



Behaviour Policy and Statement of Behaviour Principles



Thurston CE Primary Academy

Approved by: Governing Body

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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	6
8. Behaviour Management.....	7
9. Responding to misbehaviour from pupils with SEND	9
10. Reporting concerns	10
11. Pupil transition	11
12. Monitoring arrangements	11
13. Link to other policies.....	12
14. Supporting Document.....	12
Appendix A	13
Appendix B.....	14

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 and how this builds on our Christian Ethos**
- 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 legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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

3. Definitions

It is a primary aim that every member of the school community follows the Christian Values in order to feel valued and respected, and that each person is treated fairly. We are a caring community, whose Christian Values are built on mutual trust and respect for all. This policy is, therefore designed to support all members of the school to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not to enforce unreasonable expectations but to promote good relationships, so that we can work together in a consistent and considerate way with the common purpose of ensuring an effective learning environment.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork due to poor learning choices
- Poor attitude
- Being disrespectful to members of the school community

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Undesirable language including profanities and blasphemy
- Any form of bullying
- Physical assault
- Sexual assault- any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items.

* Any racist incident will be dealt with following the Racist Incident Policy

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

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<ul style="list-style-type: none"> • Transphobic • Disability-based 	
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 can be found in the Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and seeking approving for 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
- Communicating behaviour concerns to parents and senior leadership team
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious misbehaviour incident on CPOMS.

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:

- Respect and follow The Thurston Way at all times, including after school clubs
- 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
- Wear the correct uniform at all times
- 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
- Moving up the behaviour ladder
- Outstanding awards (see behaviour management for details)
- Team points
- Postcards, emails or phone calls home to parents
- Special responsibilities/privileges
- Individual classes can have their own reward system for rewarding class behaviour

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

- A verbal reprimand
- Moving down the behaviour ladder
- A period of 'Time Out' – to be taken away from an individual or class
- Spending time in the cool down room with a member of staff at play or lunchtimes to reflect on behaviour choices
- Expecting work to be completed at home, or at break or lunchtime
- Learning behaviour slips issued by class teacher and sent home to parents
- After school detentions for those pupils on a behaviour support plan
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Completing a behaviour reflection form with a member of the senior leadership team

Pupils may be sent to work with a member of senior leadership team during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.1 Serious Misbehaviour

In Early Years and Key Stage One incidents of serious misbehaviour will be dealt with in an age appropriate way in line with the policy. Depending on the individual incident the senior leadership team and/or parents may need to be alerted and a behaviour reflection form (Appendix A) completed.

Incidents of serious misbehaviour in Key Stage Two will lead to a Learning Behaviour Slip (Appendix B) being completed and sent home to parents. Learning Behaviour Slips will be logged on CPOMs. Should an individual receive three Learning Behaviour Slips in a term then a meeting will be arranged with the parents and class teacher and a behaviour reflection form will be completed. Should an individual receive five Learning Behaviour Slips in a term then a meeting will be arranged with the parents and the Head teacher and a behaviour support plan and report card will be implemented.

7.3 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 sports event.

7.4 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 the Trust's 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 Behaviour ladders

Each classroom will display the same behaviour ladders for use with reinforcing positive praise and giving sanctions when needed. All children will start the day with their names on 'Ready to Learn' and move up, or down the ladder accordingly. Once a sanction (such as losing time from playtime) has been actioned then the name will be reset to 'Ready to Learn'. The steps of the ladder will be displayed as followed:

- Outstanding
- Impressive
- Great
- Ready to learn
- Thinking about it
- Missed playtime
- Parent contact

At the end of each day every child who has reached outstanding will be given a raffle ticket to go into their class box. On Thursdays all class boxes will be brought to Collective Worship, where one name from each class box will be drawn out for an 'Outstanding' award. The reward will be spending a Friday break time in specialist teaching room with Mr Bayes (or an alternative member of staff if necessary) enjoying a treat. The treat will change on a half termly basis to try to engage as many pupils as possible and could include but is not limited to:

- Milkshakes
- Hot Chocolate
- Pastries
- Fruit Kebabs
- Donuts
- Ice Creams

After the name has been drawn all the raffle tickets will be put into a Key Stage ticket box. Each term, as part of the Termly Awards Ceremony, one name from each Key Stage ticket box will be drawn to win a book voucher.

