



Flockton C of E (C) First School

ROOTED IN THE COMMUNITY
BRANCHING INTO THE FUTURE

Flockton CE (C) First School

Behaviour policy and statement of behaviour principles.

Rooted in the community. Branching into the future.

Walking together in the light of the Lord.

“Happy is the person who... loves the Lord’s teachings. He thinks about those teaching day and night. He is strong, like a tree planted by a river. It produces fruit in season. Its leaves don’t die. Everything he does will succeed

Approved by:

**Children & Learning
Committee**

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1. Aims

This policy aims to:

- › That Flockton CE (C) First School is a safe, caring environment where all can teach and learn in a happy atmosphere.
- › All who are involved with our school show respect and consideration for others.
- › School property and the property of those within school is respected and looked after.
- › Everyone at Flockton CE (C) First School should take responsibility for making our school a happy place in which to work and learn.
- › We all learn how to live together well.
- › Ensure fairness and consistency throughout the school whilst recognising differences in age, ability and special educational needs.
- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › 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:

- › 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 must publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork
- › Poor attitude
- › Using unkind words/actions or causing another child to be upset.

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Physical behaviour like interfering with clothes
- › Online harassment
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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 policy. Should you wish to report any incidents this can be done via email directly to the headteacher, by requesting a face to face meeting or by phone call. The headteacher or AHT will investigate all allegations of bullying. Reports of bullying will be reported to the Full Governors through the Head teacher's Report. All incidents of either bullying or behaviour will be recorded and monitored through CPoms. Children are made aware of bullying through our comprehension PHSCE curriculum and through Collective Worships and Anti-Bullying week.

5. Roles and responsibilities

5.1 The governing board

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 (see appendix 3 for a behaviour log)

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:

- › 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

Whole School reward systems include:

- › Certificates in Celebration Assembly
- › Praise
- › Friday Fine Dining
- › Golden Tickets
- › Lunchtime Awards
- › Munch
- › School council awards
- › Whole school behaviour system.
- › Letters or phone calls home to parents
- › Special responsibilities/privileges

The Following behaviour chart was created by the school council. The children use this system or adapt it slightly for the age and stage of the class.

DOING THE RIGHT THING (all classes)

Every child starts off the day with their name on 'Doing the Right Thing'.

WHAT A STAR

If a child has worked harder than expected and shown good behaviour for learning they will move their name onto 'What a star'.

A REWARD COLLECTION

Each class has their own variation of a reward chart – this is when pupils or the whole class can earn rewards to celebrate their good behaviour.

Consequences /Sanctions for negative behaviour

The sensitive use of reprimands and sanctions is an effective means of stopping inappropriate behaviour, but the inappropriate use of reprimands and sanctions can exacerbate poor behaviour. Staff should always reprimand only the students responsible for misbehaviour. When imposing sanctions we need to remember:

- To focus on the behaviour not the child;
- To use private rather than public reprimands wherever possible;
- To be consistent when dealing with children and when implementing this policy;
- Once a sanction has been imposed the child is made aware that the incident is over and they can make a fresh start.

The initial responsibility for dealing with children's behaviour lies with the member of staff who witnesses the inappropriate behaviour, this includes all paid members of staff, and consistent concerns with a particular child or group should lead to consultation with relevant staff so that problems are resolved.

WARNING

If a child has to be spoken to by a member of staff for their behaviour the child will move on to a warning. The member of staff will explain why the child has been given a warning. This is the chance for the pupil to move back to 'Doing the Right Thing' and continue working in a sensible and calm manner.

STOP AND THINK

If a child receives an additional verbal warning about not doing what is expected of them, they will move their name into 'Stop and Think'. They will have the opportunity to move back to 'Doing the Right Thing' as soon as possible. At play time the child will have 5 mins to stop and think before going out to play.

If a child continues to behave in a way that is not appropriate for school and has had time to **stop and think** they will miss their next available play. They will come and discuss their actions either with the class teacher or the Head Teacher at playtime. The child incident will be recorded in the class behaviour book.

If the behaviour continues or is of a serious nature parents will be contacted by either the class teacher or the Head Teacher. We believe in a strong school/parent relationship will help to get the child back on track.

Break times and Lunchtime

The same systems are used at break times and lunchtime and the Senior Lunchtime Supervisor will inform the class teacher after lunch.

Sanctions beyond this point are covered in the Exclusions Policy (see appendix 1).

Occasionally some behaviours sit outside our 'Stop and Think' system and other sanctions may need to be put in place. These could include:

Support Plans

Children with additional social and emotional needs may require additional support and referral to SENCO.

