



Red Hall Behaviour Policy

Behaviour Policy

Red Hall Primary School

Approved by:	Full Governing Body	Date: April 2019
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Last reviewed on:	April 2019
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Signature of Chair of Governors:



1.	Aims	p.3
2.	Legislation and statutory requirements	p.3
3.	Definitions	p.4
4.	Fixed term and permanent exclusions	p.4
5.	Bullying	p.5
6.	Roles and responsibilities	p.6
7.	Pupil code of conduct	p.7
8.	Rewards and sanctions	p.7
9.	Behaviour management	p.8
10.	Pupil transition	p.9
11.	Monitoring arrangements	p.9
12.	Links with other policies	p.10
Appendix 1 – Written statement of behaviour principles		
Appendix 2 – Behaviour Steps in the classroom		
Appendix 3 – Sanction sheet		
Appendix 4 – Behaviour steps for lunchtimes		



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**

The atmosphere of the school depends on the mutual respect of all pupils and adults and is based on the belief that all within the school community is of equal importance and worth. The guiding principle is that everyone, must act with courtesy and consideration, in order to promote an atmosphere that supports effective learning as all feel safe, valued and are supported to achieve their best.

Red Hall Primary School's Behaviour Policy is based around the six key values that underpin all the work of the school. Namely they are:

C – Caring

R – Respect

E – Equality

A – Aspire

T- Trust

E – Enjoyment

These points are paramount to ensuring a positive learning environment:

- Teach children to develop self-control and to take responsibility for their actions
- Ensure the safety and well being of all pupils, staff and visitors
- Foster a sense of respect for the environment
- Divert children from inappropriate behaviour towards appropriate behaviour
- Teach children that actions and choices have consequences
- Allow pupils to develop and demonstrate positive abilities and attitudes and reward pupils when they are doing this

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](#)



Red Hall Behaviour Policy

- [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:

- Non-completion of classwork or homework
- Ignoring reasonable instructions from an adult
- Not completing work (which according to ability they should have)
- Calling out, distracting others, using resources in an inappropriate manner
- Leaving the classroom without permission

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical violence towards any member of the school community
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Deliberately vandalising school property
- Theft
- Fighting
- 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
 - 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. Fixed term and Permanent Exclusions

In extreme circumstances fixed term or permanent exclusions will be considered. The Head teacher is the only member of staff authorised to implement an exclusion of a child. Staff should not



threaten or be perceived to threaten exclusions. It is the responsibility of the Governing Body to monitor the rate of exclusions.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

A child may be excluded for up to 45 school days in a school year. Provision needs to be arranged for school work if a fixed term exclusion is for more than six days.

If a fixed term exclusion is for more than six days the Governing Body will meet as soon as possible and within fifteen days to consider whether the exclusion should be upheld. If the exclusion is upheld the Governors need to consider whether additional support is required to support reintegration.

A decision to exclude should be taken only:

- a) in response to serious breaches of the behaviour policy
- b) if allowing the pupil to remain in school would seriously harm the education and welfare of others within school

The following incidents are treated as serious and meant that permanent exclusion would be considered:

1. Serious actual or threatened violence against another pupil or member of staff;
2. Sexual abuse
3. Supplying an illegal drug, including alcohol
4. Carrying an offensive weapon or using any item to hurt themselves or someone else

See the separate Exclusion Policy for more detail.

5. 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

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

6. Roles and responsibilities

6.1 The Governing Body

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, holding the headteacher to account for its implementation.

6.2 The Head teacher

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.



6.3 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.

6.4 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

7. 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

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded. These may include:

- Verbal praise
- House points
- Stickers
- Certificates
- Phone calls home
- Special jobs or assignments around school

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



Red Hall Behaviour Policy

- Verbal reprimand
- Loss of privileges (e.g. loss of time from break or lunch)
- Written apology
- Payment for broken equipment
- Placed onto a daily report/log
- Working away from peer group for a fixed period of time
- After school detention
- Fixed term exclusion
- Permanent exclusion

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

8.2 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.

