

# **Behaviour Policy**

(including written statement of behavior principles)

## Cherry Lane Primary School



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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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: 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 88-94 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 must publish their behaviour policy online

### 3. Definitions

Good behaviour is an essential condition for effective teaching and learning to take place. At Cherry Lane, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items eg. any article a staff member reasonably suspects might cause injury to a person or cause damage to property (including the pupil)

- 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, sharing nude or semi-nude images and or videos, or sharing unwanted explicit content

## 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching

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

## 5. Roles and responsibilities

### 5.1 The governing body

The governing body will be 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:

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

### **5.4 Parents and carers**

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

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.

## **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
- 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**

Positive behaviour will be rewarded with:

- Praise – non-verbal signals, positive verbal comments, positive comments written in books
- Letters or phone calls home to parents and other members of staff
- Special responsibilities / privileges

- Awarding certificates and stickers
- Awarding team points eg house points
- Recognition at celebration assembly
- Class privileges
- Reward system eg. Class Dojo

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

- Planned ignoring
- Non-verbal signal
- Private discussion about behaviour expectations and consequences if behaviour continues to be unacceptable
- A verbal warning – reminding the child of our aims / rules
- Change of position in the learning environment
- Separating the child from the group within the class
- Loss of privilege
- Time out procedures
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Staying in at break or lunchtime
- Referring the pupil to a phase leader or senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on a behaviour log

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour. See appendix 2 for the behaviour matrix.

We may use a space away from the classroom in response to serious or persistent breaches of this policy. Pupils may be sent to this space during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

## **7.2 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

Sanctions for sexual harassment and violence will be 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 safeguarding policy for more information.

### **7.3 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 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, 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 safeguarding policy more information on responding to allegations of abuse against staff or other pupils.

## **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 pupil code of conduct or 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
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Physical restraint**

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 and be recorded in the Bound and Numbered Book which is kept in the headteacher' office
- Only be carried by members of staff who have had positive handling training

### **8.3 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.

### **8.4 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 safeguarding policy.

## **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.

## **10. Training**

All our staff are provided with training on managing behaviour, as part of their induction process and annually as a refresher in September. Staff who require positive handling training are trained by external providers in the proper use of restraint.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.

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



## 12. Links with other policies

This policy is linked with the following policies

- Exclusions policy
- Anti-bullying policy
- Positive handling policy
- Child safeguarding policy

### 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 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 Governing Body annually.

Appendix 2: Behaviour matrix



# Cherry Lane Primary School Behaviour Matrix

Time out of class with phase leader – phase leader to provide work space in classroom rather than pupil sitting in the corridor.

Incident / Behaviour	Step 1	Step 2 (Phase Leader)	Step 3 (Deputy Head)	Internal Seclusion <small>(yellow or white room)</small>	External Suspension / Exclusion
	Record in Class Teacher Behaviour Book	Record on SIMs			
<b>Not following classroom rules</b>	Class Teacher  Class sanctions – warning, moving, time out	Phase Leader  Referred to phase leader. Sanctions Behaviour plan until improvement	Deputy Head  Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher  Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Swearing in Class</b> (Dependant on incident)	Class Teacher  Class sanctions – warning, moving, time out	Phase Leader  Referred to phase leader. Meeting with parents for persistent swearing	Deputy Head  Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher  Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Swearing in the playground</b> (Dependant on incident)	Playground staff / SMSA  Playground sanctions – warning, moving, time out (class teacher informed)	Phase Leader informed  Sanctions followed through on information from playground staff / SMSAs	Deputy Head  Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher  Number of days dependent on severity / persistence of incident (see exclusion policy)

<b>Fighting in class</b>	SKIP	Phase Leader Referred to phase leader Parents contacted, miss playtime/lunch	Deputy Head Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Fighting in playground</b> (Dependant on incident)	SKIP (class teacher informed)	Playground staff / SMSA - children involved sent into school for incident to be resolved. Seek a phase leader or member of SLT immediately	Deputy Head Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Inappropriate Sexual Behaviour</b> (Dependant on situation)	SKIP	Phase Leader Removed from class - Report to DSL report on Safeguard my School	Deputy Head Parents meeting with child present and plan put into action	Headteacher / Deputy Head	Headteacher Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Vandalism</b>	Class Teacher Get pupils to clean or repair damage if applicable	Phase Leader Removed from class - Miss playtime	Deputy Head Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Racial Abuse</b>	Class Teacher Record in racial abuse book and let parents know.	Phase Leader (if ongoing or depending on severity) - record in racial abuse book. Parents contacted for a meeting in school	Deputy Head Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher Number of days dependent on severity / persistence of incident (see exclusion policy)

<b>Name Calling</b>	Class Teacher  Class sanctions – warning, moving, time out	Phase Leader  Referred to phase leader. Appropriate sanction and apologise.	Deputy Head  Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher  Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Aggressive Behaviour</b> (Dependant on Level of aggression)	Class Teacher  Class sanctions – Warning, moving, time out	Phase Leader  Referred to phase leader. Appropriate sanction. Parent contacted	Deputy Head  Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher  Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Theft</b>	Class Teacher  Pupil encouraged to tell the truth and apologise.	Phase Leader  Referred to phase leader. Appropriate sanction. Parent contacted	Deputy Head  Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher  Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Serious on-going problem, not a single incident</b>	SKIP	Phase Leader and Teacher  - Consider whether this is a social / mental health problem. Seek advice from Learning Mentors	Deputy Head  Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher  Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Bullying - serious on-going problem, not a single incident</b>	SKIP	Phase Leader  Referred to phase leader. Parent contacted Behaviour plan in place	Deputy Head  Parent meeting Lunchtime sanctions	Headteacher / Deputy Head	Headteacher  Number of days dependent on severity / persistence of incident (see exclusion policy)

<b>Leaving class without permission</b>	SKIP	Phase Leader Referred to phase leader. Make up time at lunch or playtime.	Deputy Head Parent meeting Lunchtime sanctions.	Headteacher / Deputy Head	Headteacher Number of days dependent on severity / persistence of incident (see exclusion policy)
<b>Threats of violence (including knives)</b>	SKIP	SKIP	SKIP	Headteacher / Deputy Head	Headteacher Number of days dependent on severity / persistence of incident (see exclusion policy)