8.2 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 Thurston Way and their own classroom expectations, which will be agreed with the pupils at the start of the academic year
- 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 consistent approach for dealing with low-level disruption
 - Using positive reinforcement

8.3 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All staff receive regular school safe training and a number of staff have attended safe restraint training. Any incident which has resulted in reasonable force being used will be reported to the Headteacher immediately, all information will be recorded on CPOMS and parents will be informed.

8.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to directly to pupils, parents will be requested to come and collect them.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the senior leadership team and parents, if appropriate.

Searching and screening pupils should be avoided but, when it is absolutely necessary it is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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In year 5 and 6 parents may consent for a child to bring a mobile phone to school. If the phone is not handed to the class teacher at the beginning of the day the teacher will confiscate the phone. Mobile phone and smart watches with cameras will be stored within the classroom. Parents will be asked to collect the device from the main office.

8.5 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 pupil. We will work with parents to create the plan and review it on a regular basis.

8.6 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

8.5 Staff Training

Staff CPD will be offered, if required, to deal with persistent behaviour trends within the individual classes. Behaviour management always remains a high priority across the school and links to our teaching techniques which are constantly reviewed and monitored.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

When dealing with individual pupils with SEND this will be done in partnership with parents, the SEND Lead and members of the Senior Leadership Team.

