

# Behaviour Policy



At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

## NURTURE-GROW-FLOURISH

<b>Policy Reviewed</b>	<b>January 2024</b>
<b>Next review</b>	<b>January 2025</b>
<b>Shared with Governors</b>	<b>January 2024</b>
<b>Signature of Chair of Governors</b> <b>Matt Dunkin</b>	<b>Signature of Headteacher</b> <b>Jill Cromey</b> 

## Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **Roles and responsibilities**

### **The governing board**

The Governing Board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

### **The Headteacher and behaviour lead**

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly using CPOMs
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
  - The school's key rules and routines
  - The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
  - The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## School behaviour curriculum- The Stubbins' Way

The school's motto of Nurture-Grow-Flourish is underpinned by the school's mission statement and the promotion of the school's core values. These values are:

- Pride
- Courage
- Resilience
- Independence
- Self belief
- Cooperation
- Integrity
- Respect
- Curiosity
- Determination
- Empathy

Also, the key British Values:

- Mutual respect and tolerance of those with different faiths and beliefs
- Democracy
- Rule of Law
- Individual liberty

These values are displayed in each classroom and around the school building.

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 or online

These link to our four basic school rules which are:

- The learning rule
- The talking rule
- The treatment rule
- The movement rule

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

At Stubbins, we recognise there may be a need for older children to bring a mobile phone into school. This may particularly be the case where children are allowed to walk to and from school unaccompanied.

- Only pupils in Years 5 and 6 may bring mobile phones into school unless in exceptional circumstances which must be agreed in advance with the Headteacher
- Phones must be turned off on entry to the school and stored in the main office throughout the school day
- Phones should not be used on the school site by pupils
- Parental permission will need to be provided (appendix 2)
- A liability waiver will be signed by parents (appendix 2)

Where these are received, the class teacher will record this as such on CPoms. The slip will be retained in the main school office.

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's mission statement, values, school rules and rights.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines, including (but not limited to) ways to distribute resources, having a lining up order, clear end of day routines
  - Communicating expectations of behaviour in ways other than verbally including (but again not limited to) holding up hand and counting down for 5 to 0 to attract attention and so forth.
  - Highlighting and promoting good behaviour using the ClassDojo point system, weekly rewards and class story to celebrate successes
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption (see warning system below- section 7.4)
  - Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [Safeguarding Policy 23-24](#)

### 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call, Dojo message or written correspondence
- Weekly certificates
- Positions of responsibility such as prefect status or being entrusted with a particular decision or project
- Whole class or year group rewards, for a particular achievement

#### 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Polite reminder
- Warning 1
- Warning 2- the pupil will sign a reflection sheet, considering the rule which was broken and the rights of others which they have taken away by their behaviour.
- Period of time spent at playtime to further reflect (age appropriate)

Where there are frequent instances of unacceptable behaviour other methods may be considered in agreement with the behaviour lead and SLT. These may include (but are not limited to)

- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff as part of a graduated response



- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Staff should always be mindful of pupils' circumstances and respond in a measured and proportionate manner. Shouting is not deemed an appropriate response in any situation.

Where the day to day sanction system is no longer working both the pupil and the child's parents will be involved in the production of a personalised plan to help the pupil make good choices.

### 7.5 Lunchtime Behaviour

As a school, we recognise the importance of the children's free time and as such attempt to make the lunchtime period as relaxing and enjoyable for the children as possible. The school council are encouraged to make suggestions about improvements and the older children (prefects) act as role models and buddies to assist with the playtime activities. Lunchtime behaviour is rewarded each week by the weekly Lunchtime VIP award. This is awarded in our celebration assembly on a Friday and parents are invited in to watch.

We also recognise that sometimes, these unstructured periods may prove to be a challenge for some pupils. Where this is the case, strategies to support will be implemented. As a school, our commitment to nurturing our pupils is paramount and this is only possible by having a thorough knowledge of the pupils with whom we work. As such, relationships are a vital. At lunchtime, our playgrounds are supervised primarily by the school Teaching Assistants who know the children extremely well.

