



# **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: Collingtree C of E Primary School**

#### **Vision and Values**

At Collingtree Church of England Primary School, we have a unique, caring, family atmosphere which is rooted in Christian values and seen in our professional relationships with each other, the children and our families. We recognise that education is a partnership between both parents, children and school. We are committed to working with you to provide the very best care, nurture and learning experiences that can be given to enable your child to achieve their full potential whilst they are with us. Our school community reflects and fosters a positive and warm Christian ethos, where all people will feel safe, happy, accepted and included. Everyone is treated fairly in school and staff apply this behaviour policy in a consistent way to all and in a way that is applicable to the child's development. It has been designed to reward children for good, positive behaviour, for producing high-quality work and ensuring the health and safety of all staff and pupils on site.

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, Christian learning environment at Collingtree C of E Primary School through promoting the same values which were outlined in the Church of England's Vision for Education, 2016:

- Wisdom
- Hope
- Community
- Thankfulness
- Respect
- Peace

It is encouraging that these Church values also closely correlate to those what we consider to be the core British Values and which we also seek to instil in our pupils. These are:

- Supporting democracy
- Following the rule of law
- Celebrating and appreciating individual liberties
- Having mutual respect for, and tolerance of, those with different faiths/beliefs and for those without faith.

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

### **Our School Rules**

To help us achieve our aims and uphold our values we follow a set of whole school rules which have been created through the School Council and pupil opinion:

- Be kind and respectful
- Be ready
- Be safe

During this period of social distancing and to ensure the health, safety and well-being of all involved with regard to measures in place resulting from the Covid-19 pandemic the following rules will be encouraged and children expected to:

- a) Abide by social distancing guidance in communal areas
- b) Washing or sanitising hands regularly and for at least 20 seconds
- c) Remain within their “bubble” unless directed otherwise by an adult
- d) Avoid jokes, teasing about Covid-19, the symptoms or consequences of the illness
- e) Avoid political comment concerning the pandemic, the measures in place and any other related topics

### **Rewards**

Our school ethos of praise and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

### **School values and behaviour**

Pupils who consistently demonstrate positive behaviour and the School Values will be awarded with a House Point. These will be awarded by adults within the class and recorded on a chart held only by staff within the bubble or displayed on the wall. These contribute towards the house’s (or team’s) success over the term and will be counted weekly. The house which accumulates the most House Points over the half term will be rewarded with a movie afternoon.

### **Attainment and Effort**

In addition, pupils each begin the year on a Red sticker chart. Stickers will be awarded by adults when pupils produce outstanding work in lessons. Once the pupil has completed their Red sticker chart (15 stickers) they move to the Orange Chart and so on (in this order Red, Orange and Green). These charts continue during the course of the academic year. If a pupil achieves 45 stickers (i.e. by completing their Red, Orange and Green charts) they will be awarded with a Bronze sticker chart. Once they complete the Bronze (by achieving another 15 stickers), they will then be awarded with the Silver sticker chart. To complete this, they will need to get 20 stickers. Achieving this will reward them with afternoon tea with the Head of School and see them receive the Gold sticker chart – again with 20 sticker spaces. Should a pupil complete all 6 sticker charts they will attend a special achievement reward during the Summer Term. Sticker charts will be kept in children’s individual trays.

Sticker Chart Success looks like this:

Red 15 stickers

Orange 15 stickers

Green 15 stickers

Bronze 15 stickers *Upon completion, pupils will receive the Bronze Certificate.*

Silver 20 stickers *Upon completion, pupils will receive the Silver Certificate.*

Gold 20 stickers *Upon completion, pupils will receive the Gold Certificate.*

### **Sanctions and Consequences**

- A reminder of the expected behaviour
- A 1:1 reminder from an adult (privately)
- Time out in another area of the classroom, still allowing for appropriate social distancing where necessary (logged in class behaviour book)
- Conversation with a member of SLT, outside where possible and at an appropriate social distance
- Parental involvement
- External agency involvement
- Internal exclusion
- External exclusion (lunchtime, fixed term or permanent)

### **Encouraging good behaviour during unstructured times:**

#### **Lunchtime Behaviours**

- A reminder of the expected behaviour
- A 1:1 reminder from an adult (privately)
- Stand near a lunchtime supervisor in the playground (behaviour incident recorded and discussed with class teacher at the end of lunch)
- Conversation with a member of SLT, outside where possible and at an appropriate social distance
- Parental involvement
- External agency involvement
- Internal exclusion
- External exclusion (lunchtime, fixed term or permanent)

#### **Outdoor break times**

During break times taken outdoors the same expectation apply but if a pupil doesn't respond to reminders there may be the opportunity for them to have time out, at an appropriate distance from an adult and any other pupils. If their behaviour persists parental involvement will be sought by the SLT as detailed above.

### **Bullying**

See the academy's Anti-Bullying Policy

## **Pupil Code of Conduct**

Pupils are expected to:

- Behave in an orderly manner
- Follow the rules as set out above
- Show respect to members of staff and each other
- Show respect to visitors that we have on site
- In class, make it possible for all pupils to learn
- Accept sanctions when given
- Be honest at all times
- Treat the academy buildings and academy property with respect
- Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy