



Behaviour Policy

Version 2.1



Policy Review Table

Version	Date of review	Change Description	Revised by
2.0	September 2021	New policy rewritten by new headteacher	A Hossen
2.1	September 2022	Document checked	A Hossen
Next Review Date:			



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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](#).

AIMS AND RESPONSIBILITIES

We believe that:

- Good behaviour and discipline are the foundations of all learning. Without a calm, orderly atmosphere, effective teaching and learning cannot take place.
- Good behaviour and good choices need to be taught and modelled by staff, parents and peers. They are not automatically learned.
- Every child is given the opportunity to make right choices: Staff must have the belief that all children can improve their behaviour over time, with the right support and guidance.

Aims of the Behaviour Policy

1. To encourage a calm, purposeful and happy learning environment within our school.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. To develop a consistent approach for managing behaviour by all staff.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent, consistent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish sanction procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour along with the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage discriminatory behaviours and anti-social incidents [including but not limited to bullying including cyber bullying, homophobic or transphobic bullying; sexism and racism] if and when they occur.

Responsibilities

The school is committed to creating a safe and secure environment in which children can learn.

We believe that every member of the school community has a responsibility for modelling and promoting good behaviour in school. Staff are committed to working closely with parents, pupils and governors to promote positive behaviour and to create a culture of respect.



Responsibilities of the children

1. To work to the best of their abilities and to allow others to do the same.
2. To treat others with respect at all times.
3. To follow the instructions of all staff working in the school.
4. To take care of property and the environment in and around school.
5. To always display good manners.
6. To move sensibly and quietly around the school building.
7. To share in celebrating the achievements of all members of the school community.
8. To be welcoming to visitors to the school.

These are displayed in every classroom, in age appropriate language and format, and discussed in lesson format at the beginning of every school year.

Responsibilities of staff


1. To fully comply with the school's policies and procedures.
2. To attend appropriate training.
3. To inform the Phase Leader initially of any concerns.
4. To treat all children fairly and with respect.
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences.
6. To deliver a curriculum that is relevant, inclusive and engaging.
7. To maintain high expectations of pupil behaviour and learning.
8. To use rewards and sanctions clearly and consistently.
9. To be a good role model for behaviour.
10. To use a restorative approach to promote positive relationships with children and manage their behaviour
11. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim/purpose.
12. To recognise each child as an individual and to take into account the needs of each child when applying the behaviour policy.
13. To follow Stockport SEND Guidance strategies for supporting children with social and emotional mental health needs.

Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school.
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children.
7. To establish good communication with school staff, following the procedures stated in the Complaints procedure if any concerns need to be raised.
8. To fully support the behaviour policy and other school policies.
9. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
10. To support the class teacher and work with school staff to address and review any behaviour issues with their children.

Responsibilities of Governors

1. To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures and government guidance.
2. To ensure the behaviour policy is shared with parents.
3. To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management.

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5. To ensure that staff undertake appropriate behaviour management training.
 6. To nominate a governor to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Head Teacher.
 7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

BEHAVIOUR MANAGEMENT SYSTEM

Our School Behaviour Policy is underpinned by our four core values:

- Kindness
- Honesty
- Respect
- Responsibility

High Expectations is the Key to excellent behaviour and every member of staff is responsible for having the highest expectations of each child's behaviour.

We also adopt the principles of 'PiP' and 'RiP': Praise in Public and Reprimand in Private whenever possible.

REWARDS

We strongly believe that children respond best to praise and encouragement and must try to find every opportunity to praise children when they are showing appropriate behaviour.

Therefore, it is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role: It helps a child believe he/she is valued.

Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Opportunities for Praise

General

- The Head Teacher holds a Friday morning Celebration Assembly in which there are the following opportunities for praise:
 - Head teacher's Award presented to one member of each class for excelling in school life (Every effort should be made to reward the achievements of every child in a class over the course of the year).
 - Recognition is given to success of differing kinds in or out of school, e.g. presentation of swimming and cycling proficiency awards, sporting achievements, musical achievements etc.
 - Trophy for the class behaving and participating well in PE lessons (Sports Award).
- Favourable comments are entered on good pieces of work (see the Marking Policy).
- Written school reports comment favourably on good work, behaviour and general attitude to school life.
- Children's work is displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Head teacher/Deputy Head teacher/Phase Leader/Class Teachers for commendations. In addition to this the HT / DHT make irregular visits to different classes to seek out good work, attitudes and behaviour and award with praise and stickers accordingly.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Fostering opportunities for giving children greater responsibility in school e.g. Playtime Buddies, Prefects, Sports Leaders, School Council, Eco Council etc.
- Name put on school crest in class.
- Above all, verbal praise and encouragement in and out of lessons should be used as much as possible.



Whole-School Reward System: House Points

There are 4 houses: Kind Koalas (Kindness – KS2), Honest Ostriches (Honesty – KS2), Respectful Rhinos (Respect – KS2) and Responsible Racoons (Responsibility – KS2) and every child has been allocated to one of these houses. Each child can collect House Points for noteworthy achievements in attitude, behaviour or work. These can be awarded by any member of staff, not just the class teacher, and are recorded on a chart displayed in the classroom. **Only one House Point can be given by any one person at any one time.**

Prefects count the points from each class every week and the winning House for each week is celebrated in the Friday Celebration Assembly with the House ribbon tied to the House Cup.

There are half-termly rewards for the winning House plus an end of Year award.

Class Reward Systems

Each class teacher may have their own reward system which allows for a personalised approach to classroom management. However, each teacher must incorporate the House Point System so that children value House Points and they have some intrinsic worth to every child. This may be a raffle system and / or may be linked to individual prizes so that a child is rewarded for their positive efforts. To this end, school will provide branded prizes that the children can collect and use in school.

LUNCH TIMES

'Lunch-time House Point' stickers can be given out by welfare staff at lunch time which can be converted to House Points in class.

SANCTIONS

While we emphasise the celebration of positive behaviour through praise and rewards, we recognise that it is also necessary to have procedures and sanctions to address inappropriate behaviour.

Every class and all staff in the school use the same 'Traffic Light' system for immediate visual recording and reporting of inappropriate behaviour. The same system is used in the classroom, assembly, at playtimes, lunchtimes and out-of-school clubs. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements.


The Traffic Lights are

- EYFS / KS1 Yellow, Light Blue and Dark Blue with a School Crest above the Yellow.
- KS2 Green (It's good to be Green), Amber and Red with a School Crest above the Green.

The upside-down traffic lights are displayed in each classroom. Every child's name will start each day in the green section of the traffic lights. In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

There is an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially for teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCo and support agencies including the Behaviour Support Service.
- Do everything reasonably possible to avoid suspension and/or exclusion from school.



When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff should express displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy/girl'.

Sanctions Guidelines

Before the following section is read it must be noted that this behaviour policy is not designed to cover every eventuality. It is a statement of intent to be fair and consistent as far as possible while understanding that certain pupils, at certain times, may be dealt with other than outlined below (including those children with Special Educational Needs and Disabilities (SEND)). This is because we believe that every child is unique and some children have needs which must be understood and dealt with on an individual basis. That is not to say that the behaviour policy does not apply to them, but rather that the Head Teacher reserves the right to apply the behaviour policy according to each child's specific needs, following guidance and advice from the SENDCo and other professionals who understand certain trigger points, calming strategies and de-escalation tactics for specific children in our care. This information must be shared with all staff who may come into contact with these children, usually via a Risk Assessment and Management Plan (RAMP). Even with personalised reasonable adjustments and multi-agency working for children with SEND, sanctions, including exclusions, may still be required in some cases.

In a similar way some incidents may carry different consequences depending on such criteria as the context, the age and understanding of the pupils involved, motive, past history and validity of witnesses. Every adult in the school has a duty of care to investigate each incident as fully and impartially as possible, with the Senior Leadership Team ensuring a consistent approach is maintained throughout the school.

Children should be familiar with our procedures and know what will happen next if they continue with the behaviour. Consistency is important, although these steps below are guidelines since professional judgement is always needed when dealing with situations of unacceptable behaviour. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 to 4 applied in daily management of classroom/playground behaviour.