Despite these steps, sometimes there may still be instances of poor behaviour. When this occurs, a restorative approach is followed using the peaceful problem solving process where appropriate.



Children will be allowed time to regulate and once calm, the issue discussed. The child(ren) will reflect on the events and determine which rules were broken and the rights of others which may have been taken away.

The supervisor may then apply one of the following sanctions:

Entry into the lunchtime book (remains for 5 days)

Further entry into the lunchtime in the next 5 days or more serious incident (in consultation with AHT)- LUNCHTIME YELLOW CARD.

Further entry into the lunchtime book in the next 5 days or more serious repeated incident (in consultation with HT)- LUNCHTIME RED CARD

Yellow Card- the supervisor dealing with the incident will record names in the lunchtime book and write up the incident using appendix 3. The detail of this will be entered onto CPOMs by the classteacher who will also contact the child's parent to advise of this sanction. The child will also miss an age appropriate amount of time during the following lunchtime. A daily report will be instigated for the following 5 days. (appendix 4)

Red Card- the supervisor dealing with the incident will record names in the lunchtime book and write up the incident using appendix 3. The detail of this will be entered onto CPOMs by the classteacher who will also contact the child's parent to advise of this sanction. The child will also miss an age appropriate amount of time during the following two lunchtimes. A daily report will be instigated for the following 10 days. (appendix 4)

Where there are repeated issues during the lunchtime period, further action may be required. This may involve the following:

- Lunchtime observations to ascertain particular issues (by behaviour lead)
- Lunchtime Internal Suspension
- Lunchtime External Suspension
- Lunchtime report
- Targets set

## 7.6 Positive Handling

Our behaviour management strategies are designed to avoid the need for physical restraint. However, on very rare occasions, children's behaviour can pose a danger to themselves, others or to school property (as defined in section 93 of the Education and Inspections Act 2006), or can affect the good order within the school.

Where there is an issue, the school trains staff using Team Teach training. This approach emphasises the importance of non physical de-escalation tactics to address any difficult behaviour.

Staff will aim to talk to children, in calm language to help them stop any dangerous, damaging or disruptive behaviour.

However, if de-escalation is not effective then trained staff might, in extreme situations, use the approved holds to help a child calm their behaviour and prevent injury or damage to themselves, others or school property. These holds are specifically designed to support the child and to reassure them as they calm down. If a physical hold is used to calm a child during a behaviour incident, detailed records will be made by the school, including: context, triggers; de-escalation strategies; duration of incident, type of hold used, any injuries/marks, post incident learning, child's voice, parent's views, further actions.

In all circumstances, other methods should be used if appropriate or effective; positive handling should be a last resort.

### Alternative Strategies

- clearly repeating an instruction until the pupil complies
- withdrawal of attention (audience), e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- changing the adult (change of face)
- the use of other sanctions consistent with the school's policy.

If, as a last resort, positive handling becomes necessary:

#### DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Relax any restraint in response to the pupil's compliance
- Inform the Headteacher once the incident has ended and complete necessary paperwork

#### DO NOT

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil

- › Involve other pupils in the restraint
- › Touch or hold the pupil in parts of the body which could be deemed inappropriate
- › Use holds not specified in the Team Teach training

### 7.7 Confiscation and searching

The school has the authority to search pupils or their bags for items which are deemed not suitable for school or if there is a suspicion that something has been taken e.g. phone, iPad, item belonging to another child. If such an item is found, this will be confiscated and parents will be contacted to discuss what the next steps will be in terms of returning the item. Any search will be conducted in line with DFE guidance on searching pupils which can be found here

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### 7.7 Off-site misbehaviour

Our school behaviour policy applies to the behaviour of children outside of school. This includes (but is not

limited to):

- Travel to and from school
- Behaviour on trips
- Comments on social media

We will use our curriculum to help children understand how they can show their own personal values of good behaviour at different times. We will also ensure that they know what to do if someone's behaviour outside of school concerns them. We encourage parents to share any concerns about behaviour incidents outside of school, and we will support children in restoring relationships

Where evidence is provided of off site mis behaviour, this will be logged on CPOMs to build a picture of a child's needs.

