



ENHANCE ACADEMY TRUST

# BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

Approved by:

St Helen's CE Primary  
LGB

Date: Autumn 2021

Last reviewed on:

Next review due by:

Autumn 2023

## Contents

1. Aims .....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities .....	5
6. Pupil code of conduct .....	6
7. Rewards and sanctions .....	7
8. Behaviour management .....	10
9. Pupil transition.....	12
10. Training .....	12
11. Monitoring arrangements.....	12
12. Links with other policies .....	12
Appendix 1: written statement of behaviour principles.....	13
Appendix 2: staff training log.....	14
Appendix 3: letters to parents about pupil behaviour - templates .....	15

### 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 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. Definitions

"The purpose of education is to produce not just good learners, but also good people" (Hardin, 2008)

Our policy is based on the 3R's- Respect, Reflect and Be Responsible. It is also based on the belief that;

1. Good behaviour is not automatically learned but needs to be modelled and taught by teachers and parents.
2. Classroom behaviour can change and that we as teachers will assist children to manage their behaviour more effectively through reminders and choices.
3. A child with a problem is a school problem, not an individual's problem and we will make a team effort to find solutions and support each other at all times.

**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
- 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
- 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 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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.

## 5. Roles and responsibilities

### 5.1 The governing body

The governing body is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

### 5.2 The Head of School and Executive Headteacher

The Head of School and Executive headteacher is responsible for reviewing and approving this behaviour 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 on CPOMs and Good to Be Green chart

The senior leadership team and pastoral care lead 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

*'Every child deserves a champion, someone who will never give up on them'* Rita Pierson 2004.

Within the 3R's – Respect, Reflect and Be Responsible we expect pupils to:

Our school code of conduct is;

1. Take care of yourself.
2. Take care of others.
3. Take care of your school.
4. What would Jesus do?

Our listening code of conduct is;

1. Stop what I am doing.
2. Empty hands.
3. Show me five.
4. Keep quiet and still
5. Listen to instructions.

Our lining up code of conduct is;

1. Walk to the end of the line.
2. Create personal space.
3. Keep my hands and feet to myself.
4. Keep quiet and still.
5. Listen to instructions.

## 7. Rewards and sanctions

Praise and reward should have huge emphasis.

*'Children are likely to live up to what you believe of them'* – Lady Bird Johnson.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for co-operating and conforming of good standards as well as for particular achievements.

### 7.1 Rewards - General

1. Written school reports should comment favourably on good work, behaviour, involvement in and general attitude to school life. They should also include comments about personality and attributes, making parents aware we know their children well.
2. Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards paying particular attention to celebrating any achievements from hobbies/sports the children take part in outside of school.
3. Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
4. A visit to the Head of School/Executive Headteacher for commendations and celebration of efforts and achievements.
5. Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.) or individual, personalised class treats/rewards created by the class teacher.
6. Opportunities for giving children greater responsibility in school should be fostered.

### Whole school rewards – Dojos

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Dojos' (the school uses the Class Dojo app). 'Dojos' may be awarded for excellent work, behaviour and demonstrating school values.

Class Dojo should be used by teachers to communicate positive messages to parents regarding achievement or reminders. It is vital that any undesirable behaviours are communicated over the telephone or in person. This is to avoid unnecessary dialogue in messages that can be misinterpreted.

### Certificates

A weekly Celebration Assembly is dedicated for the praise and recognition of children who have made particularly noteworthy recognitions for attainment, achievement, attendance, behaviour and attitude.

### 7.2 Behaviour Guidelines – Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequence that match the seriousness of the behaviour. There should be provision for flexibility to take account of individual circumstances.

Note;

1. If positive handling techniques of any kind is required then a 'Positive Handling' record should be completed the same day.
2. Any other incident must be recorded on CPOMS by the member of staff dealing with the incident including actions.

We have agreed system of sanctions to register disapproval of unacceptable behaviour.

Responses range from polite reminders to external exclusions (see point 8 for Behaviour Management flowchart) and are attended to;

1. Provide clarity and consistency of what is acceptable.
2. Minimise disruption to others especially teaching and learning time.
3. Provide every opportunity for children to correct their behaviour, make sensible choices and prevent further sanctions being applied.
4. Allow early involvement parents, key stage leaders and SLT and support agencies.
5. Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand the emotion, be aware of alternative and more appropriate responses. Express displeasure with the action, not the child.

### 7.3 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



Sanctions for sexual harassment and violence may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

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

More information is detailed in our Safeguarding Policy.

### 7.4 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).

### 7.5 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 for more information on responding to allegations of abuse against staff or other pupils.

## 8. Behaviour management

The whole school follow the Good to be Green behaviour management policy which is outlined below:

Step 1	Behaviour issues in class our outside.	A reminder of expectations and a verbal warning. Give younger child an explanation of why you have requested this to stop.
Step 2	As above	A yellow card and explanation that you have already requested this to stop. Ensure you apply diffusion and distraction techniques. CT to speak too child without an audience. Learn more about trigger.
Step 3	As above	Red Card. Loss of privilege to be agreed as a team if support required.  Behaviour recorded on CPOMS and phone call home. Find time to build relationships.
Step 4	Behaviour repeated	Continue communication with home. Internal exclusion – timeout in another classroom.  Child to spend time with SLT to understand what can be done to prevent this again. To be brought up in key meetings.  Behaviour Card.
Physical harm	Provoked	SLT decision. Lunchtime/playtime exclusions for 2 days.

Physical harm	unprovoked	SLT decision. 1 day exclusion
---------------	------------	----------------------------------

### 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

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.

### 8.3 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.

### 8.4 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.

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.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Head of School/Executive Headteacher and full governing body/Ethos committee annually. At each review, the policy will be approved by the Head of School/Executive Headteacher.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy

### Appendix 1: written statement of behaviour principles

The ultimate goal of classroom management should not be on simple obedience, but on having students behave appropriately because they know it's the right thing to do and because they can understand how their actions affect other people" (Hardin, 2008)

- 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.



ENHANCE ACADEMY TRUST

---

## Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

---

## Appendix 3: 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.

**Insert details of how to contact the school to arrange the meeting.**

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 the headteacher, the special educational needs co-ordinator 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: \_\_\_\_\_

