

Behaviour Policy

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](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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 every one 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)

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"> • 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)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- › Recording behaviour incidents (see appendix 3 for a behaviour log)

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

5.4 Parents

Parents are expected to:

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

6. Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › 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

See appendix 4 for sample letters to parents about their child's behaviour.

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour. See appendix 5 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 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 (see appendix 3 for a behaviour log) 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.

8.5 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.

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.
A staff training log can be found in appendix 2.

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 behaviour policy is linked to the following policies:

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

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Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing 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: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

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Appendix 3: behaviour log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

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Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

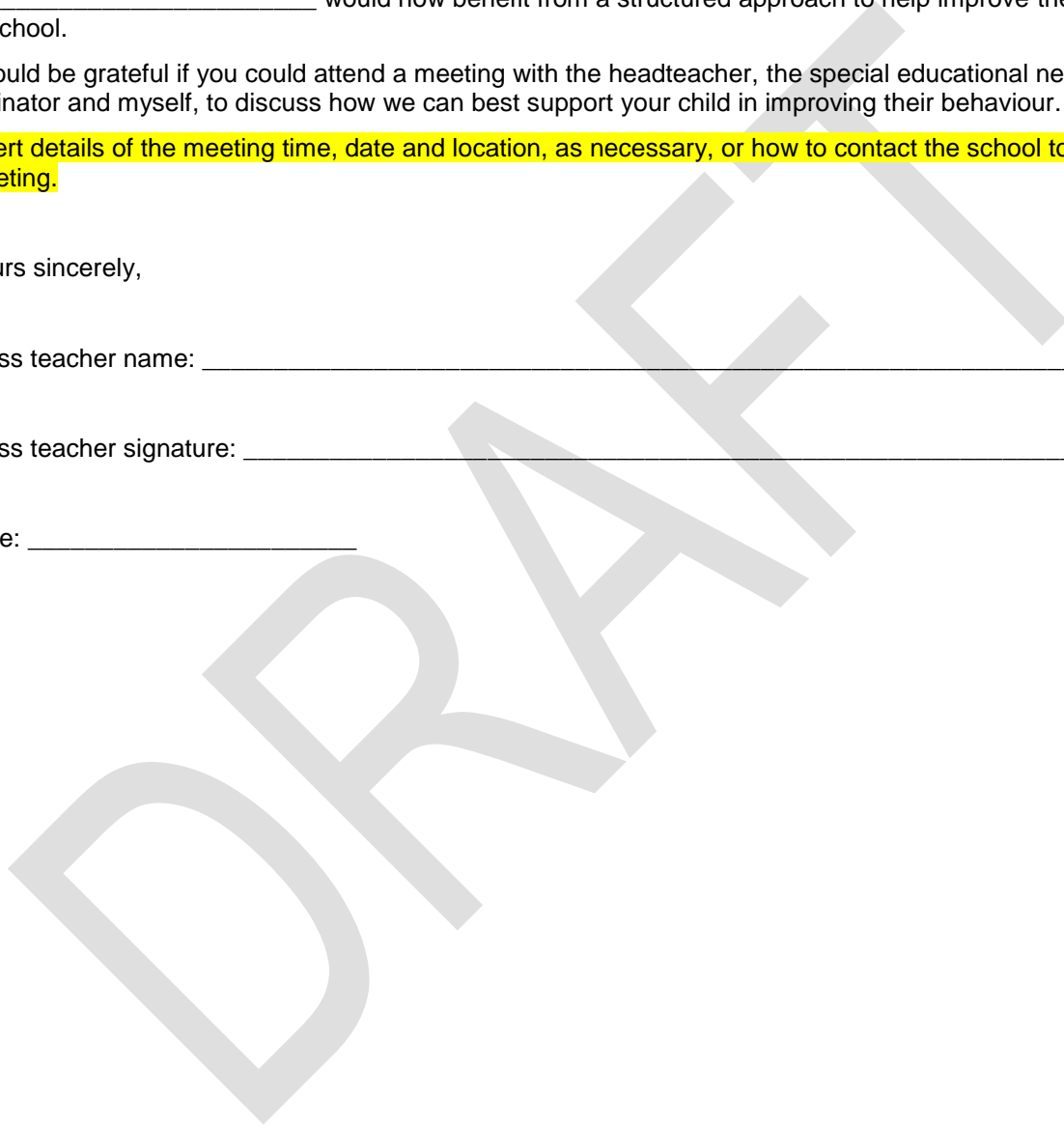
Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____



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Cherry Lane Primary School Behaviour Matrix

Incident/ Behaviour	Step 1	Step 2	Step 3	Internal Seclusion	External Seclusion
Not following classroom rules	Class Teacher Class sanctions – moving, time out	Team Leader Referred to team leader. Sanctions Behaviour plan until improvement	Headteacher/Behaviour Manager Parent meeting Lunchtime sanctions	Headteacher 1- 3 Days	Headteacher
Swearing in Class (Dependant on incident)	Class Teacher Class sanctions – moving, time out	Team Leader Referred to team leader. Meeting with parents for consistent swearing	Headteacher/Behaviour Manager Parent meeting Lunchtime sanctions	Headteacher 1- 3 Days	Headteacher
Swearing in the playground (Dependant on incident)	SMSA Playground sanctions – moving, time out on line	Team Leader /Behaviour Manager informed Followed through on information from SMSAs	Headteacher/Behaviour Manager Parent meeting Lunchtime sanctions		Lunchtime at home (following letter to parents)
Fighting in class	SKIP	Team Leader Referred to team leader Parents contacted, miss playtime/lunch		1 – 5 days	

Fighting in playground	SKIP	SMSA to report in books but follow immediately with children involved sent into school for incident to be resolved. Seek a member of SLT		1 – 5 days	
Inappropriate Sexual behaviour (Dependant on situation)	→	Team Leader Removed from class Report to DSL report on Safeguard my School	Headteacher/ Behaviour Manager Parents meeting with child present and plan put into action	Headteacher 1 – 3 days	Headteacher
Vandalism	Class teacher to get pupils to clean or repair damage if minor	Team Leader Removed from class Miss playtime	Head teacher Parent meeting Lunchtime sanctions	Headteacher 1- 3 Days	Headteacher
Racial Abuse	Class teacher Record in racial abuse book and let parents know.	Team Leader If ongoing, record in racial abuse record book. Parents contacted for a meeting in school	Headteacher Parent meeting Lunchtime sanctions	1- 3 Days	Headteacher
Serious on-going problem, not a single incident Bullying?	→ →	Team Leader and Teacher- Consider whether this is a social/mental health problem. Seek advice from Learning Mentors Behaviour plan in place.	Headteacher Parent meeting Lunchtime sanctions	1- 5 days	Headteacher
Name Calling	Class Teacher Class sanctions – moving,	Team Leader	Headteacher/Behaviour Manager	1- 3 Days	Headteacher

	time out	Referred to team leader.	Parent meeting Lunchtime sanctions		
Aggressive Behaviour (Dependant on Level of aggression)	Class Teacher Class sanctions – moving, time out	Team Leader Referred to team leader. Parent contacted	Headteacher/Behaviour Manager Parent meeting Lunchtime sanctions	1- 5 days	Headteacher
Theft	Class Teacher Pupil encouraged to tell the truth and apologise.	Team Leader Referred to team leader. Parent contacted	Headteacher Parent meeting Lunchtime sanctions	Headteacher 1- 5 days	Headteacher
Bullying	Class Teacher Pupil encouraged to tell the truth and apologise.	Team Leader Referred to team leader. Parent contacted Behaviour plan in place	Headteacher Parent meeting Lunchtime sanctions	Headteacher 1- 5 days	Headteacher
Leaving class without permission	→	Team Leader Referred to team leader. Make up time at lunch or playtime	Headteacher Parent meeting Lunchtime sanctions	Headteacher 1- 3 Days	Headteacher