It must be noted that if a child has their name moved down to amber/light blue there should be a 'cooling off' time before the child has another warning or has their name moved again. **De-escalation must always be the main priority of the staff.**

If unacceptable behaviour occurs:

Step 1 (Class teacher/LSA/Midday staff) Use regular behaviour management strategies:

A 'no shouting' approach is in operation and shouting at an individual child must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice or sterner tone. I.e. in order to re-establish control, to emphasise the seriousness of an incident, or be heard on the playground etc.

There are a variety of behaviour management strategies that can be used to ensure that children are encouraged to make the right choices.

The following is a list of possible behaviour strategies that could be employed:

- Verbal cue that gives a clear message. E.g. stop talking, listen, turn around.
- Name reminder – integrate name into the teacher talk
- Proximity praise – praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour
- Behavioural direction – use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Partial agreement – partially agree then redirect. Keep focus on required behaviour do not get into discussion. 'I understand that you feel/think....but I would like you to....because.'
- Stuck record – I would like you to... The rule is...

- Directed choices – within known rules/routines, refer back to rights, roles and responsibilities.

Step 2 (Class teacher/TA/Welfare staff) Give a warning:

If the child persists with the inappropriate behaviour, then they are given a warning.

Staff must make it very clear to the child what the consequences will be by clearly saying something similar to, “This is your final warning. If you continue with (name behaviour) you will be moved to amber/light blue.” Children should now be fully aware of what this means and the possible consequences of continuing with the behaviour.

Step 3 (Class teacher/TA/Welfare staff) Move to Amber/Light Blue:

If the child persists with the inappropriate behaviour they are moved to amber on the class Traffic Lights chart.

Staff must make it very clear why the child has had their name moved by clearly saying something similar to: “You had a final warning. You are now being moved to amber because”

On some occasions, a child may be put on amber without an individual final warning. This may be, for example, when a final general warning has been given to the whole class about inappropriate behaviour or where the child should not be needed to be reminded about a particular negative behaviour (e.g. being aggressive to another child, being rude to a teacher).

If the child’s behaviour improves, the child moves back to green/yellow. (A child must be moved back to green/yellow at the earliest opportunity. There is no actual time limit for how long a child’s name remains on amber/light blue but anything over 20 minutes would be exceptional and would need further clarification from the member of staff to the child) If not, move to Step 4

For a child who regularly is put on amber/light blue:

- Start recording incidents on CPOMS.
- Discuss with Phase Leader and/or SENDCO.
- Consider Behaviour Intervention.

Step 4 (Class teacher/TA/Welfare staff) Move to Red/Dark Blue:

It may sometimes be appropriate to remind children on amber that they will be moved to red/dark blue if their behaviour does not improve. The sanction for being on red/dark blue is a 15-minute ‘timeout’ or reflection time. This will take place at the next available opportunity - either at morning break, lunchtime, afternoon break or in the afternoon session. In the afternoon session, they are taken to another class, usually the Phase Leader for a 15-minute timeout.

Where possible the timeout will happen before the end of the day so that each day can be a fresh start.


Once a child in KS1 is moved to dark blue they will be given a ‘blue choice card’. This will be a visual prompt for the child to understand they will need to miss their play. The staff member issuing the blue choice card will indicate on the back of the card the reason the child has been moved and share this with them. (eg You have been moved to dark blue because you broke the rule that said you would be kind to other people) The teacher will also log the incident on CPOMS and link in any other pupils involved. This will allow us to monitor behaviour incidents to see if there are any patterns in disruptive behaviour or problems between specific children. When the child misses their playtime, or is sent to another room, the teacher on duty will discuss with the child their actions and why it is important to follow said rules. Blue choice cards will be sent home to parents.

In KS2 children on red will be recorded on CPOMS and parent s will be notified.

*Once a child has done their detention then they should be moved back to green/yellow. If they return to red/dark blue in the same day, then they move to **Step 5.***

Step 5 (DHT/Phase Leader) Time Out

- Child escorted to Deputy Head teacher/Phase Leader.
- Up to half a day working alone without causing disturbance.
- Teacher to record in CPOMS.
- Parents informed of isolation.
- Possible second detention.