### 7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Where evidence is provided of online misbehaviour, this will be logged on CPOMs and recorded in the derogatory and online incident log. This will be addressed in conjunction with the children's parents.

### 7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or one of the Assistant Heads (in the Head's absence) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information. [Safeguarding Policy 23-24](#)

Risk assessments can also be found via the Lancashire portal. [School Safeguarding Service](#)

### 7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our [child protection and safeguarding](#) policy for more information on responding to allegations of abuse against staff or other pupils.

### **8. Serious sanctions-Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

### **9. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This may include:

Reintegration meetings

Use of a report card with personalised goals

Regular check ins with a pastoral member of staff

Use of a graduated approach to address difficulties with behaviour standards

### **10. Training**

All staff are inducted on our behaviour management principles and policy as part of their full induction when they start our school. This is repeated every two years, in September, as part of our re-induction process.

Staff who may need to use physical restraint are trained via Team Teach training

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed termly by the Headteacher and reported to governors

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

Leaders across the school monitor behaviour informally every day and formally through learning walks. Governors work with leaders to review behaviour across the school using a range of evidence including visits, parent views and pupil voice. This policy will be reviewed by the Headteacher and the curriculum committee every year.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the curriculum committee annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions policy
- Child protection and safeguarding policy
- Staff Code of Conduct
- Parent Code of Conduct
- Acceptable use policy

➤ Anti bullying Policy



## Appendix 1: written statement of behaviour principles

### Our principles:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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, appropriately and fairly by staff, in line with the behaviour policy.
- Our behaviour policy is rooted in our vision and core values, especially those of integrity, respect, empathy and independence.
- Leaders place high expectations for behaviour at the heart of the school's culture and values.
- The behaviour policy is clearly and effectively communicated to ensure it is understood by pupils at all levels, staff, and parents.
- Staff training and development equips staff to understand and apply the behaviour policy consistently.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- In line with our core values of independence and empathy, pupils are helped to take responsibility for and reflect on the impact of their actions. They are actively encouraged to support each other in recognising and reinforcing good behaviour.
- In line with our core values, pupils are encouraged to show respect for others both inside and outside the classroom.
- Bullying of any kind is unacceptable in our school, and our whole community works together to both prevent and respond to bullying.


- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- We recognise that a safe respectful environment depends on the cooperation of our whole community, so expectations of staff and parents are clearly set out in the Staff Code of Conduct and Parent Code of Conduct.

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 curriculum committee annually.

Appendix 2- Mobile Phone consent and liability waiver

**Appendix 3: Lunchtime Log**

<p><b><u>Stubbins Primary School</u></b></p>		<p><b><u>Lunchtime Log</u></b></p>
<p>Date:</p>		
<p>Name(s) of pupil(s) involved: (inc year group)</p>		
<p>Pupils known protected characteristics</p>		
<p>Reporting member of staff:</p>		
<p>Location of incident</p>		
<p>Outline of incident</p>		
<p>Actions taken (inc first aid/sanctions)</p>		
<p>Any follow up action required?</p>		
<p>Who has been informed of this incident? (CT/AHT/HT/Govs/Parents/Police)</p>		

Appendix 4- Lunchtime Report

<p><b><u>Stubbins Primary School</u></b></p>		<p><b><u>Lunchtime report</u></b></p>
<p>Date started:</p>		
<p>Name of pupil:</p>		
<p>Day 1</p>		
<p>Day 2</p>		
<p>Day 3</p>		
<p>Day 4</p>		
<p>Day 5</p>		
<p>Signed at end of day 5 by SLT</p>		
<p>Any follow up action required?</p>		

