



We will encourage and help one another



Policy	Behaviour Policy
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## 1.1 Introduction

The purpose of this policy is to outline the nature and positive management of behaviour at Old Church School. The Behaviour policy reflects the consensus of opinion of the whole teaching staff, teaching assistants, Governors, lunchtime supervisors, parents and pupils. It has been drawn up as a result of both formal and informal meetings of all concerned. Linked very closely to the Behaviour policy are the PSHCE, Safeguarding procedures and Anti-Bullying policies, along with the school's curriculum framework.

Excellent Behaviour is an absolute priority at Old Church. The SIAMS inspection of July 2017 recognised the behaviour as being 'Outstanding'. The implementation of this policy is the responsibility of all those concerned with Old Church School. All those involved in the life of the school have the responsibility of ensuring good behaviour throughout all areas of the school, during lessons, transition times, lunchtimes and on the playground. This includes all staff, teaching and non-teaching, governors, lunchtime supervisors, apprentices and parent helpers. We are aware that we share the responsibility for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give.

## 1.3. Inclusion and the Behaviour policy

At Old Church we promote positive behaviour, whatever an individual's ability and needs, supporting our school's responsibility to provide a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those with English as an additional language.

## 1.4. Disability and the Behaviour policy

All the purchasing of resources, alterations to teaching environments and the school premises will take into account all pupils including those with disabilities.

## 1.5. 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**

## 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

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, 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
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - 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)

### 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. This includes:

- *How pupils, parents and staff can report incidents of bullying*
- *How the school investigates allegations of bullying*
- *Sanction procedures, making reference to section 7 of this policy where applicable*
- *How the school supports pupils who have been bullied, and those vulnerable to bullying*
- *Whole-school proactive strategies to prevent bullying*
- *How the school trains staff and governors in preventing and handling bullying*

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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.

## 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 (see appendix 3 for a behaviour log)

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 pupil code of conduct/ The Rainbow Rules
- 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 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
- 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

### 7.1 List of rewards and sanctions

**Stickers** - these are used throughout the school as a form of instant reward e.g. Partners of the Day in RWI

**House Points** - House points can be awarded by all adults and lunchtime supervisors in school

**Attendance** - There are incentives offered by the head teacher to pupils whose attendance is 100% and names are picked from a box (£100 & £50)

**Tea with Miss Clacy** – Children are selected and allowed to invite their parents and share tea and cakes with Miss Clacy

**Golden Table Award** - This award is nominated by staff working in the school kitchen and hall during lunchtimes.

This can be awarded for any display of good manners, good sharing, good eating etc. For a week the selected pupil and a friend of their choice, can eat their lunch at The Golden Table

**Weekly Whole school Assembly** - This time is used to mark the achievements of children from each class.

Examples of academic efforts, exemplary learning, behaviour and attitude will all be applauded. Awards include

Star of the Week, Playground Pupil of the Week, Golden Table Award, Attendance Bear (KS1) and Trophy (KS2),

House Points Trophy

## 7. 2 Key Stage 1

**Smiley faces** - Children are awarded a 'smiley face' for anything positive an adult spots a pupil demonstrating.

These are recorded on a chart in class and once 5 smiley faces have been achieved a certificate is awarded during Key Stage One Weekly Celebration Assembly

**Golden Time** - On a Friday afternoon children who have not been in the red circle within the Good to be Green,

Great to be Gold system, will have 20mins extra playtime

**Key Stage 1 Weekly Celebration Assemblies** - Wonderful Work, Good Behaviour and Smiley Face certificates are awarded.

## 7.3.Key Stage 2

**Key Stage 2 Weekly Celebration Assemblies** – pen licenses are awarded. Pupils are encouraged share their achievements, academic or otherwise.

Each term children recorded in the Gold Book for excellent behaviour will be rewarded for following the school 'Rainbow Rules' consistently. This reward may take a variety of forms e.g. a movie afternoon with popcorn.

## 7.4 Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishment should be avoided as they breed resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished
- It is important that the sanction is not out of proportion to the offence
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## 7.5 Consequences

We believe that pupils feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences will be used if they overstep the mark. For a consequence to be effective, it must be an action that the pupil does not want, but should never be meant to embarrass or humiliate a pupil. It is crucial in helping to shape acceptable behaviour that children are clear what it is that was unacceptable, and what they should have chosen to do instead. For consequences to be effective, and a helpful tool in teaching pupils how to behave, they are presented to pupils as a choice.

First incident of misbehaviour	Body language/Eye contact
Second incident of misbehaviour	A calm descriptive explanation as to why their behaviour was not acceptable, reinforcing the rule that was broken
Third incident of misbehaviour	Move away from the group/partner they are working with. Child is moved to Orange Circle. Y5/6-Child is sent to work with another member of staff for 10mins
If a child is still looking unsettled at this point try to send them to the wet area/quiet room in order to give them an <b>opportunity</b> to calm down and 're-start' their day. The child should be encouraged to re-join their class at a suitable time.	
Fourth incident of misbehaviour	Child is moved to Red = 10 minutes loss of playtime at lunchtime/Golden Time. The child must complete a behaviour self-reflection sheet (for those children for whom the written version is not appropriate the form should be completed verbally with an appropriate person).
Junior pupils maybe assigned to work at the Earn the Right table. Parents will be informed by the teacher employing this strategy.	
Extreme physical /verbal misbehaviour	Child is sent to the Head teacher's office, parents will be called and the rule that was broken will be detailed. A Behaviour Incident Record will be completed and logged in the Head teacher's behaviour book. This may be followed with an IBMP, if deemed necessary.

## 7.6 Strategies for Managing Inappropriate Behaviour

- Staff will be explicit in their refusal to accept inappropriate behaviour
- Required and appropriate behaviours will be explained and exemplified

- Teachers have statutory authority to discipline pupils' whose behaviour is less than is expected. If behaviour is unacceptable, pupils break the school rules and/or fail to follow reasonable instruction staff can impose a punishment upon the child.
- Teachers also have the power to punish pupils for not practicing good behaviour outside of the school gates ' to such an extent as is reasonable'.
- Teachers are allowed to confiscate articles that are not allowed in school e.g. mobile phones. If staff confiscate an item it must be placed in an envelope with their names on it, time and date and the member of staff who confiscated it. This is then passed to the head teacher to return to the pupil and their parent/carer at the end of the day.
- Students will only be searched without consent if there is a risk of injury/harm to them or others. There would always be another member of staff present.
- All staff will avoid physical contact wherever possible. Pupils will not be restrained unless there are no other options left in preventing injury or harm, significant damage to property or the ability to maintain good discipline and order in the classroom.

Please see Appendix

### **7.7 'Earn the Right' strategy (To be employed for KS2 children only)**

A child who is behaving in a way that seriously stops their own learning and that of others has to earn the right to be back in the classroom. By undertaking the following procedures we will ensure that they are:-

- attending school
- in a safe environment
- are learning

HOWEVER, all adults are then giving their attention to the children who follow school rules.

1. Class Teacher will phone parents and explain that their child has been placed on the Earn the Right table and that they will have to drop off and collect their child from the main office each day.
2. 5 or 10 mins before the class comes in to school \*\*\*\*\* see their class teacher who gives 5 pieces of work to be completed in the 5 school sessions.
3. They have to then leave the area and do not have contact with their peers or year teachers for the rest of the day.
4. The child will be in a separate area and needs to complete the given tasks, if finished will need to simply read a guided text.
5. If they complete each task in a session and have not made any disturbance they gain 1 star.
6. The same procedure starts again the following day but with the class teacher acknowledging the number of stars gained.
7. When \*\*\*\*\* gain 5 stars they have earned the right to be back in the classroom.
8. If once back in the classroom they misbehave and stop the learning environment they start the procedure again but this time they need to complete 2 sessions to get 1 star, therefore making it harder to earn the right to be back in the classroom.

With this idea we are not giving the 'status' of exclusion, we are ensuring they have to come to school, properly attired. By completing the given work they are continuing their learning, they are not receiving attention of any sort except at the start of the day, on our terms. By using this strategy we hope pupils will find it extremely boring and realize that they are better off following the rules like the rest of the peer group.

### **7.8 Strategies for Promoting Good Behaviour**

Positive reinforcement of good behaviour in the form of praise and encouragement is preferable to sanctions.

