

Behaviour policy and statement of behaviour principles

Bucklesham Primary School



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1. 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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must 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 violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

We have put in place measures to prevent all forms of bullying:

- Pupils are taught about bullying through our PSHE and IT curriculums, how to recognise it, and how to report it.
- Parents, pupils and staff can report bullying by speaking to a member of staff who will listen and record details of the allegations and pass it on to the Headteacher.
- School will investigate all incidents of bullying, including cyberbullying, whether they occur in school hours or not.
- Incident forms are filled out and kept securely. These are monitored by the Headteacher every half term and reported to Governors termly.
- Sanctions are set out in sections 7 and 8 of this policy.
- The victim, perpetrator and witnesses will all be supported as part of the process of dealing with the incident.
 - Staff and Governors receive training annually, as part of Safeguarding, and receive updates throughout the year.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy on our [website](#).

5. Roles and responsibilities

5.1 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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- 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 (see section 13.1)

5.3 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 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, whilst continuing to work in partnership with the school

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.

5.5 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural 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.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

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

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

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 behaviour system and set their own classroom rules at the start of the year based on this

- 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
 - 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 on the [website](#).

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
- House points, leading to an end of term reward for the house with the most points
- Emails, messages home via Class Dojo or notes home
- Points on Class Dojo may be used in some classes
- Class rewards
- Good learning will be rewarded by stickers for their sticker chart which leads to certificates when they collect 25, 50, 75 or 100 stickers throughout the year.

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.

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:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Moving the child to work on their own within the class
- › Sending the pupil out of the class to work
- › A behaviour reflection form to be completed with the child
- › Expecting work to be completed at home, or at break or lunchtime
- › A discussion with the teacher at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility or Golden Time in KS1
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour contract
- › Putting a pupil ‘on report’
- › Internal or external temporary exclusion
- › Permanent exclusions, 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. Some children may need to follow an Individual Behaviour Plan for a set period of time if they are unable to follow the behaviour expectations for the rest of the class.

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND). We will consider if the behaviour of the child is a result of their SEND and what adjustments need to be made to the provision in the classroom to support them to follow the behaviour system. We will consult their Educational Health Care Plan (EHCP) and seek advice, calling an emergency review of their EHCP if needed.

Use of the traffic light system (see appendix 2):

Each class should have displayed a laminated “Traffic light” that records behaviour.

Procedures/Sanctions:

Green: Everyone starts on the green spot at the start of each morning or afternoon session and can earn house points.

Star: Any child showing exceptional behaviour learning or behaviour can be moved here and collect a star token from the Office for their house.

1st Stepping stone: Move their name here for a verbal warning. What should you be doing?

Amber: Any children who are warned more than once about low level behaviour will automatically move to amber. Miss 5 minutes of playtime for a conversation with the teacher. Work on your own in class. Complete behaviour reflection form.

2nd stepping stone: If the low-level behaviour continues, the child is moved here. What should you be doing? Sending the child to work in another class. Discussion with the class teacher at break or lunch. Complete behaviour reflection form. Refer to a senior member of staff.

Red: Any child swearing, fighting, verbal abuse, theft, high levels of violent behaviour, bullying, including cyber bullying, will move straight to red. If a child is continuously disrespectful to an adult or has been on amber twice within a morning or afternoon session, they will also be moved to red. Teacher to record on the behaviour incident form. Parent informed by the teacher. Appropriate sanction (miss whole break or football, moved to work in another class, miss Golden Time in KS1). A child that is consistently on Red will need to have a behaviour contract agreed between staff, child and parents.

Wilful assault, repeated bullying, racist abuse, sexual assault, hazing and defiance that risks safety of self or others, reported immediately to Headteacher. External exclusion can only be considered by the Headteacher.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Headteacher and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

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 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 on our [website](#).

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. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. A restorative conversation will take place between the pupils involved and the SENCO or class teacher. This could include regular meetings with the class teacher or another member of staff, or a report card with personalised behaviour goals.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. 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.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including how to have restorative conversations with pupils. Behaviour management will also form part of continuing professional development. The safe handling of children will also form part of training for all staff.

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, fixed term and permanent exclusion
- Anonymous surveys for staff, pupils, parents on their perceptions and experiences of the school behaviour culture

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing board.

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

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy.

Appendix 1: written statement of behaviour principles

A statement of behaviour principles written by Governors is required by all maintained schools.

These principles guide our Behaviour Policy and procedures at Bucklesham Primary, which are the responsibility of the Headteacher.

