

Behaviour policy and statement of behaviour principles



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1. Aims

This policy aims to:

- Provide a consistent approach to and summarise the roles and responsibilities of different people in the school community with regards to the management of behaviour and support for emotional regulation
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave and how those with additional needs can be supported in achieving this aim
- Outline the strategies used to promote and maintain positive behaviour
- Advocate Team Teach principles

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

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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 (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- 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)

4. Bullying

Our definition is that of the Diana Award who train our Ambassadors:

'Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.'

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) 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

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<ul style="list-style-type: none"> • Homophobic/biphobic • Transphobic • Disability-based 	
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
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Any incidents of bullying will be treated seriously with a log kept and action plan produced to be reviewed with pupils and parents in line with Local Authority guidance.

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

In addition to the pupil written anti-bullying policy there are some easy to read leaflets available to support parents and pupils in knowing and understanding school procedures and how to seek help should it be required.

- Keeping Safe
- Making a Complaint
- What You Can Do To Help Your Child Cope Better With Anxiety or Worry
- Pupil Anti-Bullying and Well-Being Leaflet

<https://www.waterlooprimaryschool.co.uk/anti-bullying-policy/>

<https://waterloo-primary-school.secure-primariesite.net/wellbeing/>

Involvement of pupils/students

We will:

- Regularly ask children and young people's views about bullying in our school and community
- Ensure students know how to express worries and anxieties about bullying – It's good to tell'
- Ensure all students know the range of punishments for bullying behaviour
- Involve students in anti-bullying campaigns in schools
- Publicise the details of helplines and websites
- Offer support to students who have been bullied
- Work with students who have been bullying in order to address the problems they have

Liaison with parents and carers

We will:

- Ensure that parents/carers know whom to contact (Head, Deputy or Class teacher) if they are worried about bullying
- Ensure parents know about our complaints procedure and how to use it effectively
- Ensure parents/carers know where to access independent advice about bullying (Links provided on the school website and newsletters)
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- Behaviour Policy
- Confidentiality Policy
- The teaching of PSHE Education
- Action plans taking forward the 'Every Child Matters' Agenda
- The recording of bullying incidents

See the Anti-Bullying Policy regarding procedures for:

- Investigating allegations
- Sanctions
- Support for those bullied or vulnerable and bullies
- Preventative strategies and philosophy

- Staff and governors receive regular training through Sefton and in-house in order to effectively prevent and handle bullying.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board 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 board, 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 that principles and strategies 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 (Log on CPOMS)

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

At Waterloo Primary School we:

- **Care** for others and our world and help everybody stay safe
- **Encourage** each other as we learn together
- **Listen** and welcome the opinions of others
- **Value** everyone and everything
- **Try** our best in all things and never give up
- **Respect** everybody and everything
- **Forgive** each other

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

7. Strategies for managing and regulating behaviour

Our aim is to foster intrinsic motivation developing growth mind-set, bucket filling and academic resilience principles.

The priority for all staff MUST be to quickly establish positive, professional working relationships based on mutual respect with ALL pupils as this is fundamental to creating and maintaining a positive, inclusive school ethos.

7.1 School Strategies

Positive behaviour will be rewarded with:

- Praise
- Bucket Fill tokens
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Removing tokens from the class bucket (or individual bucket where assigned) •

Exiting the pupil to another class

- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Put pupil on a 'Steps to Success' chart
- Completing a Behaviour Support Plan with clear measurable targets that are regularly reviewed •

Agreeing a behaviour contract

- In significant cases a pupil may be excluded for a set period of time

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

Pupils may be sent to a member of the senior leadership team during lessons if they are persistently disruptive, and they will be expected to complete the same work as they would in class if it is appropriate for the individual.

Behavioural incidents resulting in sanction, other than verbal, will be logged on CPOMs and reported to parents.

Restorative practices will be used to resolve incidents between pupils and led by the member of staff dealing with the situation. Where an incident is between a pupil and member of staff the restorative practice will be facilitated by a member of the senior leadership team.

It is important that the person who has witnessed or had the behaviour disclosed to them deals with the incident in the first instance, so that pupils see that they have the authority to do so and that all adults have that duty and ability to consistently follow up a situation and resolve it either through communication and/or sanction.

All staff have a responsibility to lead and manage behaviour and should log incidents and actions taken. It should only be escalated in line with policy where deemed necessary due to the level of the behaviour.

When dealing with any situation staff should follow the same process:

LISTEN->SUMMARISE->NEXT STEPS->IT'S SORTED so that all parties get closure, but know there is an agreed outcome.

See appendices for sample letters to be emailed/sent to parents about their child's behaviour.

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

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 protection and safeguarding policy for more information.

<https://www.waterlooprimaryschool.co.uk/safeguarding-and-e-safety/>

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Where a pupil's behaviour online breaches our acceptable use agreement or puts them or others at risk of

harm or is deemed bullying then parents will be informed and the appropriate actions will be taken in line with the school safeguarding & child protection policy, e-safety and Local Authority guidance.

7.4 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.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil 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 protection and safeguarding policy & whistleblowing policy for more information on responding to allegations of abuse against staff or other pupils.

8. Management of Behaviour

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
- Develop a positive relationship with pupils:
 - 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
 - Providing regular intervals for pupils to express how they are feeling using their ROAR rainbow so that any negative emotions can be swiftly addressed

8.2 Physical restraint

We are a Team Teach school which means that we will use diversion, prevention and de escalation as our primary means of managing undesirable behaviour.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them: • Putting themselves or others at significant risk

- Significantly damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- **Be reasonable, proportionate and necessary**
- 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 using the appropriate forms/logs

8.3 Confiscation

Any prohibited items (listed in section 3) 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 would be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 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. Should this not be possible face to face then it will take place virtually.

To ensure behaviour is continually monitored and the right support is put in place, information related to pupil behaviour **MUST** be transferred to relevant staff in order to best support them in transition and the forthcoming year.

10. Training

Our staff are provided with training on managing behaviour as part of induction and have access to subsequent virtual training modules and staff INSET.

Staff receive biannual TEACH training to ensure that the correct procedures and restraint practices are used.

The management of behaviour will also form part of continuing professional development. Staff are expected to log their training in the e- appraisal folder.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board 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 full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy
- Restraint 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 full governing board annually.

Appendix 2: 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.

You can contact me at **.wps@schools.sefton.gov.uk** to arrange a mutually convenient time. Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

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 _____ 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: _____

Detention letter

Dear parent,

I am writing to inform you that _____ has been given a detention on _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention 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:
