

**Goodleigh C of E Primary School and
Ilfracombe Infant and Nursery School
Federation**

Behaviour Policy and Principles

Behaviour Policy

As a federation we strive to help nurture kind, compassionate children who behave and contribute to our community positively. We believe that behaviour is an expression of need. Our aim is that this positive behaviour policy allows our school communities to develop positive relationships and behaviours. We aim to nurture enthusiastic, respectful, grateful children who have courage to take risks, know how to keep themselves safe and who act with integrity and empathy. We have very high expectations of our school communities' behaviour and hope to develop children's understanding of the impact of choices they make.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management and sanctions
- 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

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
- 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

Roles and Responsibilities

The Governing Board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles every two years. The Governing Body will also review this behaviour policy every two years in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

The Executive Headteacher and Senior Leadership Team (SLT)

The Executive Headteacher is responsible for approving this behaviour policy and reviewing it in conjunction with the Governing Body every two years giving due consideration to the schools' statement of behaviour principles.

The Executive Headteacher and SLT 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.

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

Parents/Carers

Parents/Carers are expected to:

- Support their child and the school in managing their child's behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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
- 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

Definitions

Unhelpful behaviour is defined as:

- Disruption in lessons, around the building between lessons, and at break and lunchtimes
- Poor learning behaviour

Serious misbehaviour is defined as:

- Repeated unhelpful behaviour
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - 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)

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
Racial	Racial taunts, graffiti, gestures
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

The Role of Governors

The governing body supports the Executive Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Executive Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies. A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter.

The Role of the Executive Headteacher and SLT

It is the responsibility of the Executive Headteacher and SLT to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Executive Headteacher reports to the governing body about the effectiveness of this policy on request. The Executive Headteacher and SLT ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Executive Headteacher and SLT draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Executive Headteacher or SLT may decide to use an assembly or circle time as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The Executive Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying. The Executive Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher and Support Staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Executive Headteacher or SLT. Teachers and support staff do all they can to support the child who is being bullied and the child/ren involved in the bullying to make more positive choices. If a child is being bullied over a period of time, then, after consultation with the Executive Headteacher, the teacher informs the child's parents or carers. When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Executive Headteacher and SLT must be informed. We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Executive Headteacher may contact external support agencies.

All members of staff are trained to identify bullying and to follow school policy and procedures with regard to behaviour management. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere

The Role of Parents and Carers

Parents and carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Executive Headteacher or SLT. If they remain dissatisfied, they should follow the school's complaints procedure which is published on the website. Parents and carers have a responsibility to support this policy, actively encouraging their child to be a positive member of the school.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Off-site Behaviour

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

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher will discipline the pupil in accordance with this policy.

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

Rewards and Sanctions

We believe that learning should be intrinsic; children at our school are motivated by finding learning enjoyable and sustaining strong relationships with the adults and other children around them – they have a natural desire to master their learning without the need for stickers, points or reward charts. We find that genuine praise from the adults around them and their peers creates a culture for all children to want to do their best and care for each other. When children are intrinsically motivated, they will grow into young people and adults who gain a sense of joy in their lives from what they do rather than what they can get for it. Here are some of the ways in which we foster intrinsic motivation:

- Create a child-centred classroom where the children have a say
- Promote a mastery goal in learning rather than a performance goal
- Encourage children's actions rather than their character or person, for example we might say "your answer shows thought" rather than "you are a good thinker" focusing on effort rather than their ability
- Provide learning goals to the children – if they know what is expected of them, they are more likely to be motivated to do it and feel good about it
- Have high expectations so that children are comfortable working just outside of their comfort zone and confident to take risks but not so much that they want to give up; if we believe that something is within our grasp we are more likely to work towards it
- Verbally recognise and celebrate good behaviour. Hard work, application, politeness, kindness and sensitivity for the needs of others are as important as achievement
- Find opportunities in class to celebrate good behaviour giving the children a shared responsibility for identifying and rewarding desirable behaviours

