



Positive Behaviour Management Policy and Statement of Behaviour Principles

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## 1. Aims

Overall aims:

To create an environment and ethos where all members of the school community feel happy, safe, valued and able to learn effectively

To enable children to develop self-esteem, self-responsibility, self-discipline and self-respect, as well as respect for, interest in and tolerance of others

To support the understanding and development of a sense of community cohesion within an overall understanding of, and commitment to, British Values

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**

Overview

This policy is underpinned by the ethos of a rights respecting classroom See Appendix XXX

To support the development of positive interactions, relationships, attitudes and behaviours, the following approaches are used:

Use and modelling of positive language and relationships

High expectations of pupil interaction and language with regular opportunities for children to work with a wide variety of others within the class, year group and from time to time, across the school

Developing roles of responsibility within classes and across the school

Recognising and rewarding respectful behaviour and positive, supportive interactions

Opportunities within PSHE (circle Time and Jigsaw) sessions to explore relationships, feelings, emotions and issues such as resolving conflict

Time given to discussion around the choices that are made with regard to behaviour and the impact that these can have

An emphasis on recognising and 'putting right' any behaviour that has had a negative effect on another

Engagement with agencies and community members to support the development and maintenance of good behaviour principle within school and in the wider community. This could include visits such as from local police, NSPCC, as well as the use of advice and support from Early Help Hub or MARU (Multi-Agency referral Unit) education psychologists, behaviour support specialists or other experts.

New children to the school are supported in this by having an orientation by the class teacher or TA and being assigned a class buddy for their first few days

## 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:

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Lack of engagement in learning
- Showing lack of respect for peers, adults or others through actions, words, tone of voice or gesture

**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
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship may involve 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 policy

## 5. Roles and responsibilities

### 5.1 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.

### 5.2 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.

### **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 (
- 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**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Focus on learning and allow others to do the same
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions.**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise – including being sent to other members of staff/DHT/HT
- Stickers
- Golden time
- Special certificates

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

- A verbal warning with an explanation of what is not acceptable and what needs to change
- A yellow card to serve as a warning that the pupil needs to make different choices
- A red card – time out in partner class/area
- Expecting work to be completed at home, or at break or lunchtime

- Time out to reflect on behaviour at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

## **7.2 Off-site behaviour**

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

## **7.3 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 child protection and safeguarding policy for more information on responding to allegations of abuse.

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

## **8. Behaviour management**

### **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 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

### **8.2 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
- Please refer to Appendix 2 for details of the school's approach to use of reasonable force.

### **8.3 Confiscation**

**Any dangerous 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](#).

### **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.

### **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 training, support or advice on managing behaviour, including use of reasonable force, as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body every year.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body at least every three years.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying Policy

Staff should read this policy in conjunction with the document 'Behaviour Guidance for Staff'

## **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, aggressive or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## **Appendix 2**

### **Use of Reasonable Force**

This appendix should be read in conjunction with our Positive Behaviour Management policy and our Child Protection and Safeguarding policy.

The 2013 DFE guidance document 'Use of Reasonable Force – advice for schools' describes 'reasonable force' as a term which covers a range of actions that involve a degree of physical contact with pupils.

Force is usually used either to control (blocking a pupil's path or guiding a pupil to safety by the arm) or restrain (holding a pupil physically to in order to prevent injury or to bring them under control)

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Principles**

We only use reasonable force where the risks involved in using force are outweighed by the risks involved in not using it, and where there is deemed to be no practical alternative.

When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene.

Other approaches would be used first, if appropriate and practical, such as removing other children from the area, calling for a senior member of staff, or repeating the command 'Stop!' together with a warning of what may happen next.

'Reasonable in the circumstances' is defined as using no more force than is needed. If required, as little force as is necessary to maintain safety would be used for as short a period as possible.

### **Who can use reasonable force**

All members of school staff have a legal power to use reasonable force. This also applies to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

No member of staff is expected to put themselves in a dangerous position. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **When can reasonable force be used?**

In accordance with the DFE guidance, reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Use of reasonable force may also be appropriate where, although none of the above have yet happened, they are judged reasonably as highly likely to be about to happen.

Our duty of care means that we might use reasonable force if a child is trying to leave our site and we judged that they would be at unacceptable risk.

This duty of care also extends beyond our site boundaries: there may also be situations where we need to use reasonable force when we have control or charge of children off site (e.g. on trips).

Reasonable force would never be used out of anger or as a punishment.

### **Prohibited items**

Headteachers and authorised staff can also use such force as is reasonable given the circumstances to conduct a search for “prohibited items” such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Section 550ZB(5) of the Education Act 1996 6 Separate guidance is available on the power to search without consent.

### **General ‘Safe touch’**

The use of reasonable force **does not** refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

We exercise appropriate care when using physical contact and acknowledge and are aware of children for whom physical contact would be inappropriate or uncomfortable, such as those with a history of abuse, or those from certain cultural/religious groups.

### **Planning around an individual and risk assessment**

In an emergency, staff will use their best judgment, using reasonable force as a last resort, within their duty of care.

Where an individual child has a positive behaviour management plan which includes the potential use of restrictive physical intervention, we ensure that staff receive appropriate training and support in behaviour

management, as well as use of reasonable force. We consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/carers as well as with other relevant agencies, such as Educational Psychologists, and Behaviour Support workers.

### **What type of restrictive physical intervention can be used**

Any use of restrictive physical intervention by our staff should be consistent with the principle of reasonable force. Staff should not act in ways that might reasonably be expected to cause injury.

We do not plan for and do not allow, except in emergency situations, staff to use seclusion. Seclusion is where a young person is forced to spend time alone in a confined space against their will. We may, however, use withdrawal or time-out in a planned way. This may involve taking a young person, with their agreement, away from a situation that has caused anxiety or distress, to a place where they can be observed and supported until they are ready to resume their usual activities.

### **Parental Involvement**

In cases of a serious incident where reasonable force has been used, parents/carers will be informed and the incident recorded on the school system.

### **Supporting and reviewing**

We recognise that it is distressing to be involved in a situation requiring the use of reasonable force. Our first priorities are to ensure that any injuries are treated and that the child has space and time to calm down. Following this, the child will have an opportunity to review the incident and to understand the decisions that were made, as well as their responsibility in making good behaviour choices.

Where it is appropriate, other children who observed what happened would also have the opportunity to talk about it.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the others who were involved.

After use of reasonable force, we would consider whether a further individual risk assessment and behaviour plan is needed.

### **Concerns or complaints**

If a child, parent or other member of staff has a concern about the way force has been used, this should be raised initially with the Headteacher, or Deputy Headteacher, and then the school's complaints procedure should be followed.

Where there is an allegation of assault or abusive behaviour, the Headteacher, or Deputy Headteacher, would be informed immediately and we would ensure that our child protection procedures are followed. If the concern or allegation concerns the head teacher, we ensure that the Chair of Governors is informed.