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

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

9. Behaviour management

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
- 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 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)

9.3 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 is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4 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.

10. 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.



Red Hall Behaviour Policy

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 will also be shared with new settings for those pupils transferring to other schools.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Governing Body (School Improvement Committee) every two years. 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 School Improvement Committee every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Exclusion 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, Governors and volunteers always set an excellent example to pupils
- 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 School Improvement Committee every two years.



Appendix 2 – Behaviour steps in the classroom

Step 1	Verbal warning – child is told what they need to do to put their behaviour back on track.
Step 2	Name on board – Child’s name is written on the whiteboard as a visual warning.
Step 3	Time out – moved within the classroom to a quiet working space away from their peers. As soon as the child makes the right choice or displays the appropriate behaviour, they are to return back to their normal place of work. The teacher must take into account the age and understanding of the child when deciding the time for time out. Sand timers are a good visual for younger children. As a guide 1 minute for each year of the child’s age. This must be recorded on the sanction sheet.
Step 4	Sent with work to another class – child to be sent to different class to complete work. This may be for the remainder of the session or for a shorter period dependant on age of child. It is the class teacher’s responsibility to ensure that work is sent with the child as well as informing them of time period they are to remain there. This must be recorded on the sanction sheet.
Step 5	Sent to Head teacher (or Assistant Head in absence) – this is for the most serious breaches of the Behaviour Policy. Parent/carer will be contacted and invited into school to discuss the incident, informed of consequences, agree programme of support if necessary. It may be necessary to bypass all the previous steps and move straight to Step 5 for serious incidents. This must be recorded on Behaviour log.

Each day is a new start and names on boards should be removed. In some circumstances it may be necessary to continue a sanction on the following day e.g. occurred at the end of the school day.

It is the class teacher’s responsibility to record on the sanction sheet behaviour incidents. The Assistant Head will monitor on a weekly basis to ensure that children who are repeatedly appearing on the sanction sheets are swiftly dealt with. Individual Behaviour Plans will be created to support a child with parent/carers involved in the process. It may be necessary for some child to have their own log and record if it is seen that there is no improvement in their behaviour.



Appendix 3 – Sanction sheet

B - Bullying	DL – disrupting learning	LC – Leaving classroom without permission	PAA – Physical assault on adult	PAC – Physical assault on child	PII – Possession of illegal item	
RDHS – Racial, discriminatory, homophobic, sexist behaviour	RFI – Refusal to follow instruction	S - Stealing	SA – Sexual assault	V - vandalism	VAA – Verbal abuse to adult	VAC – Verbal abuse to child

Name of child	Code	Date & Time Lesson	Adults initials	Consequence given	Further info	AHT/HT follow up



Appendix 4 – Behaviour steps at lunch times

Step 1	Verbal warning – child is told what they need to do to put their behaviour back on track.
Step 2	Time out – child is asked to stand next to the midday supervisor or stand at the wall. This would be for approximately 5 – 10 minutes. Discussion with child to see if they need further support or guidance for the remainder of the lunch break.
Step 3	Time in – child is taken inside the school building and a Senior Leader ensures that the child remains inside for the rest of playtime. The midday supervisor will record the incident on a sanction sheet.
Step 4	Sent to Head teacher (or in absence Assistant Head) - this is for the most serious breaches of the Behaviour Policy. Parent/carer will be contacted and invited into school to discuss the incident, informed of consequences, agree programme of support if necessary. It may be necessary to bypass all the previous steps and move straight to Step 4 for serious incidents. This must be recorded on sanction sheet by HT/AHT.

In some circumstances it may be necessary to continue a sanction on the following day e.g. occurred at the end of the lunch break and no consequence was able to be given.

The Assistant Head will monitor on a weekly basis to ensure that children who are repeatedly appearing on the sanction sheets are swiftly dealt with. Individual Behaviour Plans will be created to support a child with parent/carers involved in the process. It may be necessary for some child to have their own log and record if it is seen that there is no improvement in their behaviour.