The school may use one or more of the following sanctions in response to unacceptable behaviour, depending on the circumstance, age of the child, their temperament and developmental stage:

- A verbal warning
- Sending the pupil out of the class
- Remove to a separate work place and miss some playtime
- Expecting work to be completed at home or lunchtime
- Circle time to allow all children to share their views/feelings on unacceptable behaviour
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/carers
- Outside agencies involved
- Exclusion

Behaviour Management

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
- Ensure that they are planning and delivering high quality work, which is appropriate to the needs of the pupils
- Develop a positive relationship with pupils

Supporting Behaviour in EYFS

All children learn and grow in their understanding of socially appropriate and desirable behaviour. In early childhood the teachers continually work with social behaviour by endeavouring to be role models worthy of imitation. The variety and sequencing of the school day builds a rhythm for the children so that they know what to expect, allowing them to feel comfortable, thus supporting positive behaviour.

As children work and play, the teachers:

1. Encourage respect and care of self, others and the environment
2. Encourage the learning of self-control

Most children experience difficulties at some time in their development. There are many ways that the teachers help children to better integrate into EYFS, taking into consideration the child's age and developmental stage. The following are examples of practice:

1. Distract the child in a playful manner.
2. Redirect the child to a new focus or activity.
3. Gain the child's attention with a look, gesture or word to make them aware of our observations.
4. Remove the child from the situation and engage them with an adult led task. This stops the inappropriate behaviour, refocuses the child's attention and enables them to calm down. When appropriate the child returns to the group.
5. If the disruption continues, the child needs to be with an adult to 're-centre' themselves, this may involve a period of time, until the adult deems that they are ready to return to the social group and will be able to manage their behaviour appropriately.
6. If unacceptable behaviour that was upsetting to other children was to continue to occur despite all the above measures, it might be necessary to meet with parents/carers to agree a joint strategy to move forward.
7. Assessments might be carried out to support implementation of strategies and provision for behavioural need e.g. Boxhall Profile, Thrive assessments.
8. In some circumstances Behaviour Care Plans, if appropriate, are drawn up in consultation with parents outlining behaviour need, strategies and outcome. These are reviewed when required.

All the steps suggested above need to be consistent and may need to be practised over days or weeks with parental/carer consent and cooperation.

Approaches for consideration when behaviour of a child is consistently disruptive and/or there is cause for general concern:

1. Parent/carer conversation on a regular basis.
2. Teacher review on a regular basis
3. Bring to the attention of colleagues for shared observation and support.
4. Implementation of a written action plan to target a particular problem or concern, a copy of which may be given to parents/carers to further support the child.
5. Recommendation to consult with other professionals for help and support, for example a doctor or educational psychologist.

Supporting Behaviour in Key Stage 1 and Key Stage 2

We believe that much of the molding of a child's behaviour is from the efforts of the adults surrounding that child. Class teachers, through their knowledge of individual children, and the class as a whole, help each child with the challenges they meet in being part of the class, and facing their learning, in a way that is appropriate for their age, and their individuality.

We strive to have thorough and considered handover processes which take place before the child moves in to a new class, allowing the incoming teacher as much understanding of the child as possible. This will ease the transition into a new learning environment and will help foster a healthy relationship between the teacher and the child.

However, there can be occasions when personal challenges, difficulties at home or changes in the child's circumstances make it difficult for them to follow the guidance of their teachers, and extra support is needed. In order for teachers, parents/carers and the school to be able to provide this support, it is important that these occasions and episodes are flagged up consciously and handled in such a way that no child feels neglected or unsupported, and to ensure that the child gets the right support at the right time. At such times the following strategies may be used, depending on the child's age, temperament and developmental stage:

1. The teacher will celebrate appropriate behaviour observed in others in order to invite the child to recover their behaviour.
2. The teacher will use verbal and non-verbal cues to make the child aware of their current behaviour.
3. A teaching assistant may work alongside the child to support their needs.
4. A child may have time away from the class in a different environment which can give the child all they need to grasp what the teacher and fellow pupils require of her/him.
5. The teacher will communicate with the parents/carers at the earliest opportunity to find out whether there are issues outside school which may affect the child and to discover whether the parents/carers can suggest strategies that work for their child at home.

