



Chess Valley
Primary
Learning
Trust



BEHAVIOUR POLICY

Little Chalfont Primary School

Ready. Respectful. Resilient.

Contents

1. Aims	3
2. Legislation and statutory requirements	3
3. Definitions	4
4. Bullying	4
5. Roles and responsibilities	6
6. Pupil code of conduct	7
7. Rewards and sanctions	7
8. Behaviour management	8
9. Pupil transition	10
10. Training	10
11. Monitoring arrangements	10
12. Links with other policies	10
Appendix 1: written statement of behaviour principles	11

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**
- 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
- 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:

- Disruption in lessons, in transition between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Theft
- Fighting
- Vandalism
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article a staff member suspects has, or is likely to be, used to commit an offence.

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
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

We adopt the following strategies to ensure bullying is swiftly identified and appropriately tackled:

- Ensure all stakeholders can identify bullying and know how to report their concerns through training for staff and assemblies for children.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities – primarily through Jigsaw PSHE and values assemblies - to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through our PSHE provision and the wider curriculum, through displays, through peer support, through highlighting the annual Anti-Bullying Week and through the School Council.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children.
- Regularly canvass children's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying activities in school.
- Offer support to students who have been bullied.

- Work with children who have been bullied in order to address the problems they have.
- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.

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 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 their child and the class teacher promptly
- Adhere to the home-school agreement

6. Pupil code of conduct

Our learning environment is guided by our values: Ready. Respectful. Resilient. They form a large part of our daily lives; they encourage us to be the best learners possible; they guide our assemblies and celebrations. Each class forms their own class contract based on what the 3Rs mean to them in their classroom. Children are expected to uphold the values at all times. These values are shared with all stakeholders within our community.

Pupils are expected to:

- 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

We recognise that the children in our community are well-behaved and praise their efforts in line with the school values. Children are rewarded for learning behaviour choices – being ready, respectful and resilient – and their engagement with the curriculum values: courage, empathy and integrity. We know that children sometimes make the wrong choices when they are learning and should accept responsibility for their actions and learn from them.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points (recorded on Classdojo). EYFS adapt the system to the needs of younger learners.
- Hot chocolate with the Head
- Communication with parents by the teacher or SLT
- Special responsibilities/privileges

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

- A verbal reprimand for misbehaviour
- Expecting work to be completed at home, or at break or lunchtime
- Reflection time at break or lunchtime
- SLT phone call or meeting with the parents and pupil
- Behaviour target card

Misbehaviour and serious misbehaviour incidents will be logged and monitored by the SLT to consider possible trends and any actions arising.

Children sent to reflection time will sit with a member of the SLT to discuss their choices and a better course of action. Children who fail to attend will meet the Headteacher.

In response to serious or persistent breaches of this policy, we may use the meeting room as a quiet environment to settle the child. Pupils may be sent to the Headteacher during lessons, if they are continuously disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

Children are expected to uphold the school's reputation and maintain high standards of behaviour when visiting other settings. Rewards and sanctions will be applied when representing the school, such as on a school trip or on the bus on the way to or from school.

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 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

We manage behaviour by celebrating excellence and rewarding good choices. We encourage children to follow the good example set by their peers. We maintain calm and focused learning environments knowing engaged children behave well. Staff build positive relationships with children built on mutual respect and trust.

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 calm and purposeful environment that encourages pupils to be focused
- Model excellent behaviour for the children to learn from
- Create and display the pupil code of conduct in the classroom
- 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
- Getting to know and understand each child to motivate and engage them
- 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 Confiscation

Any prohibited items (listed in section 3) 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

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 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 with colleagues sharing information regarding behaviour.

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 on managing behaviour, including proper use of restraint, 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 pupil's committee every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the pupil's committee every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

Appendix 1: written statement of behaviour principles

The following points were chosen by the governing body and used by the leadership team to underpin the behaviour policy:

- Every pupil understands that they have the right to feel safe, valued and respected, and be free to learn without disruption from others
- All pupils, staff and visitors can expect to be treated without discrimination at any time
- Staff and volunteers to model exemplary behaviour 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 or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the pupil's committee every two years.