Immediate Send Outs

If a child is openly defiant or the teacher is unable to teach, the child should be sent immediately to a member of the Senior Management Team or the Head Teacher escorted by an adult.

7.2 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

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

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

7.3 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).

7.4 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, allegations against staff: and statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

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 in the serious incident book.

8.3 Confiscation

If any child is found with any item that could cause harm to a pupil or member of staff then this will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.4 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.

8.5 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 class, 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. The last training was held on Nov 2018.

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 headteacher and Children & Learning Committee annually. 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 Children & Learning Committee annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Marking & Feedback Policy
- Anti Bullying Policy

Appendix 1: written statement of behaviour principles

- 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 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 Children & Learning Committee annually.

Appendix 3: behaviour log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 4: 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: _____

Appendix 1: **Fixed Term Exclusion Procedures**

Decision: Head Teacher, acting Head Teacher takes the decision to exclude a pupil for a fixed term exclusion

Contact parent: the Head Teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Duration of exclusion: pupils can be excluded for one or more fixed term exclusions, which when aggregated, do not exceed 45 school days or 90 sessions in any one school year. A lunch time exclusion counts as 1 session and counts towards the total 90 sessions.

1. **Lunchtime external exclusion:** pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusions will count as half a day for statistical purposes and for parents/carers to be able to make representations to governors but are not counted in the schools 6th day duty to provide full-time education.
2. **Exclusion during the morning session:** the exclusion takes effect from the afternoon session, notice must be given to the parents/carers before the start of the afternoon session
3. **Exclusion during the afternoon session:** if the exclusion takes effect from the next school day, notice must be given to the parents/carers before the start of that school day. If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: the Head Teacher must give a written notice to the parents/carers informing them of:

- the precise period and reason for the exclusion;
- the parents/carers duties during the first 5 days of the exclusion;
- the parents/carers right to make representation to the governing body and how the pupil may be involved in this;
- the person the parents/carers should contact if they wish to make such representation;
- the arrangements made by the school to set and mark work for the pupil during the initial 5 school days of the exclusion;
- if relevant, the school day on which the pupil be provided with full-time education

Educational Provision during the exclusion:

For the first 5 days the school should set work and make arrangements for it to be marked

The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion

Where a 'Looked After' child is excluded provision should be in place from the 1st day of the exclusion

Reintegration meeting: the head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent/carer and the pupil at the end of the exclusion at a date and time convenient for the parent on school premises. The notice for the reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion). If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be a factor taken into account in the Magistrate's Court when deciding whether to impose a parenting order.

Primary: School must offer a reintegration interview after any exclusion

Governors: the Head Teacher must inform the governing body if a pupil is being excluded for more than 15 school days in any one term. For exclusions of more than 15 school days in one term (or which brings the pupils total number of days of exclusion to more than 15 in one term) governors must convene a meeting between the 6th and 15th school day after the date of receipt of notice.

Parents: If the school or the LA considers that parental influence could be brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrates Court to compel the parent/carer to comply with certain requirements. See related guidance.

Exclusion Process in Kirklees:

September 2017 statutory guidance: Exclusion from maintained schools, academies and pupil referral units in England.

26. Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it.

40. The head teacher must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);

The Pupil Referral Service (Exclusions) request that schools complete the Permanent Exclusion Notification Form (**See PRS website**) and send to the Local Authority on the day the parent is notified. The Day 6 providers need time to plan & risk assess the placement.

Type	Notify parent/carers	Notify LA & governors	Governors to meet	Decisions open to the governors	Notification of outcome of GRM
Permanent	Immediately by phone, followed by a letter within one school day. Model Letter on the PRS website	*Within one school day. <i>Form: Permanent Exclusion Notification Form</i>	Between 6 th & 15 th school day after receiving notice of the exclusion.	Uphold the exclusion or direct reinstatement immediately or by a particular date.	In writing within 1 school day of the hearing. Relevant paperwork should be recorded in the pupil's file for future reference. Model Letter on PRS website

Included in the current Notification Form is the following request:

Information for Fair Access Panel: *Following the Alternative Provision placement the child will be allocated a new school in line with Kirklees Fair Access procedures. Please could you collate further information around the two areas below:*

Attainment and progress (this could be the last school report)

Personal development, Behaviour and Welfare (this will vary within each school but might include personalised plans for the child (MSP), summary of behaviour to date etc.)

It is not envisaged a school should need to create the additional information, merely forward the data currently held on the child. The focus of this request is to support the 'new' school with the additional and learning needs of the child.

This additional information should be shared via Anycomms Link:

<https://sst.kirklees.gov.uk/Login>

Upload to a Service – Fixed Term Exclusion