

Two Moors Primary School

Behaviour Policy

September 2017

*Challenging Encouraging Cheering No Fearing*

*Education*

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| **Approved by:** | Teaching and Learning Committee | **Date:** 21/11/17 |
| **Reviewed on:** | 6/3/18, 28/4/20 and 28/5/20 |  |
| **Last reviewed on:** | 9/3/21 | |
| **Next review due by:** | March 2022 | |

# 1. 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](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* Use of reasonable force in schools
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)
* Keeping Children Safe In Education(KCSIE 2020)

It is also based on the [Special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), 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](http://www.legislation.gov.uk/ukpga/2006/40/section/88), 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
* Exclusion from maintained schools, academies and pupil referral units in England
* [DfE guidance](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy) explaining that maintained schools should publish their behaviour policy online
* DCC Education Inclusion Service guidelines

**3. Definitions**

This policy outlines procedures related to rewards and positive behaviour management.

At Two Moors we encourage all children to behave in a positive manner, taking responsibility for their own behaviour so that all children enjoy a happy, safe, learning environment in which each person is respected and valued. We will encourage personal development through the curriculum programme which includes an overarching PSHE theme, the core principles of which cover respect, relationships, goals, change, emotions and what to do when things go wrong.

Children are encouraged to be self-regulating in their behaviour and to become responsible for themselves and our shared environment and accept the consequences of their actions.

We expect all members of the school community to show respect to each other and our environment at all times. All adults will model the behaviours and attitudes expected from the pupils. All members of the school community listen to others, wait their turn to speak, and speak politely. Adults and children are courteous to and considerate of one another and enjoy helping others.

All members of the school community work hard to create an orderly and structured learning environment.

# 4. Roles and responsibilities

**4.1 The Governing Body**

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.

**4.2 The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school’s principles of positive behaviour (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.

**4.3 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 on CPOMS promptly
* The senior leadership team will support staff in responding to behaviour incidents.

**4.4 Parents**

Parents are expected to:

* Support their child in adhering to the pupil code of conduct
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the class teacher promptly

# 5. Pupil code of conduct

Pupils are expected to:

* Behave in an orderly and self-controlled way
* Show respect to all members of staff and each other
* In class, make it possible for all pupils to learn
* Move calmly around the school
* Treat the school buildings and school property with respect
* Wear the correct uniform as appropriate
* Accept sanctions when given
* Refrain from behaving in a way that brings the school into disrepute, including when outside of school

**6. How we encourage and recognise good behaviour and attitudes**

Use is made of good teaching and reward systems to promote positive attitudes both academically and in personal conduct.

To encourage team effort, we have 4 houses into which all children in KS1 and 2 are placed.

When children in KS1 and 2 have an ‘Outstanding Day’ or 4 ‘Great Days’ within a week (in line with our ‘Ready to Learn’ chart) they will be given a token in the colour of their house. These are then collected by the House captains. The house with the most tokens at the end of the half term will take part in the house reward which the children will decide upon at the beginning of each half term.

Additionally, parents will receive a note from the school, via their children, to inform them of their child’s Great Days or Outstanding Day.

Aspects of personal behaviour or learning behaviours have been developed as whole school initiatives. These are agreed by children and staff prior to introduction. Key Stage and class assemblies help to embed these behaviours. Examples of the initiatives are Manners and Conduct, Managing Distractions and Learning from Mistakes.

**6.1 List of rewards**

These can include:

Non-verbal and verbal praise.

Child’s name moving up the Behaviour Chart (Ready to Learn)

Rewards (EYFS)

Jewels on pegs (KS1)

House tokens – half termly treat for winning house members

Lunchtime stickers

Visit the headteacher for special awards

Pupil of the week awards and other special awards

Friday Fun

Class rewards which are agreed each term with the pupils

Sports Coaching awards during lunchtime and in lessons – Sports coach reward wrist bands for good sportsmanship

**6.2 Misbehaviour (See Appendix 4 Assertive Discipline)**

**Misbehaviour** is defined as:

* Disruption in lessons, in corridors between lessons, and at break and lunchtimes or before and after school See 6.3
* Non-completion of classwork or homework
* Poor attitude

**Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* Physical assault
* Verbal abuse
* Any form of bullying
* Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
* Vandalism
* Theft
* 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)

**6.3 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip and on the way to or from school.

**6.4 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. Also referred to in KCSIE.

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

**6.5 Sanctions (See Appendix 4 Assertive Discipline)**

**7. Bullying (See Appendix 2 Anti-Bullying Policy)**

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. All staff should be aware of the need to maintain the self-esteem of all children, to ensure that no child becomes either a victim or a bully. Active teaching takes place during regular assemblies, Anti-Bullying week and through age appropriate topic work.

