



**Behaviour Policy
&
Statement of Behaviour Principles**

Agreed

Local Governing Body

Date

October 2021

Next Review Due By

October 2022

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how children 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

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 pupil' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Written Statement of Behaviour Principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children 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 children 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
- Children are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

Definitions

At Stoughton Infants we aim to create an environment that encourages and reinforces positive behaviour. We acknowledge that for children to grow and develop into good citizens they need to be taught what good behaviour looks like. We aim to help each child to understand their emotions, express them appropriately and be responsible for their own behaviour. It is important that all members of the school model this for the children. Good behaviour, good manners, courtesy and respect for rules and each other is actively encouraged at all times and there is a supportive atmosphere where staff, parents and children can express problems and devise effective strategies together.

Statement of Approach

We believe that the best behaviour in children is promoted by:

- Teaching of our 3 simple school rules – 1. Be kind 2. Be positive 3. Be polite
- Teaching of our school values – positivity, courage, perseverance, love and nurture
- Having clear expectations
- Empowering children to make positive choices
- Encouraging children to take responsibility for their actions
- Encouraging children to take responsibility for the school environment
- Encouraging children to learn from their mistakes
- Avoiding and diffusing confrontations
- Being optimistic about children
- Being good humoured and trusting
- Taking care in the use of labels i.e. 'disruptive', 'anxious', 'aggressive' as these are non-specific. Always describe the context of the behaviour which causes concern. Labels can imply a permanent condition and become self-fulfilling prophecies.
- Being aware that learning difficulties may be at the root of behavioural difficulties. Identify difficulties early, seek diagnosis and provide support.
- Being well informed about, and sensitive to children's culture and their religious beliefs and their implications for conduct and behaviour.
- Having robust multicultural education which fosters respect, understanding and enjoyment of different customs and cultures.
- Communicating relevant information to all adults involved in managing the child's behaviour.
- Ensuring that all staff are aware of avenues of support. E.g. Nurture, Behaviour Support Service, CAMHS, Learning and Language Support, Educational Psychology and the Home School Link Worker

Misbehaviour is defined as:

- Disruption in lessons, communal areas, and at break and lunchtimes
- Defiance
- Rudeness
- Inappropriate talk

- Non-engagement with learning
- Poor attitude

Serious Misbehaviour is defined as:

- Repeated breaches of the misbehaviours listed above
- Any form of bullying (please see the definition of bullying below)
- Swearing
- Vandalism
- Theft
- Physical Assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items or items that a staff member feels may be used to cause injury or damage to property.

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

Please refer to our Anti-Bullying policy for more information and also our child friendly Anti-Bullying policy.

Rewards and Sanctions

Positive behaviour will be rewarded with:

- Praise
- Moving up/along the behaviour chart
- Stickers and notes home
- Stoughton Superstar certificates
- Showing their work to other members of staff
- Send work home to show families
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to misbehaviour and serious misbehaviour:

- A discussion with an adult
- Moving down/back along the behaviour chart (discreetly)
- Reflection time
- Missing all/part of Golden Time
- Referring the children to a senior member of staff
- Communication with parents
- Serious misbehaviour to be logged on CPOMS and parents will be informed
- Exclusion (please see the exclusion policy)

Roles and Responsibilities

The Governing Body

The Local Governing Body is responsible for reviewing and approving the written statement of behaviour principles.

The Local 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.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Governing Body, giving due consideration to the school's statement of behaviour principles. 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording serious misbehaviours onto CPOMS
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school rules and values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school staff promptly

Off-site behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school, such as on a school trip or on the journey to or from school.

Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the children in accordance with this policy.

Please refer to our 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.

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 children to be engaged
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning, after breaks and at the start of activities
 - Establishing clear routines
 - Clearly communicating expectations of behaviour
 - 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

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a child 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 in the physical restraint folder and then reported to parents - see Physical Restraint Policy

Supporting Children

The school recognises its legal duty under the Equality Act 2010 to prevent children 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 children.

The school's Inclusion Leader will evaluate a child 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 (STIPS), outreach support from Wey Valley College, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and professionals and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Transitions

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members make transition videos, hold transition meetings and this includes meetings with local pre-school providers.

To ensure behaviour is continually monitored and the right support is in place, information related to children 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 children transferring to other schools.

Training

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Local Governing Body.

The written statement of behaviour principles will be reviewed and approved by the Local Governing Body annually.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy, including the child friendly version
- Whistle Blowing policy
- Physical Intervention policy
- Managing Allegations Against Staff

Appendix A

Coronavirus

The following behaviours will need to be encouraged at home and in school, through introducing clear expectations and routines and through positive reinforcement. Should any of these behaviours not be followed, the Headteacher/DSL should be informed and parents will then be involved in making sure everyone is safe.

Children should:

- follow any new routines for drop off and pick up times
- follow school instructions on hygiene: such as handwashing, and sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- tell an adult if they are feeling unwell (experiencing symptoms of coronavirus)
- follow instructions about use of toilets
- use appropriate language regarding the coronavirus situation, not teasing or being unkind, always respecting others in our school community