Note that zero tolerance is given for swearing at staff, physical assault, deliberate kicking, punching, hitting, biting or damaging property and these can all result in bypassing the above steps. In this case the child will immediately be sent to Head teacher or Deputy Head teacher. Depending upon the severity of a child's actions, this may result in the following:

- Missing lunch/break for a set period of time.
- Internal exclusion (Seclusion)
- Suspension (formerly known as Fixed Term Exclusion).
- Permanent Exclusion

Step 6 (HT/DHT/SEND/CO) Behaviour Support Programme (BSP)

For children who regularly go to Step 4 (Red) or Step 5 (Time Out), the class teacher must:

- Monitor behaviour incidents to identify areas of concern / possible causes/ appropriate targets. Record in CPOMS.
- Inform Deputy Head Teacher and relevant Phase Leader.
- Inform parents / carers that behaviour is a cause for concern.
- Discuss concerns with parents / carers and agree targets/support. (Record meeting in CPOMS)

Also consider:

- Removal from breaks/lunchtimes for a fixed period.
- Starting 'Behaviour Report Card'.
- Alternative behaviour management strategies.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.
- Programme of pastoral support.
- Completing Family Assessment.
- BSP to be reviewed weekly

If targets are achieved, remove from BSP.

*If BSP failed, move to **Step 7**.*

Step 7 (HT/DHT)

Behaviour Contract

- A last step before exclusion
- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions and immediate consequence of breaking the contract.
- Reviewed daily by DHT.
- Parents informed.

If behaviour improves, return to BSP

*If not move to **Step 8**.*

Step 8 (HT/DHT)

Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates
- No access to playground, extra-curricular or enrichment activity.
- Parents informed.

If behaviour improves return to class on a Behaviour Contract or BSP. If not, consider suspension or permanent exclusion.

SUSPENSIONS AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The Department of Education's Statutory Guidance on School Exclusions (2017) are referred to in any decision to exclude a child from school.

Only the Head Teacher (Or in the absence of the Head Teacher, The Deputising Head Teacher) can exclude a pupil.

GUIDANCE ON THE USE OF REASONABLE FORCE

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on pupils that are showing signs of aggression and causing harm on either themselves, other children or staff, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Board have taken account of advice provided by the Department for Education (DfE) Use of reasonable force: Advice for Head Teacher, staff and Governing Bodies. In addition, we have also adopted the Hackney Learning Trust Policy on Positive Handling as well as the Team Teach approach.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at our school

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include, but are not restricted, to the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking another child or a member of staff.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Recording an incident

A contemporaneous record (i.e. written as soon as possible and no longer than 1 hour after the incident has occurred) should be made by the staff member(s) involved in the incident and recorded on CPOMs under 'Team Teach Incident'. Similarly, contemporaneous notes will also be made by all other members of staff involved as witnesses or additional provider of support. The record will contain the following information:

1. The name(s) and the job title(s) of the members of staff who used reasonable force.
2. The name of the children involved.
3. When and where the incident took place.
4. Names of staff and child(ren) who witnessed the incident.
5. The reason that force was necessary.
6. Behaviour of the child(ren) which led up to the incident.

7. Any attempts to resolve the situation.
8. The degree of force used.
9. How it was applied.
10. How long it was used for.
11. The child's/children's response and the eventual outcome.
12. Detail of any injuries suffered by either staff or children.
13. Details of any damage to property.
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed).
15. Details of follow-up including contact with the parents/carers of the children involved.
16. Details of follow up involvement of other agencies, police, social services, child witnesses may also be asked to provide a written account if appropriate.

Debriefing arrangements

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and to ascertain the reason for its occurrence. The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school. All members of staff involved should be allowed a period of debrief and recovery from the incident. A member of the SLT will provide support to member(s) of staff involved.

The Head teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head teacher will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

FURTHER GUIDANCE

Out-of-school-hours Behaviour


Our school is committed to ensuring our pupils act as positive ambassadors for us. Taking this into account, we expect the following:

- Good behaviour in the Chill Zone (breakfast club, after-school club and holiday club)
- Good order on all transport to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Our pupils to act as role models to other pupils from other educational establishments.

When pupils do not act in our expected manner, then the same behaviour strategies as above can be applied.

Related school policies

The Behaviour policy is one of the essential Safeguarding Policies of the school. Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.



The following school policies are related to the Behaviour Policy:

- Safeguarding policy
- Health and safety policy
- Anti-bullying policy
- Safe use of the internet policy
- Admissions policy
- Medicines policy
- Special educational needs policy
- COVID Strategy