



Boxford CEVC
Primary School

Behaviour Policy and Statement of Behaviour Principles

Approved by: Teaching and Learning Governors

Approved by: Full Governing Body

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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
- 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](#)
- [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 should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see below)
- 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:
 - Weapons of any kind; illegal items; items prohibited by age; stolen items
 - 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)

4. Roles and responsibilities

The governing board

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 and implementation.

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.

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

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:
- Attend school regularly and on time.
- Be tidy in appearance and wear school uniform.
- Do all classwork and homework as well as (s)he can; asking questions when needed.
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Be respectful towards staff and each other and behave in a safe, self-controlled and responsible way.
- Be kind, helpful and forgiving.
- Be honest, taking responsibility for actions and comments.
- Look after the school environment and respect other people's property.
- Use the internet and online devices safely as they have been taught in class.
- Tell a member of staff if (s)he feels worried or unhappy.
- Accept sanctions when given
- Understand and demonstrate the key learning behaviours (Perseverance, Respect, Kindness, Responsibility, Creativity and Positivity)

6. Dealing with behaviour

Behaviour is monitored via CPOMS

Certain actions lead to specific consequences (see appendix guidance for teachers).

- Initial misbehaviour is dealt with by class teachers/teaching assistants wherever the misbehaviour has taken place e.g. classroom / playground. Consequences will be in line with the yellow and amber sections of the behaviour chart.
- Pupils will be referred to the Headteacher or senior leader, through the completion of a behaviour incident report via CPOMS, if their misbehaviour continues or is deemed to be serious misbehaviour the red section of the behaviour chart is followed.

- Serious misbehaviours will be referred directly to the Headteacher or deputy head in their absence. Behaviour will be recorded using CPOMs. Consequences will be in line with the red section of the behaviour chart
- Parents will be informed if their child repeatedly misbehaves or seriously misbehaves.
- Persistent misbehaviour may result in the pupil being placed on a behaviour support plan, which will be implemented after a meeting with the parents.

Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Visual signs, stickers
- Certificates
- Reward stars
- Reaching the Rainbow
- Dojo Points
- Written reports to parents/carers

Consequences of misbehaviour include:

- reminders of expectations
- encouragement to make the right choice
- loss of playtime/free choice
- loss of opportunity to participate in an activity for a fixed amount of time
- move to work in a calm space.
- time out of the class, working with an adult
- reparation or opportunity/action to “mend” a situation
- follow up discussion with SLT
- contact with parent/carers
- invitation for parent/ carer to attend a meeting

The school may use one or more of the following sanctions in response to serious misbehaviour:

- Behaviour recorded using CPOMs
- Behaviour support plan adopted
- Parents informed by letter or phone call
- Moved to work in a calm working space
- Loss of playtime(s)
- Isolated for play/lunch time
- Internal / external exclusion.

7. Bullying - defined as serious misbehaviour

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, tormenting, spreading nasty stories, excluding from social group, coercion / peer pressure.
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, insults and discriminatory remarks including racist, homophobic, (trans) gender, cultural/heritage derogatory terms (This including Gypsy, Roma and Traveller communities).
Cyber-bullying	Bullying that takes place online, such as through social networking sites, gaming sites, virtual platforms or mobile technologies: messaging, texting and sexting.

Boxford School's approach to preventing and addressing bullying is set out here:

Boxford School's anti-bullying strategy

Preventative Measures

- Whole school approaches include the PSHE/RSHE Curriculum and Values approach.
- Pupils are made aware of what bullying is and what do about it e.g. tell an adult at school or at home
- Whole school assemblies make clear behaviour expectations and reinforce the school's zero tolerance policy. Pupils are aware of behaviour being recorded and the consequences of misbehaviour and serious misbehaviour.
- Involvement of children in a variety of playground games to promote positive play
- Provision of different types of play area e.g. Quiet area, apparatus area, area for free play, e.g. running games, structured games .
- Pupil code of conduct to be agreed by all pupils

- Vigilance in supervision of playtimes, corridors, toilets, library.
- Vigilance and active discussion with pupils who may be vulnerable to bullying
- Staff training on the signs of bullying, preventative measures, vigilance and support.

Taking Action

- Since bullying thrives on secrecy we actively encourage any victims or observers of bullying to inform a member of staff. This can be in person, third party or via
- We encourage parents to inform a member of staff as soon as they are made aware of an incident usually the class teacher or a member of the leadership team. This can be in person or in writing via a letter or e-mail.
- Both parties' parents/ carers will be informed and will be encouraged to support the school in their response.
- We believe that early intervention is important and that consequences should be used where bullying behaviour is clearly identified.
- Victims of bullying will be supported, listened to and have concerns followed up at regular intervals.
- The child/ children identified as the perpetrator will be given support to address their behaviour and their parents will be informed of the strategies used.

Recording

- Behaviour incidents will be completed for all incidents on CPOMs which meet the bullying behaviours criteria (see above). The incident will be passed to a member of the senior team for investigation.
- Records will be objective and include:
 - those involved (or alleged to be involved)
 - where and when the incident happened
 - what happened
 - what action was taken
- Incidents will be monitored by Senior Leaders.
- Incidents will form a chronology on the pupils' profile

Consequences

- Consequences will follow where bullying behaviour is clearly identified.
- Parents/ carers will be involved.

Before and after school behaviour

Children are their parents' responsibility before and after school. However, the school will intervene in situations of anti-social behaviour on the school site or school transport

Off-site behaviour

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

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 policy for dealing with allegations of abuse against staff and our safeguarding policy for more information on responding to allegations of abuse.

8. 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
- Display the pupil code of conduct / specific key learning behaviours and the behaviour chart
- 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

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 (recorded using CPOMs and reported that day to parents)

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, 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 and disability 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, counsellors, 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 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. 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 behaviour policy and explanation of the sanctions and rewards available as part of their induction process.

Further training on behaviour management, including proper use of restraint, is sourced and offered where appropriate from within school staff, and where applicable, external agencies

Behaviour management will also form part of continuing professional development and regular updates in staff meetings.

Staff identify training needs through the school's performance management process

11. Monitoring arrangements

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Allegations against staff 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 body 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 : Behaviour Chart

	<ul style="list-style-type: none"> * If you are on the star and you continue to show really good learning behaviour you will be put on the rainbow! * This will mean you can come and show Mrs Lea your learning and you will receive 2 class dojo points to go towards your certificate! Mrs Lea will write a special postcard home to your parents about your achievements.
	<ul style="list-style-type: none"> * If you have shown one of our learning behaviours you may be put on the shooting star! * This will mean that you will get a dojo point towards one of your certificates.
<p style="text-align: center;"><u>Green is Good</u></p>	<ul style="list-style-type: none"> * Everyone starts on the green every day. * Green means good - you are behaving well and listening. * Staying on the green all day is a good day and a good place to be.
<p style="text-align: center;"><u>Verbal Warning and Reflection</u></p>	<ul style="list-style-type: none"> * If you are not following the school rules and an adult has already spoken to you about it, you will be put into the yellow zone. * The consequence for this will be 1-5 mins reflection time decided by your teacher. * If you turn your behaviour around you have the opportunity to go back to the green before your consequence.
<p style="text-align: center;"><u>Consequence</u></p>	<ul style="list-style-type: none"> * If you continue not to follow the school rules your consequence will be increased. * The consequence for this will be missing at least 5- 10 minutes of your play. * Once you have had your consequence you will go back on the green.
<p style="text-align: center;"><u>Serious Consequence</u></p>	<ul style="list-style-type: none"> * If you continue not to follow the school rules and have been in the orange zone you will be put in the red zone. * You may also be put in the red zone if you have seriously broken the school rules. This might be for extreme verbal or physical behaviour against someone. * The consequence will be decided by Miss Hyde or Mrs Lea but could be losing a lunch time and meeting with your parents or internal isolation.

