

**Kings Heath Primary School**

**Behaviour Policy and statement of behaviour principles**

**2019-20**

<b>Approved by:</b>	Michael Hand, Chair, on instruction from the Governing Body	<b>Date:</b> 11/02/19
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<b>Last reviewed on:</b>	16/12/19
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## Our Vision

Kings Heath Primary School is a diverse and inclusive community of learners. We aspire for our children to be

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live a safe, healthy and fulfilling life
- Responsible citizens who make a positive contribution to society

We believe in education and learning that is stimulating, liberating and enriching and that helps develop minds that are alive to the diversity of human thought and achievement and to the richness of the natural world.

We aim to realise our vision in part through the fair and consistent operation of this policy.

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## 1. Aims

This policy aims to:

- Establish principles of behaviour management, including rewards and sanctions, at our 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

## 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 draws 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

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Deliberate non-completion of classwork
- 'Low level' disruption that hinders learning, orderly conduct or knowingly upsets others

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Unwanted physical attention or inappropriate touching
- Racist, sexist, homophobic, transphobic or discriminatory behaviour

- Knowing possession of any prohibited or controlled items such as cigarettes, knives or weapons, alcohol, illegal drugs, fireworks or any other article a staff member reasonably suspects could 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.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, coercive
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Homophobic or transphobic comments, explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention 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
Faith based	Mocking, belittling or ridiculing a faith, a person's expression of belief/non-belief, articles or items central to expression of faith

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 reviewing and approving the policy.

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.

### **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 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 will oversee and monitor all behaviour related record keeping.

The Headteacher will ensure that the effectiveness of this policy is evaluated and revised accordingly.

### **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 in line with school systems, currently reflection folder, CPOMS or EduKey

The senior leadership team will support staff in responding to behaviour incidents. All staff will help evaluate the impact of this policy when it is reviewed.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct/home school agreement
- 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:

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

## **7. Rewards and sanctions**

Through our reward system we aim to encourage and acknowledge excellent behaviour and work, to recognise areas of improvement, and to raise self-esteem.

We aim to keep the reward system as consistent, age appropriate, simple and straightforward as possible in order to create secure understanding of expectations amongst the children. Key whole school rewards are recognised in our Weekly Award Assemblies.

### **7.1 Off-site behaviour**

Sections 90 and 91 of the Education and Inspections Act 2006 states that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

We understand that to mean we can, for example, discipline older children who are walking to or from school on their own but not when they are more directly under the supervision of their parents/carers.

### **7.2 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 seek advice from the Local Authority.

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

## **8. Behaviour management**

We recognise that there can be many pressures on our young people – from peers, from advertising, from social media sites. We aim to develop resilience in the face of pressure to make wrong choices and to provide an environment in which the children feel safe and secure.

We believe that the most powerful tool in behaviour management is the quality of relationships in school – adult to child and child to child. To promote positive relationships, all staff have a responsibility to;

- Ensure classrooms are calm and positive places in which children feel valued and safe
- Create a sense of security through the establishment of regular routines (e.g. quiet times, lining up, procedures for entry and exit to building) and through a consistent code of rewards and sanctions (see below)
- Ensure our playground is a safe place in which to play and socialise through adequate supervision and the provision of appropriate play equipment
- Provide a positive role model for the children through our actions and interactions at all times
- Address issues as they arise between children quickly (to prevent escalation), fairly and with appropriate levels of follow up and monitoring to prevent re-occurrence
- Deliver all aspects of the PHSE curriculum, adapting themes as necessary to address issues arising within the class
- Communicate openly with parents, seeking their support where necessary

All school staff are expected to notice and praise good conduct on an on-going basis beyond the classroom and their immediate teaching groups. Through this, and the modelling of desired behaviours by staff, we aim to create an ethos where good behaviour is habitual.

When behaviour does repeatedly fall below the expected standards parents or carers will be contacted. For most children this will initially be by school staff speaking to parents and carers. If the situation continues then Year Leader and/or SLT will become involved and more formal, written communication may be used. Standard letters are available as model starting points and are available in the staff shared documents area.

## 8.1 Behaviour which places a child at risk of exclusion.

We believe that there are always reasons for misbehaviour and that children can be supported to avoid inappropriate behaviour. To this end we run a variety of support packages in school aimed at helping a child to reflect upon their own behaviour and develop strategies for self-improvement.

Fixed term exclusion will be considered in the event of continuing misbehaviour following interventions or for a one-off serious incident. The school will then work in partnership with parents to agree a return to school strategy.

Permanent exclusion will only be used as a last resort and will be in line with statutory procedures. The Headteacher may permanently exclude for any one off incidents which seriously compromise the safety or well-being of other pupils or staff. In exceptional cases, usually where further evidence in relation to an incident has come to light, a further fixed term exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Parents have the right of appeal to the school's Governing Body against any permanent exclusion, or any fixed term exclusion which would bring the pupil's total number of days excluded to more than five in a term. In the case of a fixed-term exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Governing Body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. Parents will be made aware of their rights to make representations or appeal when their child is excluded.

## 8.2 Physical restraint and holding

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- To stop an offence

Incidents of physical restraint must:

- Always be used as a last resort and after de-escalation (Team-Teach) strategies.
- 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 in the 'bound and numbered' book and reported to parents

## 8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents 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 (disability, gender reassignment, race, religion, sexual orientation) and duty towards Looked After Children (LAC) and previously LAC 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 repeated serious misbehaviour 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 will be transferred to relevant staff as part of that transition process. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

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

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 every year. 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 every year.

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

This behaviour policy is linked to the following policies:

- Safeguarding
- Anti-bulling
- Health and safety
- Equalities statement
- Drugs related incidents policy
- Home/school agreement
- Educational visits
- Care and control



## **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 will conduct themselves in that allow equitable opportunities for all members of our school community.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff
- The behaviour policy is understood by pupils and staff
- The exclusions policy (section 8.1) 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 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 full Governing Body every year.

