



# **BEHAVIOUR POLICY**

## **(incorporating PDET's Statement of Behaviour Principles)**

**This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 1*.**

***(For a copy of the policy for a specific academy which includes Appendix 1 – see individual academy websites).***

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## 1. Peterborough Diocese Education Trust's Written Statement of Behaviour Principles

**Peterborough Diocese Education Trust's (the Trust) vision is 'Working together for all pupils to realise their God given potential to flourish.'** In order to flourish, children need an environment that encourages and reinforces good behaviour:

**'start children off on the way they should go and when they are old they will not turn from it.'**

**Proverbs 22:6**

The Trust wants children to live happy and fulfilled lives and to be active learners and active citizens. To enable children to do this, the Trust believes children need to have self-respect and high self-esteem and a sense of individual and collective responsibility. As a Trust, we believe all humans are created in the image of God and therefore have equal rights and responsibilities. Children should be taught explicitly about these rights and responsibilities as a source of empowerment, entitlement and responsibility. In addition, we believe children should be taught how to live by Christian values and principles and how to put them into practice.

Underpinned by our Christian values, we are, therefore, committed to ensuring:

- Our pupils understand how they should treat other people and how they should expect to be treated.
- Every pupil understands they have the right to feel safe, valued and respected and learn free from the disruption of others.
- Our pupils take on moral responsibilities; care for each other; demonstrate good manners; show consideration; be trustworthy young people who show respect and love for each other and take responsibility for their actions.
- Our pupils develop positive attitudes to learning which includes developing a commitment to learning, resilience and taking pride in achievements.
- We teach good behaviour.
- All staff and volunteers demonstrate our values in everything they do, set an excellent example to pupils at all times and have positive relationships with pupils.
- All staff have high expectations for behaviour.
- All pupils, staff and visitors are non-discriminatory.
- Rewards, sanctions and, if necessary positive handling, are used effectively and consistently by staff, in line with this behaviour policy.
- A collective understanding (pupils, parents and staff) of this behaviour policy.
- Involvement of families in behaviour incidents, where appropriate, to foster good relationships between the academy and a pupil's home life.
- Exclusions are only used as a last resort. Our exclusions policy outlines the processes involved in fixed term and permanent exclusions.

The Trust emphasises that we do not expect violence or threatening behaviour in our academies and this will not be tolerated.

This written statement of behaviour principles is reviewed and approved by the Trust every year.

## 2. Aims

This policy sets out the Trust's expectations in relation to behaviour in line with the overarching principles above. The individual academy's approach to behaviour is set out in *Appendix 1*. The policy aims to ensure academies across the Trust:

- Create a calm and orderly environment that encourages and reinforces good behaviour.
- Set clear routines and expectations for the behaviour of pupils across all aspects of academy life, not just in the classroom.
- Have a positive and respectful academy culture which promotes self-esteem, self-discipline and positive relationships between all members of the academy community and where pupils feel safe and can learn.
- Teach good behaviour.
- Define acceptable standards of behaviour.
- Provide a consistent approach to both good and unacceptable behaviour.
- Outline an academy's system of rewards and sanctions that are applied consistently and fairly by all staff.
- Define what is considered to be unacceptable behaviour, including bullying, peer-on-peer abuse (online and off line) and discriminatory behaviour and ensure such behaviour is dealt with quickly, consistently and effectively.
- Provide clarity regarding the roles and responsibilities of different people in the academy community with regards to behaviour.
- Encourage the involvement of the whole academy community in the implementation of this policy.

## 3. Legislation and statutory requirements

This policy is based on the following relevant legislation and advice from the Department for Education (DfE):

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- 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 the Trust's funding agreement and articles of association.

## **4. The Teaching and Encouragement of Good Behaviour**

We believe that positive, good behaviour needs to be taught. First and foremost, good behaviour will be explicitly modelled by all adults to pupils from the first day of entering the academy and consistently reinforced and developed throughout their primary years.