- Staff will provide models of good behaviour, using respectful and positive language
- Good and appropriate behaviour will be encouraged, praised, reinforced and rewarded
- Expectations will be made clear and consistent throughout school. Consistency will be ensured with staff meeting at the start of each academic year to revise school rules and expectations
- Disagreements between children will be thoroughly and fairly analysed and resolved

- Pupils will be deterred and diverted from unacceptable and inappropriate conduct and use of negative language
- Parents are expected to complete and sign the Admissions Booklet once their child enters Reception. This states the school rules and outlines behaviour policy expectations
- Pupils will be involved in devising their own Agreed Class Rules Booklet at the beginning of each academic year. This will be supported by photographs modelling the expected behaviour, these will then be referred to by the whole class and when is necessary throughout the year.

In addition:

**Good to be Green, Great to be Gold** - This system is used from Y1 as a way of helping children distinguish between acceptable and unacceptable behaviour. Displays can be found in each area/classroom.

**The Rainbow** - This is a more age appropriate version of Good to be Green, Great to be Gold system and is used in Foundation stage. This strategy encourages children to identify acceptable behaviours in school. Interactive displays can be found in the Foundation Stage.

- There is a whole school periodic focus on elements of behaviour and the school Rainbow Rules, which are identified as needing improvement. During this period additional house points will be awarded to children who are consistently following the rules.
- Bullying will not be tolerated and all reported incidents will be taken seriously. All cases of two or more incidents will be recorded on a Bullying Incident Record and given to the Behaviour Co-ordinator. Any incident of bullying will also be logged in the head teacher's book.
- Support and reassurance will be offered to the victim and the bully will be helped to recognise their unsociable behaviour and offered support to modify it.
- We may use the 'Earn to Right' in response to serious or persistent breaches of this policy. Pupils may be sent to the Headteacher's office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## 7.9 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.

## 7.10 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/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.

## 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
- Display the Rainbow rules
- Develop a positive relationship with pupils, 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- the traffic light circles
- Using positive reinforcement

## 8.2 Physical restraint

**Please read the REACT UK Positive Handling Policy for further information.**

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 ( for a behaviour log)

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' 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](#).

## 8.4 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.

## 8.5 Use of IBMP and /or involvement with other agencies

- Wherever behaviour is a constant cause for concern, the pupils will be referred to the Behaviour Co-ordinator and SENCO. A Pen Portrait will be produced, in conjunction with

the pupil, which will allow staff to identify the individual's triggers for inappropriate behaviour and strategies which allow them to calm down and begin to behave in an acceptable manner.

- The parents will be invited into school to discuss the concerns about their child's behaviour and discuss how best to proceed.
- An individual behaviour management plan (IBMP) may be set up which will reflect appropriate achievable targets, specific to the needs of the child. It will also contain the agreed appropriate strategies for dealing with the child in helping him/her achieve the targets. This will be monitored by the Behaviour Co-ordinator/SENCO/Head teacher.
- Outside agencies will be involved such as Educational Psychologists and Integrated Behaviour Support Services. They will offer practical support and advice on strategies that can be used to help support the child within the school setting.
- At this stage if the individual pupil is not responding to any of the previous stages, a request for a statutory assessment will be completed with the parent's consent.
- In exceptional cases, there may be times when all the support given does not work, and having tried every practicable means of managing a pupil's behaviour the individual pupil's behaviour is so badly disruptive they have to be excluded from school, or have a managed move to a more suitable setting.
- **Fixed -Term and permanent exclusions**
- Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the head teacher (or the acting head teacher) to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the head teacher (or the acting head teacher) excludes a pupil they must inform the parents immediately and giving an explanation for the exclusion.
- Pupils whose behaviour at lunchtime is disruptive may also be excluded from the school during lunchtimes. The legal requirement is that the head teacher must notify parents. Lunchtime exclusions are counted as half a school day for statistical purposes.
- Pupils' behaviour outside school can be considered as grounds for exclusion.

## **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.**

Our staff are provided with training on managing behaviour, including proper use of restraint for those working with challenging children, 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 the Governing Body every 2 years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing body every 2 years.

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

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Sexual Harassment Policy
- Anti-Bullying Policy
- SEND and Inclusion
- Complaints Policy

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## **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 body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.***





## 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 Rainbow Rules, 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: \_\_\_\_\_