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

# 8. Behaviour management (See Appendix 4 Assertive Discipline)

**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 their own classroom 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
  + Using positive reinforcement

**8.2 Physical restraint**

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

* 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

**8.3 Confiscation**

Any prohibited items (listed in section 6:2) 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 will be conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/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.

# 9. Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings. Children moving from year 6 to High School will be given additional transition support as needed.

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 (Team Teach)

Behaviour management will also form part of continuing professional development.

A staff training log is kept by the Designated Safeguarding Lead (DSL)

# 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Teaching and Learning Committee every year. At each review, the policy will be approved by the headteacher.

**12. Written statement of behaviour principles (See Appendix 1)**

This written statement of principles for positive behaviour is reviewed and approved by the governing body every year.

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

# 13. Links with other school policies and documents

This Behaviour Policy is linked to the following policies and documents:

* Appendix 1 Written Statement of Principles for Positive Behaviour
* Appendix 2 Anti-Bullying Policy
* Appendix 3 Say No to Bullying
* Appendix 4 Assertive Discipline
* Appendix 5 National Standard List of Reasons for Exclusion
* Appendix 6 Covid 19
* Appendix 7 Covid 19 Fixed Term and Permanent Exclusion

**Appendix 1**

**STATEMENT OF PRINCIPLES FOR POSITIVE BEHAVIOUR**

At Two Moors Primary School, we believe that children want to behave well and that they are happy when they behave well and their behaviour is recognised and acknowledged by adults and their peers.

We value the individuality of our children and so understand that they all have different needs and experiences. It is our role to support each child and, in partnership with parents and carers, help them to meet those needs to enable them to achieve their true potential.

Therefore, we have a developed a set of core principles which underpin our Behaviour Policy:

* In line with our Vision and Ethos, we will set high expectations of behaviour for all of our children, regardless of their abilities or background
* We will support children to take responsibility for their own behaviour. We will actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.
* We will scaffold positive behaviour by:
* Developing clear, age appropriate School Rules for them to follow. These will be well communicated and agreed by pupils, staff and parents/carers.
* Establishing clear routines within the classroom to support behaviour for learning.
* Recognising and celebrating achievements.
* Being excellent role models for our pupils.
* Acknowledging that there are pupils who may need additional support to manage their behaviour and ensuring high quality, targeted provision is put in place for these children. This may involve multi-agency advice where appropriate.
* We will have a fair system of rewards and sanctions (including exclusions) which will be consistently applied across the School. The system will be closely monitored to ensure that children never miss out on rewards or sanctions.
* We will actively seek the views of parents/carers within this process and aim to keep them as fully informed as possible about any rewards and sanctions being given to their child.

In addition, we would expect the School to have due regard for the Child Protection/Safeguarding Policy, the Equality Act 2010 and the latest statutory guidance from the Department for Education. Subject to these guidelines, and if necessary, teaching staff will have

* The authority to screen and search pupils, and confiscate items found e.g. weapons or stolen items
* The power to use reasonable force e.g. restraint to prevent injury to others
* The power to discipline beyond the school gate e.g. dealing with any bullying incidents which occur outside of school
* Access to pastoral care if, within this process, they become subject to an allegation of misconduct.

February 2017

Reviewed 23/1/18

Reviewed 22/1/19

Reviewed 14/1/20

Reviewed 19/1/21

Next review January 2022

**Appendix 2** Two Moors Primary School Anti-Bullying Policy

See separate document

**Appendix 3**

**Say ‘NO’ To Bullying!**

Bullying is:

People being unkind or hurting you (physically, mentally or emotionally) - on purpose – more than once – and which is difficult to stop.

Rules:

1. **Think Before You Speak**

If you haven’t got anything nice to say about anyone, then don’t say it.

1. **Be Kind**

Don’t do anything to anyone else that you wouldn’t like them to do to you.

1. **Say NO**

If anyone asks you to do anything that you do not want to do**, say ‘NO!’**

1. **Talk To An Adult**

If you feel sad or have any worries or fears, then tell your teacher or another member of staff.

1. **People Will Help You**

All staff will listen and take you seriously. They will deal with the bullying problem, so that you are happy again.

Remember that you can talk to any adult with any concerns that you may have. Or you can ring **CHILDLINE on 0800 1111**

**Appendix 4**

**Assertive Discipline Appendix to the Behaviour Policy**

**Staff responsible:** All Staff

**Linked Governor:** Chair of Governors

**September 2017**

**Classroom rules**

These will be drawn up at the beginning of each year including no more than 5 rules, rewards and consequences. These rules should be tangible, consistently applied and appropriate to the age group.

**Rewards**

Rewards should be based around positive reinforcement through the use of praise – to individuals, groups and whole class. Other rewards may include use of Good Behaviour Charts, Team points, certificates, Friday Fun etc.

(See section 6 Behaviour Policy)

Class teachers should also negotiate whole class rewards e.g. extra playtime, extra computer sessions, extra swimming, choice of activities etc., which can be earned through achieving a given number of class points. Class points should be awarded for specific, desired behaviour from the whole class e.g. everyone actively listening, everyone on task, lining up sensibly etc. Once rewards have been given they MUST NOT be taken away as a punishment for poor behaviour.

At the beginning of each day children are placed at the Ready to Learn section of the Behaviour Chart. Good behaviour is recognized by their name being moved through the following sections:

Ready to Learn

Good Day

Great Day

Outstanding Day

If a pupil ends the day in the Outstanding Day section or has 4 days on Great Day within a week they will be given a note for parents and a token towards the Team Points system. (See section 6 Behaviour Policy)

**Consequences**

If a pupil is not behaving as is expected at Two Moors the following sequence of consequences will ensue.

Warning 1 Behaviour is being watched

Warning 2 Move to and work in another place within the classroom

Warning 3 2 minutes to think outside the class

Warning 4 Go to the Timeout Room at Break time and/or Lunchtime

Warning 5 Behaviour is not acceptable Mrs Buckley and parents informed.

Children will be given the opportunity to reflect on their behaviour in Timeout.

Professional judgement has to be applied when considering individuals. Some undesirable behaviours will mean a child drops down the Behaviour Chart in less stages. This means that they are given one warning, and then drop down to Timeout or in exceptional case to Warning 5. If a child has been in Timeout on 2 occasions or more during a full week they will be given time and support to reflect on their behaviour during part or all of Friday Fun. For the following behaviours on the first occasion children will be sent to time out and miss Friday Fun:

Fighting

Showing disrespect to adults

Using bad language

Bullying

These behaviours are unacceptable and trigger a zero tolerance approach. For severe or persistent breaches of some behaviours listed below (See Fixed Term or Permanent Exclusion) the school would move directly to instigate either a fixed term exclusion or a permanent exclusion.

**Monitoring and recording**

All children have their name on the Behaviour Chart which is restarted daily to ensure a fresh start for all. A record should be kept of contacts with parents concerning behaviour. All incidences of poor behaviour are recorded on CPOMS in a timely manner. Children can be sent to Timeout to think about their behaviour and what they need to do to change it.

In the case of Warning 5 parents are informed either at the end of the day in person or by a telephone conversation with the teacher. A form outlining the incident should be signed by the parent whenever possible. Parent contact is acknowledged on CPOMS.

The Senior Leadership Team will view all incidents on the behaviour management system (CPOMS) and will acknowledge that they have read them. No consequences should be carried over to a subsequent day unless the incident happens at the end of the day.

**Supporting Individual Needs**

Some children with particular behavioural problems may be working on a more individual reward system, possibly in conjunction with parents (Behaviour Contract). This may involve earning a certain number of stars or stickers during the week in return for a reward at home, or in order to receive a special sticker, or certificate from another member of staff.

An assessment will be carried out and appropriate activities carried out to support emotional well-being. The school has a qualified counsellor to support emotional needs.

**Fixed Term and Permanent Exclusion**

The school follows County [//new.devon.gov.uk/educationandfamilies/school-information/school-attendance/education-inclusion-service](http://new.devon.gov.uk/educationandfamilies/school-information/school-attendance/education-inclusion-service) and Government guidelines on exclusions, and may exclude children for a fixed period or permanently. The school has the right to exclude children from the premises at lunchtimes. All exclusions must be for disciplinary reasons only. The school has a Behaviour Policy setting out the school rules.

**Permanent Exclusion** should only happen: • in response to a serious breach or persistent breaches of the school’s behaviour policy; and • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The following may result in a fixed term or permanent exclusion from School:

* Physical assault against pupil or adult
* Verbal abuse/threatening behaviour against a pupil or adult
* Bullying
* Racial Abuse
* Sexual misconduct
* Theft
* Bringing any item or substance onto the premises that the school considers inappropriate or that threatens the safety or welfare of other members of the school community
* Inappropriate use of any item that could be deemed to be threatening or dangerous to the safety or welfare of other members of the school community
* Damage to school or personal property
* Persistent disruptive behaviour
* Inability to work within the School Behaviour Policy

Further clarification of the above can be found in National Standard List of Reasons for Exclusion below.

**Behaviour outside School** Pupils can be excluded for behaviour outside school but this should be in line with the school’s Behaviour Policy. This can include behaviour on school trips, behaviour when in uniform, or on the way to and from school, and behaviour which may bring the school into disrepute.

**Lunchtime Behaviour** Behaviour issues at lunchtime are dealt with by the midday supervisors (MTA’s) or the member of the Senior Leadership Team on duty. Any child who misbehaves on the playground is to be sent to Timeout to reflect on their behaviour. The child will be supervised during lunchtime for a given period according to the seriousness of their actions.

**There may be incidents that are deemed serious enough to result in immediate permanent exclusion.**

**If a child’s behaviour warrants permanent exclusion, this will be referred to the Head Teacher who will be responsible for making that decision.**

**Signed by the Chair of Governors ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Monitoring and Review**

**Policy Drawn up: Autumn term 2013**

**Approved by Governors**

**Reviewed: 21/11/17**

**Reviewed: 6/3/18**

**Reviewed: 5/3/19**

**Reviewed: 28/4/20**

**Reviewed: 9/3/21**

**Next Review: March 2022**

**Appendix 5**



**National standard list of**

**reasons for exclusion**

The DfE has produced a national standard list of reasons to be used when reporting an exclusion. The 12 categories should cover the main reasons for exclusions and the ‘other’ category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

**Physical assault against pupil** includes:

* fighting
* violent behaviour
* wounding
* obstruction and jostling

**Physical assault against adult** includes:

* violent behaviour
* wounding
* obstruction and jostling

**Verbal abuse/threatening behaviour against pupil** includes:

* threatened violence
* aggressive behaviour
* swearing
* homophobic abuse and harassment
* verbal intimidation
* carrying an offensive weapon

**Verbal abuse/threatening behaviour against adult** includes:

* threatened violence
* aggressive behaviour
* swearing
* homophobic abuse and harassment
* verbal intimidation
* carrying an offensive weapon

**Bullying** includes:

* verbal
* physical
* homophobic bullying
* racist bullying

**Racist abuse** includes:

* racist taunting and harassment
* derogatory racist statements
* swearing that can be attributed to racist characteristics
* racist bullying
* racist graffiti

**Sexual misconduct** includes:

* sexual abuse
* sexual assault
* sexual harassment
* lewd behaviour
* sexual bullying
* sexual graffiti

**Drug and Alcohol related** includes:

* possession of illegal drugs
* inappropriate use of prescribed drugs
* drug dealing
* smoking
* alcohol abuse
* substance abuse

**Damage** includes damage to school or personal property belonging to any member of the school community:

* vandalism
* arson
* graffiti

**Theft** includes:

* stealing school property
* stealing personal property (pupil or adult)
* stealing from local shops on a school outing
* selling and dealing in stolen property

**Persistent disruptive behaviour** includes:

* challenging behaviour
* disobedience
* persistent violation of school rules

**Other** includes incidents which are not covered by the categories above but this category should be used sparingly.