Behaviour expectations will be made explicit at all times. Strategies for encouraging good choices of behaviour are fundamental, as is a consistent approach across the academy:

### **4.1 Rewards, incentives and sanctions**

It is important that pupils are not patronised by providing rewards and incentives that are neither necessary nor wanted. However, rewards and incentives have a powerful motivational role, particularly for pupils whose self-discipline is at an early stage, and help pupils to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions or consequences to register the disapproval of unacceptable behaviour. Most instances of poor choices of behaviour are relatively minor / low level and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the poor choice of behaviour / frequency of poor choice.

For details of an individual academy's rewards and sanctions – see [Appendix 1](#).

In addition, behaviour will be taught through the provision of the following:

### **4.2 High Quality Curriculum and Learning:**

We believe that an appropriately structured curriculum and effective learning are needed for good behaviour as they help to avoid the alienation or disaffection which can lie at the root of poor choices of behaviour. These should be achieved through:

- Planning for the needs of individual pupils.
- Lessons with clear objectives and success steps understood by the pupils.
- The active involvement of pupils in their own learning.
- Teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop the knowledge and understanding which will enable pupils to work and play in collaboration with others.
- Structured feedback that will be used as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and that progress matters.

### **4.3 Effective Classroom Management**

This should be achieved through:

- A classroom which provides a welcoming environment.
- A classroom environment which gives clear messages to the pupils about the extent to which they and their efforts are valued.
- Good relationships between teacher, support staff and pupils.
- Classrooms organised to develop independence and personal initiative. Pupils should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the academy as they get older.
- Arrangements of furniture and access to resources as all have a bearing on the way pupils behave. Furniture should therefore be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Classroom displays which help develop self-esteem through demonstrating the value of every individual's contribution.

### **4.4 Good Behaviour at Unstructured Times**

Playtimes and lunchtimes are the most unstructured part of the academy day. By talking and playing with others, and participating in extra-curricular activities, pupil's social development is greatly enhanced. It is a time, too, when individuals who are less successful in forming constructive relationships with others can create difficulties for both themselves and others.

Good behaviour at unstructured times should be achieved through:

- Good relationships between teacher, support staff and pupils.
- Clear routines that are understood by all.
- Explicit expectations regarding what is acceptable and unacceptable behaviour.
- The provision of structured tasks to engage the pupils.

For details of an individual academy's strategies for encouraging good behaviour during unstructured times – see [Appendix 1](#).

### **4.5 Good Behaviour Off-site**

Sanctions may be applied where a pupil has behaved in an unacceptable way off-site when representing the academy, such as on an academy trip or on the way to or from the academy.

## **5. Unacceptable / Serious Unacceptable Behaviour**

### **5.1 Definitions**

**Unacceptable behaviour** is defined as:

- Non-compliant behaviour (to adult requests);

- Low level disruption in lessons and at unstructured times;
- Non-completion of classwork;
- Rudeness to adults and other pupils;
- Poor language.

**Serious unacceptable behaviour** is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests);
- High level disruption in lessons and at unstructured times;
- Repeated breach of the academy rules;
- Threatening and / or intimidating behaviour;
- Verbal aggression;
- Swearing;
- Any form of bullying;
- Racist, sexist, homophobic or discriminatory behaviour;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Sexting;
- Physical aggression and / or violence;
- Vandalism;
- Theft;
- Smoking;
- Possession of any prohibited items. These are:
  - Knives or weapons;
  - Alcohol;
  - Illegal drugs;
  - Stolen items;
  - Tobacco and cigarette papers;
  - Fireworks;
  - Pornographic images.
- Having 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).

## **5.2 Incidents of Unacceptable Behaviour**

### **5.2.1 Bullying**

Bullying is defined as:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

(Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;



- Difficult to defend against;
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident;
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Racial	Racial taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
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

We recognise as a Trust that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils.
- Everyone has the right to feel welcome, secure and happy.
- Bullying of any sort prevents equality of opportunity.
- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.



Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy's approach to preventing and addressing bullying are set out in [Appendix 1 / Anti-Bullying Policy](#).

### **5.2.2 Prohibited / Unacceptable Items Brought on Site**

Any prohibited items (listed in Section 6.1) found in a pupil's possession will be confiscated. These items will not be returned to pupils.

Any item which is harmful or detrimental to academy discipline will also be confiscated. These items will be returned to pupils / parents after discussion with senior leaders and parents, if appropriate.

### **5.2.3 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.

Please refer to the Trust's [Child Protection and Safeguarding Policy](#) for the Trust's policy / statement of procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.

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

## **6. Communication and Parental Partnership**

We give high priority to clear communication within each academy and to a positive partnership with parents / carers since these are crucial in promoting and maintaining high standards of behaviour. It is important that parents and academies work together for the good of each child. Parents are involved in celebrating the successes as well as being involved when a child's behaviour is unacceptable.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if academies require their support in dealing with difficult issue of unacceptable behaviour.

Academies will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action.

## **7. 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 academies' approach to unacceptable behaviour may be differentiated to cater to the needs of the pupil.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the academy are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher / SENCo so that strategies can be discussed and agreed before more formal steps are required.

The individual academy's SENCo will evaluate a pupil who exhibits unacceptable 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 high / complex needs are identified in a pupil, the academy will liaise with external agencies and plan support programmes for that child. They will work with parents to create the plan and review it on a regular basis.

## **8. Positive Handling**

In some circumstances, it may be necessary for staff to use reasonable force to positively handle a pupil to prevent them being a risk to their own or others' safety.

Incidents of positive handling 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.

Positive handling should only be undertaken by staff who have been appropriately trained. All incidents involving positive handling are recorded for safeguarding purposes in MyConcern.

## **9. Alternative Provision**

Some pupils with high and complex needs, relating to behaviour, will access alternative provision if this is deemed appropriate to meet such needs. This will take place following necessary support and advice from a range of professionals and in consultation with parents. If alternative provision is accessed by a child, academies will ensure that this provision is suitable and safe and whether the alternative provision is a registered provider. Where an academy is using an unregistered provider, the academy must have

an adequate quality assurance process in place. Academies will continue to take responsibility for pupils who access alternative provision.

## **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.

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 academies / schools.

## **11. Roles and Responsibilities**

### **11.1 Academy Governance Committees (AGCs)**

AGCs are responsible for reviewing and approving, *Appendix 1* to this policy and for monitoring the implementation and effectiveness of this behaviour policy.

### **11.2 The Headteacher**

The headteacher is responsible for reviewing *Appendix 1* of this policy to ensure it reflects their individual academy's approach, and for recommending approval of *Appendix 1* to the AGC.

The headteacher will implement this policy and will monitor how staff implement it.

### **11.3 Staff**

Staff are responsible for:

- Demonstrating the academy's and the Trust's values in everything they do;
- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Teaching good 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.

### **11.4 Parents**

A positive partnership with parents / carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct;
- Inform the academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Enter into a home / academy agreement.

### **11.5 Pupils**

For an individual academy's Pupil Code of Conduct – see [Appendix 1](#).

## **12. Monitoring arrangements**

This Behaviour policy will be reviewed by the Trust (and [Appendix 1](#) by the Headteacher and AGC) every year.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Positive Handling policy
- Child Protection and Safeguarding policy
- SEND
- Equalities Statement

## **Appendix 1**

### **Individual Academy Information**

**Name of Academy: St Mary's CE Primary Academy**

#### **Vision and Values**

**'Everything is possible for one who believes.'** Mark 9:23

Our vision, underpinned by Christian values:

Enables each child to flourish within a creative curriculum in order to develop confidence and curiosity through high expectations

Widens horizons and raises aspirations within a Christian community, which celebrates and respects everyone's uniqueness.

#### **The Teaching and Encouragement of Good Behaviour**

At St Mary's C.E. Primary Academy, we strongly believe in nurturing passionate, life-long learners to unlock their potential, within a caring, Christian family.

We will achieve this belief by;

- Developing the whole child, academically and emotionally
- Enabling every member of the St Mary's family to be the best that they can be
- Nurturing Christian values
- Sharing a passion and optimism within the school community
- Developing and teaching a stimulating curriculum
- Supporting families and the community in being aspirational and optimistic for all

#### **The explicit teaching of good behaviour:**

Good behaviour needs to be explicitly taught through

- Adults positively demonstrating school expectations and being good role models for the pupils.
- Delivering effective classroom management to ensure good behaviour expectations are promoted by school staff.
- Collective worship, RE and PSHE explicitly teach and promote good behaviour.

#### **Rewards / incentives and sanctions**

At St Mary's CE Primary Academy positive behaviour will be rewarded with:

- Non-verbal praise
- Verbal praise
- Stickers
- Good to be green cards, raffle tickets and parties
- Lunchtime raffle tickets
- Weekly pupil value and behaviour certificates presented and displayed in celebration worship

Pebbles collected towards a whole class reward

We encourage good behaviour in unstructured times by using the following strategies:

- Non-verbal praise
- Verbal praise
- Informing parents
- Good to be green cards, raffle tickets and parties
- Lunchtime raffle tickets
- Weekly pupil value and behaviour certificates presented and displayed in celebration worship
- Lunchtime certificates
- Pebbles collected towards a whole class rewards

### **Sanctions**

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

- A verbal reprimand followed by a reminder of the academy expectation
- Good to be green card turned to white, yellow then red
- Move to another place in the classroom or time out table
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Loss of playtime / lunchtime
- Eating separately
- An apology letter
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Internal exclusions
- Agreeing a behaviour contract

### Lunchtime Sanctions

At lunchtime, the rules and expectations are exactly the same as the rest of the day.

Supervision is carried out by a team of Lunchtime Supervisors under line management from senior leadership team.

The consequences and how they are reminded and delivered are:

- Reminder
- Warning: - using positive language such as You need to, Make the right choice
- 2 minutes away from your activity
- 5 minutes away from your activity
- Lunchtime cards

- Involvement of the class teacher
- Involve senior leaders

### **Serious Misbehaviour**

Major breaches of expectations include physical assault, deliberate damage to property, stealing, leaving the school without permission, verbal abuse, repeated refusal to work and persistent and high-level disruptive behaviour in class.

A serious incident will be referred to Senior Leadership Team immediately and parents will be informed. A meeting will take place to put in place strategies and targets to support a change in behaviour.

Such an incident may result in a child being excluded.

### **Fixed and Permanent Exclusions**

At any stage the Head teacher may impose fixed term exclusions if it is decided that circumstances warrant such action.

Fixed period exclusion

- A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in 1 school year.
- If a child has been excluded for a fixed period, school will set and mark work for the first 5 school days.
- If the exclusion is longer than 5 school days, school will arrange full-time education from the 6th school day.

Permanent exclusion

Permanent exclusion means your child is expelled. The local council must arrange full-time education from the 6th school day.

### **Challenging fixed period exclusion**

Parents will receive a letter from school outlining the reasons that a child has been excluded. Parents can challenge fixed period exclusions if a pupil has been excluded for more than 5 school days in a term or an exclusion that will mean they will miss a public exam or national curriculum test. For exclusions of 5 school days or less, parents can ask the Academy Governing Council (AGC) to consider their views.



### **Challenging permanent exclusion**

Parents can challenge permanent exclusion with the AGC. If the Council agrees with the exclusion, parents may appeal to the Academy Trust. The AGC must tell the parents how to do this.

### **Bullying**

(See the academy's Anti-Bullying Policy)

### **Pupil Code of Conduct**

Pupils are expected to:

1. Listen attentively and follow instructions.
2. Always try your best.
3. Keep hands and feet to yourself
4. Be kind, polite and respectful.
5. Take care and be responsible for your own property and do not damage other peoples' or school property. Treat all property with respect.

These expectations promote our school values especially respectfulness and kindness. They will be displayed around school, taught at least once a term in class and in collective worship.