____

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: _____