



PORTSMOUTH AND WINCHESTER DIOCESAN ACADEMIES TRUST



Behaviour Policy and Principles

Date Agreed: 21st April 2021

Review Date: September 2022

Signed: _____

Chair: Local Governing Board

Revision Record

| Revision No. | Date Issued | Prepared By | Approved | Comments |
|--------------|------------------------------|-------------|----------|--|
| 1 | 6 th October 2016 | AJ | E&S | New policy |
| 2 | 22 nd July 2020 | ST | DAT | Updated based on the model provided by The Key |
| 3 | 21 st April 2021 | NM | LGB | Edited to ensure content reflects academy procedures |

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 | 5 |
| 7. Rewards and consequences | 6 |
| 8. Behaviour management | 6 |
| 10. Training | 9 |
| 11. Monitoring arrangements | 9 |
| 12. Links with other policies | 9 |
| Appendix 1: written statement of behaviour principles | 10 |
| Appendix 2: School Rules / Non-Negotiables | 12 |
| Appendix 3: Behaviour log / Referral records | Error! Bookmark not defined. |
| Appendix 4: Rewards and consequences posters | Error! Bookmark not defined. |
| Appendix 5: letters to parents about pupil behaviour - templates | 12 |

For the avoidance of doubt, any use of the word 'school(s)' in this policy also mean 'academy (ies)' and vice versa

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 academy 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 latest version of the [Special educational needs and disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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
- Trust-wide behaviour principles, included in appendix 1

This policy complies with our funding agreement and articles of association.

3. Definitions

At St Blasius C of E Primary Academy, every child is expected to behave well and work hard. If pupil's behaviour, attitudes to work and those of children around us all are good, pupils will be rewarded. If behaviour choices do not follow our non-negotiables (see appendix 2), our children will be issued with a sanction, or consequence, as a result.

We expect consistency across the whole academy when dealing with issues of behaviour. We are all expected to model the academy's Christian values - Wisdom, Endurance and Friendship and we believe in highlighting positive behaviour, rather than dwelling unduly on any negatives.

Do to others what you would have them do to you (Matthew 7:12)

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and electronic cigarettes
 - Fireworks
 - Pornographic images
 - 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)

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:

- | | |
|---------------------------|---|
| • Direct/ indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| • Emotional | Being unfriendly, excluding, tormenting |
| • Physical | Any violence, pushing, taking another's belongings |
| • Racial | Name-calling / racial taunts, graffiti, gestures |
| • Cyber-bullying | Online, messaging apps or gaming sites |
| • Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |

Details of our approach to preventing and addressing bullying are set out in our 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 Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the academy 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.

The expectations below are included in our Home School Agreement, which all families and staff are expected to sign up to.

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 (incidents will be logged on CPOMS as appropriate)

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 academy 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 academy
- Treat the academy 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 the academy

7. Rewards and consequences

Please see appendix 4 for an overview of the rewards and sanctions, also called consequences, used at St Blasius.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus or 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 Principal will discipline the pupil in accordance with this policy.

Please refer to our 'Child Protection and safeguarding policy' and 'Allegations of abuse against staff policy' for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 The Key Principles of Behaviour Management

Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils and parents about which expectations are non-negotiable.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should, as far as possible, seek to adapt these to fit our diverse population.

Being Positive

- Parents and carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, local governing board members, pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement and rewards pertinent to each class.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive

- We believe we all have rights; teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

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 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

8.3 Physical intervention

In some circumstances, staff may use reasonable force to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Causing disorder

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

Key members of staff have received Positive and Safer Approaches to Behaviour training and Physical Intervention Training delivered by an accredited MAYBO Trainer. MAYBO training provides staff with the skills and awareness required to de-escalate and manage

behaviours of concern, with the aim of creating positive and safer learning environments, where children can actively learn and explore. Staff will use physical intervention techniques that were taught in the MAYBO training sessions.

If a child needs to be moved, as a last resort, e.g. their behaviour is a threat to the safety of themselves or others, other reasonable physical interventions maybe used. Please see our Positive Handling Policy for more information.

8.4 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](#).

8.5 Pupil support

We believe in the importance of safeguarding the mental health of all our pupils and as part of this, we have adopted Zones of Regulation. This is a systematic, cognitive behavioural approach used to teach self-regulation; it categorizes all the different ways we feel and states of alertness we experience, into four concrete coloured zones. The framework provides strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

We also have Emotional Literacy Support Assistants (ELSAs) that are available for any child who needs time away from the class, to further support them emotionally, or for a planned programme of support. Once the individual needs of a child have been identified, HLTAs may lead specific support groups tailored towards them.

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 (SENCO) 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.

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 before 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 physical intervention, as part of their induction process. Specific staff are trained in the use of MAYBO, training that develops people's ability to influence a positive and safer outcome in situations where behaviours of concern present risk, as explained above in section 8.3.

Behaviour management will also form part of continuing professional development (CPD). Our CPD log is held in our main office and updated regularly.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and local governing board annually. At each review, the policy will be approved by the Principal and the local governing board.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Exclusions policy
- Child Protection and Safeguarding policy
- Positive Handling policy
- Allegations of abuse against staff policy
- Home School Agreement

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/consequences 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 academy and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances, whether this is directed at children or staff by children or adults.