6. The teacher will take time during the lesson, or when reviewing it, to establish what might have caused the unhelpful behaviour. The teacher may have a quiet word with the child to remind them of what is expected of them.
7. A child may miss out on something as a consequence to their behaviour.
8. If unhelpful behaviour continues, the teacher might ask a teaching assistant to help the child to manage their behaviour. The child may be given an individual task, work 1:1 with the teaching assistant in a place where difficulties can be explored in a safe way. The child may be taken out of the classroom to help them settle.
9. Children may be referred to the SENDCo who will consult with parents/carers to offer support.
10. Assessments may be carried out to help assess pupil need, for example Boxhall Profile or Thrive assessments.
11. The school works closely with the county Behaviour Support Team and other agencies to help identify behavioural need, strategies and outcomes.
12. Behaviour Care Plans, if appropriate, are drawn up in consultation with parents and shared appropriately with pupils outlining behaviour need, strategies and outcome. These are reviewed when required.

By supporting children in different ways to learn how to self-regulate their behaviour it is hoped that he/she will feel able to meet his/her individual challenges in a way that does not impede the learning of others.

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/carers.

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation. Information and advice on judging risk and taking acceptable, safe action is found in the school policy on Use of Reasonable Force.

In addition, the school agrees that:

- Members of the Leadership Team are available to help in a crisis

- In the first instance the Assistant Headteachers/Head of Teaching and Learning will be called or contacted for advice and support. This will be followed up in an email or by telephone call in person to the Executive Headteacher.
- All actions including interviews and contact with parents/carers will be formally logged on the school system. Follow up actions, meetings and the outcome of the incident will be completed and reviewed by Governors
- If a child leaves the school premises without permission, the Executive Headteacher or Assistant Headteachers/Head of Teaching and Learning is informed. They will confirm that the child is not in the school or the grounds. The parents/carers will be contacted and asked to bring the child back to school. If the parents/carers cannot be contacted, the police will be informed.
- In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve phoning or sending a child for help from other staff, issuing instructions for the child to stop, clearly using their name, removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Physical restraining, if necessary taking the class out of the room leaving the child with an adult if possible and reassuring the class afterwards.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others.

Parents/Carers will receive a report of any incident including concerns raised.

Exclusion

The school follows the DfE guidance. Only the Executive Headteacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school discipline policy in a violent way;
- A range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single, very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Executive Headteacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school.

Confiscation

Any prohibited items 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/carers, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

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 (SENDCo) 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/carers to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions where possible with their new teacher(s). In addition, staff members hold transition meetings to pass on relevant information in writing.

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.

Staff Development and Support

Our staff are provided with training as part of their induction. Positive handling training is accessed from specialist providers alongside a range of training from external/internal sources as appropriate.

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

This behaviour policy will be reviewed by the Executive Headteacher before final approval by the Full Governing Body.

Links with other Policies and Procedures

This behaviour policy is linked to the following:

- Exclusions
- Child Protection and Safeguarding
- Disciplinary
- Teaching and Learning

Appendix 1 Covid-19 changes

A child may be sent home if they are deliberately posing a risk to themselves or others and fail to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- tell the school if they are experiencing symptoms of coronavirus (including any other household members)
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where children may or may not play
- follow the rules on appropriate use of the toilets
- follow clear rules about coughing or spitting at or towards any other person

Behaviour Principles

We aim:

- To achieve a code of conduct which gives respect to all pupils, adults, property and environment regardless of differences.
- To base discipline on respect and fairness and reward all positive behaviour.
- To ensure high expectations of behaviour to promote a safe, happy and stimulating environment in which highly effective teaching and learning can take place.
- To ensure that all staff present a constant shared expectation of children's behaviour.
- To expect all behavioural issues to be addressed in an appropriate manner.
- To expect all staff and governors to be good role models for our pupils.