The Governors believe that high standards of behaviour are at the heart of a successful school and enable children to make the best possible progress in all areas of school life.

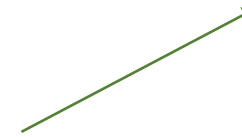
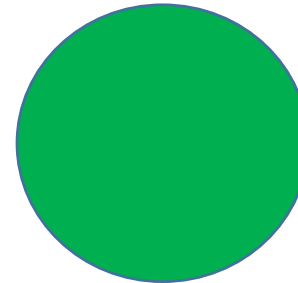
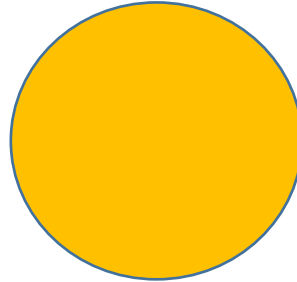
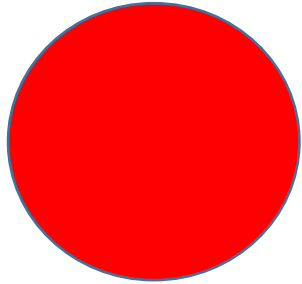
- At Bucklesham Primary we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times.
- Our Behaviour Policy is rooted in our SMART rules:
 - S – Safe (We keep each other safe)
 - M – Motivation (We are motivated to succeed)
 - A – Attitude (We have good learning attitudes)
 - R - Respect (We respect people and (property)
 - T – Try (We try to do our best at all times)
- Pupils are helped to take responsibility for and reflect on their actions and choices.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy.
- It is recognized that rewards and sanctions must have regards to the individual situation and the individual child and the Headteacher is expected to use their discretion in their use. Sanctions however should be applied fairly, consistently, proportionally, and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff.
- The Behaviour Policy is shared with pupils, parents and staff.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.

- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- The Governing Board of Bucklesham Primary School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

Appendix 2: Learning and Behaviour System

Bucklesham Primary Learning and Behaviour System

Working hard, aiming high!



You are a star!
 You go above and beyond.
 Amazing attitude to learning and you did amazing work.
 Collect golden token from Office for your house if you have done something really amazing.
 Reward for team which has the most house points at the end of each term.
 Parents told at end of the day or via Dojo.

Start here every morning and after lunch.
 Earn stickers for good learning and house points for your team for good behaviour.

Go straight to red for aggressive physical violence or fighting or swearing.

Verbal warning.
 What should you be doing?
 Can you turn this round?

Not being ready for learning.
 Disturbing learning.
 Shouting out.
 Unsafe or rough play.
 Low level aggression e.g. pushing, grabbing things.
 Being disrespectful.
 Dropping litter.
Consequence
 Miss 5 minutes of play to talk to your teacher and fill out a behavior reflection form.
 Work on your own in class.

Verbal warning.
 What should you be doing?
 Can you turn this round?
 Sent to another class to work.
 Miss 5 minutes of play to talk to your teacher and fill out a behavior reflection form.
 Sent to Head

You have continued the behavior that moved you to Amber.
 Or you have been:
 Swearing.
 Aggressive physical contact or fighting.
 High level disruption e.g. throwing furniture.
 Verbal abuse. Theft. Bullying
 Throwing or damaging property
 Continuously disrespectful to adults
 Exited the class without permission
Consequence
 Contact parents, inform Head.
 Sent to work in another class.
 Miss break/ football/ Golden Time at next session.
 Agree a behavior contract. Put on report.



Bucklesham Primary School School Incident Form



Incident form to be completed for any significant incident with parents/ child

Date	Name	Class						
<p><u>Signed</u> _____ <u>Name</u></p>								
<p><u>Copies to</u></p>								
<p><u>Further Action</u></p>								
<p><u>Type of incident Please circle</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Health and Safety</td> <td style="width: 50%;">Playground Behaviour</td> </tr> <tr> <td>Peer on peer/ child on adult</td> <td>Homophobic/ Racist</td> </tr> <tr> <td>Bullying</td> <td>Physical</td> </tr> </table>			Health and Safety	Playground Behaviour	Peer on peer/ child on adult	Homophobic/ Racist	Bullying	Physical
Health and Safety	Playground Behaviour							
Peer on peer/ child on adult	Homophobic/ Racist							
Bullying	Physical							

Appendix 4: Behaviour monitoring sheet

Incident Record

Name of child

Date	Brief description of incident	Other children involved	Actions and follow up