St Blasius
Shanklin C of E Primary Academy
Non Negotiables

We keep ourselves safe

We walk in the academy

We listen to adults and follow instructions

We try our best and work hard

We use kind words, hands and feet

We ask to leave the classroom

We look after property and tidy up after
ourselves

We are ready for learning

Appendix 3: Behaviour Log

The following template can be used; staff will record details directly onto CPOMS as appropriate

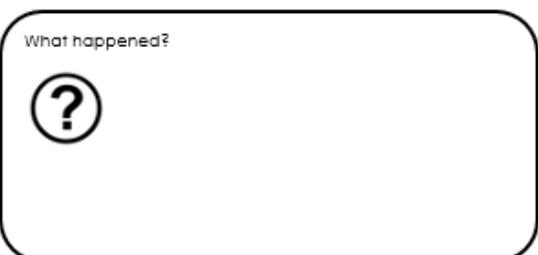
| | |
|---|--|
| Pupil's name: | |
| Name of staff member reporting the incident: | |
| Date: | |
| Where did the incident take place? | |
| When did the incident take place? (Before school, after school, lunchtime, break time) | |
| What happened? | |
| Who was involved? | |
| What actions were taken, including any sanctions? | |
| Is any follow-up action needed? If so, give details | |
| People informed of the incident (staff, governors, parents, police): | |

Appendix 3 cont.: Referral Record templates

St Blasius C of E Primary Academy
Referral Thinking Time Record (KS1)

Name of child:
 Day and time:
 Date:
 Class:

How do I feel?

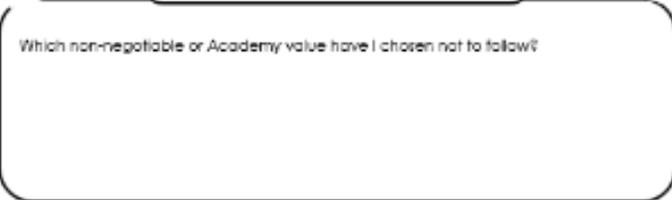

What happened?


How can I make things better?

Next time I will.....


St Blasius C of E Primary Academy
Referral Thinking Time Record KS2

Name and class:
 Date, day and time:
 How am I feeling now?
 angry/upset/scared/frustrated or something else?

Which non-negotiable or Academy value have I chosen not to follow?


How do I think other people are feeling about the choices I have made?

- Friends/other children :
- Adults:



What did I choose to do and what did my behaviour/actions look like?


What will happen now? Are there any other consequences of my behaviour or attitude choices?


What will I do now to make things better and how might I feel afterwards?
 What will I do next time?

Appendix 4: Rewards and Consequences posters



St Blasius C of E Primary Academy
Rewards

At St Blasius C of E Primary Academy every child is expected to behave well and work hard. If behaviour, attitudes to work and those around us are really good we will be rewarded in the following ways:

| | |
|---|---|
| PRAISE | The adults in the Academy will give praise and thank you for your good choices. |
| STICKERS and DOJOs | You will receive a sticker and/or a dojo point from an adult. This shows how pleased and impressed an adult is by you. |
| SHOWING WORK | If you are working very hard and following our non-negotiables you will be able to show your work to any adult of your choice in the Academy. They will also give you a sticker or dojo points to say well done. |
| TIME TO SHINE with the Principal | If you have really shone in our Academy by making the right choices in all that you do, the Principal will reward you. You will have a special sticker, a postcard to take home and a mention in our weekly newsletter. You will have the chance to win a special prize at the end of the term. |

★ + Time to Shine Rewards + ★

When a child is sent to the Principal, as part of our Time to Shine Reward, their name will be added to a draw, which will take place each half term. The more times the child is sent to the Principal, the more chances they have to win.

There will be two draws, one for EYFS and KS1 and one for KS2. The prize draw will take place in the last week before each half term holiday. The School Council will have a budget to spend on each prize and will be able to make suggestions as to what they think these prizes could be.



St Blasius C of E Primary Academy
Consequences

At St Blasius C of E Primary Academy children are given support to make good choices about their behaviour and attitudes. Every child is expected to behave well and work hard. If behaviour choices are disrupting learning, not upholding values or following our non-negotiables, children will be issued with a consequence as a result.

| | |
|---|---|
| REFOCUS | Reminder of expectation and encouragement to make the right choice. |
| REFLECTION | Reminder of expectation. 10 mins at Reflection Workstation with class-work. Re-engage with adult support. |
| RE-DIRECTION | Reminder of expectation. 10 mins in partner class with class-work – accompanied by TA if necessary. 5 mins Restorative discussion with teacher. Parent/carer informed at the end of the day in person or by telephone by teacher. |
| REFERRAL to Assistant Principal or Principal | Removal from class. Discussion with Ms P, Mr Lyon or Mrs Mobley. Completion of Referral Thinking Time Record. Loss of next play and/or 15 mins of next lunchtime. End of lesson/day re-connect with Teacher. Phone call home from Leadership Team Member. Principal to decide if behaviour warrants an exclusion. Separate home time arrangements if deemed necessary. |
| RE-JOIN | At whatever stage the sanctions are completed the child will re-join their class. This will happen when the child is now ready to continue with their learning. This is a fresh start and an opportunity to learn again together. |

Persistent Unacceptable Behaviour or Attitudes

3 x Referrals in the short (half) term, will result in an Internal Exclusion including loss of social time for the whole day.

Phone call and letter home prior to Internal Exclusion from Principal.
Parent/carer collect at end of day.
Parent/carer follow up meeting with Senior Leader and Class teacher.

Severe or unsafe incidents may result in an immediate Fixed Term Exclusion

Appendix 5: Template letters to parents about pupil behaviour

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 'Non-negotiables', 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 'Non-negotiables'.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

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 Principal, 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: _____