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10. Reporting concerns

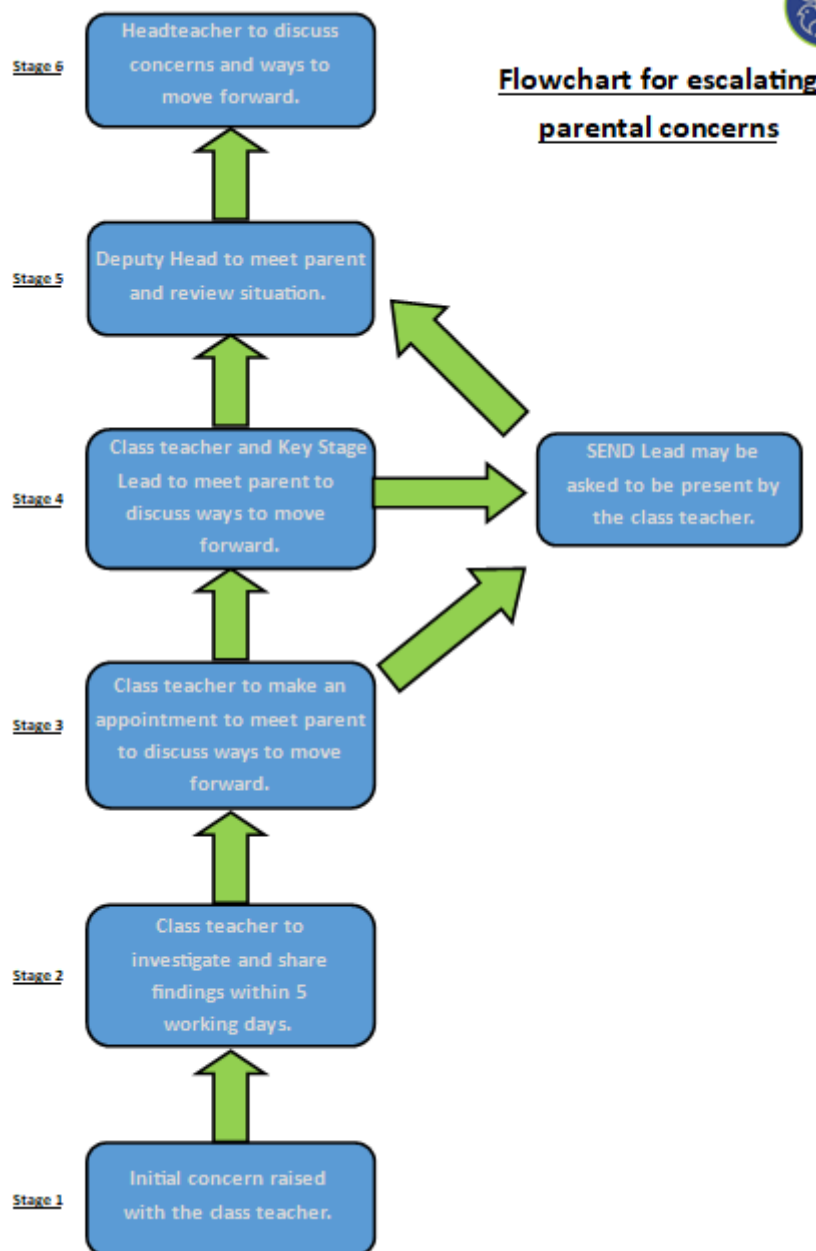
10.1 Reporting initial concern

If a parent or carer has a concern regarding behaviour of their own child or another pupil then the expectation is to first contact the class teacher to investigate, a meeting may be arranged if both parties feel necessary. Depending on the severity of the concern, the Key Stage Lead may attend the meeting and oversee addressing the presented concern. If the parent does not feel satisfied that their concern has been resolved then a meeting may be suggested with another member of the senior leadership team such as the deputy Headteacher or SEND Lead. If the parent or carer still feels that the concern has not been dealt with in a satisfactory manner then a meeting will be arranged with the Headteacher.

Only in exceptional circumstances parents will be offered to meet with the Headteacher before meeting the class teacher or any other members of the senior leadership team.

At each stage, time will need to be given in order to make an accurate judgement whether what has been put in place has had a positive impact or not. When enough evidence has been gathered then another meeting/discussion will take place to agree a future plan if appropriate.

The headteacher has specific, yet discretionary statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the head teacher the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside shops, in a park, or in the town centre. Where bullying or anti-social behaviour outside school, including that which is online, is reported to school staff, it may be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.



11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by ensuring teaching staff introduce new pupils to The Thurston Way, familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for 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.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing body each academic year. At each review, the policy will be approved by the Governing Body.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Thedwastre Education Trust Exclusions policy
- Safeguarding policy

14. Supporting Documents

Appendix A - Behaviour Reflection Form

Appendix B – Learning Behaviour Slip

Behaviour Reflection Form



Name:

Date:

Member of staff:

<p style="text-align: center;"><u>Discuss</u></p> <p>What did you do? What happened?</p>	
<p style="text-align: center;"><u>Evaluate</u></p> <p>What were the consequences?</p>	
<p style="text-align: center;"><u>Amend</u></p> <p>What could you do differently?</p>	
<p style="text-align: center;"><u>Learn</u></p> <p>What have you learnt?</p>	



Date.....

Dear Parent / Carer,

We, regrettably, are informing you that your childhas today made the following poor choice/s:

- Poor learning behaviour in class
- Being physical towards others
- Being rude towards other children
- Vandalising school property
- Being rude towards adults
- Consistently not following The Thurston Way

Details:

This is Learning Behaviour Slip this term.

Three Learning Behaviour Slips in a term will mean a meeting between parents, pupil and class teachers. Five Learning Behaviour Slips in a term will mean a meeting between the Headteacher, pupil and parents.

Thurston CE Primary Academy understands the importance of positive learning behaviour in school for individuals to reach their full potential and we thank you for your support in this matter.

Please sign and return the slip below to acknowledge you have received this Learning Behaviour Slip. If you would like to make any comments then please use the space provided.

I acknowledge receipt of this Learning Behaviour Slip and have spoken to my child about their behaviour.

Signed: _____ Date: _____

Parent Comments:
