



Behaviour Policy

Whaley Thorns Community Primary School

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List of Associated Policies:	Anti-Bullying Policy Child Protection Policy Exclusions Policy Pupil Attendance Policy SEND Policy Supporting Students with medical conditions Policy Trips & Visits Policy School's individual behaviour statement	

Version History

Version	Date	Detail	Author
1	29.5.20	Original document	
2	9.7.20	Review to reflect COVID-19 Risk Assessment and amendments made to facilitate these requirements, Clause 13 added.	RWA/SBA/DSH
3	14.5.21	Review, no significant amendments	RWA/SBA/DSH

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1. Aims

Whaley Thorns Primary School are members of the TEAM Education Trust and have adopted the Trust's Behaviour Policy and will work to the expectations set out in this document. Where the Policy refers to 'TEAM Education', it is accepted that this is the Whaley Thorns Primary School's policy.

This policy aims to:

- Provide a clear framework which can be consistently and fairly applied in order to facilitate effective education.
- Provide a consistent approach to behaviour management across our schools.

- Define what we consider to be unacceptable behaviour in our trust, including bullying, radicalisation, racism, homophobia, transphobia, cyber bullying.
- Outline how pupils are expected to behave
- Indicate the responsibilities of staff and other professionals in relation to behaviour support
- Promote good behaviour, self-discipline and respect.

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](#)
- [The special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 which outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 which requires the school to have a written behaviour policy and paragraph 10 which requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. T.E.A.M. Education Trust interpretations

3.1 Misbehaviour

Misbehaviour is defined as:

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

3.2 Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation including language
- Vandalism
- Theft
- Fighting
- 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)

3.3 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

Each school will have an anti-bullying approach that recognises the information within this section.

4. Roles and Responsibilities

These are documented within each of the individual school's statement.

4.1 The Board of Trustees

The Board is responsible for monitoring the effectiveness of this behaviour policy and holding the Principal/Local Governing Body to account for its implementation.

4.2 Trust Champion

The Trust Champion will meet three times a year to monitor in line with the quality assurance cycle.

4.3 The Local Governing Body

The local governing body of Model Village Primary School is responsible for overseeing the implementation of this Trust behaviour policy in its school.

4.4 The Principal

The Principal 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 and appropriately.

4.5 The Senior Leadership Team

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

4.6 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

4.7 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct (please see below)
- 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 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
- Wear the correct uniform at all times
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Where appropriate these will be adapted for individuals within a school. Please see individual school behaviour statements for any adaptations made.

6. Rewards and Sanctions

These are documented within each of the individual school's statement allowing for Principals to reflect on the individual context and priorities of their school e.g. Attendance.

7. 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.

8. Malicious Allegations

Please refer to our Child Protection Policy and individual school statements for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

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

9. Behaviour Management

TEAM Education Trust believes that it is important;

- To involve all of the Trust community in making and celebrating the rules
- To ensure that everyone knows and practises the core values of the Trust and their school
- To regularly use a variety of strategies to promote high standards of behaviour
- To use praise to promote self-esteem, and to reward kindness shown to others, consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set at all times
- To focus on the child's behaviour and not the child him/herself
- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues

9.1 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 which are in line with the code of conduct and to have been agreed by the Principal
- 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

9.2 Physical Intervention

In exceptional circumstances, staff may use a physical intervention to prevent pupils from:

- Causing disorder, whereby safety is compromised
- Hurting themselves or others
- Damaging property

Incidents of physical intervention 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

9.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

These items are;

- Knives & Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornography
- Any item that may be used to commit an offense, cause personal injury or damage
- Items banned by school rules

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](#).

10. Pupil Support

The Trust 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 will be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCO) 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.

11. Pupil Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will 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.

12. Training

Our staff are provided with training on behaviour support, including the appropriate use of physical intervention, as part of their induction process where necessary. The specific schools' approaches will be documented within their own school statement for behaviour.

Behaviour management training will also form part of continuing professional development.

13. Behaviour in our schools during COVID-19

Our schools have a range of measures in place to help pupils to understand the importance of the protective measures in place linked to the pandemic. Rules and routines have been put in place during the Covid-19 Pandemic to support this.

Students will be taught about the potential implications of ignoring expectations in relation to COVID-19. Any pupil who commits serious or persistent breaches of the new COVID-19 protection rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach up to and including, in extreme cases, permanent exclusion.

All schools will follow latest government guidance on keeping pupils and staff safe. Additional protective measures will be placed in our schools to include;

- Hand washing and hand hygiene
- 'Social bubbles'
- One way systems
- Routines for breaks and lunchtimes
- Social distancing
- Ventilation
- Following 'Catch it, Bin it, Kill it'
- Lesson planning and teaching to frequently address the need for hand washing and respiratory hygiene

13.1 Malicious behaviour

Where a student purposefully spits or coughs in the direction of others, the Trust will take immediate action. Through assemblies and setting out expectations, students

will be supported to become fully aware that this behaviour will not be tolerated in school.

Students who knowingly engage in this behaviour will be immediately isolated and parents will be contacted to remove them from the school building. Re admittance of the offending student will be at the Principal and Chief Executive Officer's discretion after a fixed term exclusion.

14. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Principal/Senior Leaders and the Local Governing Body of each school three times per year. At each review, the policy will be put forward to the Trust Board for approval if changes are required. The three monitoring sessions will relate to behaviour analysis undertaken by the Trust Champion as part of the CEO termly Trust Champion update from the Trust Champion.

The Policy Reflects

- A consistent approach to behaviour support
- The use of rewards and sanctions
- Behaviour strategies and approaches that encourage and support good behaviour
- The need to support staff
- The need to support students
- The need to liaise with parents and other agencies
- The need to manage and support transitions