

Behaviour Policy



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Statement of intent

Delapre Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH guidance.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy and SEMH guidance to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - SLT.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual based on age, disability, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco

- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

School's arrangements for managing incidents of negative behaviour.

Please see Appendix 2 (found below)

Suspension and Exclusion

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g., equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g., bullying, safeguarding or home life issues (but also the potential risk to pupils and staff).

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Short-term behaviour reward systems
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g., lining up quietly outside the classroom before a lesson, line trophy etc.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on fairness and trust to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Try to encourage the child to take deep breaths.
- Identify potential distraction opportunities.
- Change of staff.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route (If safe / risk assess).
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal. Understanding that the child may not be ready, and reassurance will make a difference.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

- Directive scrip – correct use of phrases.

Physical intervention (Positive Handling)

Although any member of staff may be required to physically intervene with a child who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. If only one staff member is available, another staff member will be alerted. After an instance of physical intervention, de-escalation strategies are used to regulate the child's behaviour to enable where possible, a return to normal lessons. The Headteacher is informed and recording of the incident takes place (Bound and numbered book).

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension/exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a space that is:

- In an appropriate area of the school
- Suitable to learn and/or refocus
- Supervised

The school will only remove disruptive pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

7. 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 Child Protection policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

8. Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

9. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school. We also do not allow vaping on the school grounds.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary.

- E-cigarettes and vapes
- Lighters
- Aerosols

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Share agreed rewards and positive reinforcements.
- Greeting pupils in the morning/at the start of lessons

- Concluding the day positively and starting the next day afresh
- Share sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g., those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Respect other people's culture, race, feelings, beliefs and values
- Follow instructions given by staff.
- Be kind and speak politely to everyone (including online)
- Always tell the truth
- Accept responsibility for my actions
- Always work to the best of my ability (including homework) and encourage others to do the same
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Talk to a member of staff if I am worried, unhappy or need help
- Always wear the correct uniform
- Treat the school buildings and school property with respect
- Behave in a safe way (including online)
- Behave in an orderly and self-controlled way both in and out of school, so as not to bring the school into disrepute)
- Be a 'Delapre Child' and wear my badge with pride

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, staff will discuss the children's code of conduct and the school expectations. Both rewards and sanctions will be discussed. The 1st assemblies will also be used to remind children of the school expectations and both the rewards and sanctions in place.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g., wherever possible, teachers avoid standing with their backs to pupils and ensure they always have full view of the room.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour may include, but are not limited to:

- Trips and activities for a whole-class or year group
- Praise
- Bookmarks
- Stickers
- Reward Cards
- Golden time
- Table points
- Line trophy
- Letters or phone calls home to parents
- Special responsibilities/privileges e.g., Monitors, Ambassadors
- Celebration Assembly

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school may impose the same sanctions for incidents and non-criminal misbehaviour witnessed or reported outside of the school premises. In all cases of unacceptable behaviour

outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct as outlined in the 'Home School Agreement'
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Foster good relationships with the school

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

15. Monitoring and review

This policy will be reviewed by the headteacher, SLT and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.



Appendix 1

Delapre Primary School: Home-School Agreement

We are determined to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as people.

This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in our home/school agreement.

I, as a Pupil of Delapre Primary School, will

- Respect other people's culture, race, feelings, beliefs and values.
- Follow instructions given by staff.
- Be kind and speak politely to everyone (including online).
- Always tell the truth.
- Accept responsibility for my actions.
- Always work to the best of my ability (including homework) and encourage others to do the same in class, making it possible for all pupils to learn.
- Move quietly around the school.
- Talk to a member of staff if I am worried, unhappy or need help.
- Always wear the correct uniform.
- Treat the school buildings and school property with respect.
- Behave in a safe way (including online).
- Behave in an orderly and self-controlled way both in and out of school (so as not to bring the school into disrepute).
- Be a 'Delapre Child' and wear my badge with pride.

| The Learning Environment | Our School will |
|--------------------------|--|
| | <ul style="list-style-type: none"> ▪ Provide your child with a high standard of education, implemented by rigorous national guidelines, within a balanced curriculum. ▪ Ensure that our learning environment is stimulating and challenging. ▪ Celebrate your child's academic and personal achievements. ▪ Provide support, encouragement and resources needed to enable your child to achieve their full potential. ▪ Care for your child's safety and well-being by observing and listening to them. ▪ Only grant any leave of absence during term time if there are exceptional circumstances. |
| | <p style="text-align: center;">I, as a Parent/Carer will</p> <ul style="list-style-type: none"> ▪ Make sure that my child will arrive at school by 8.45 am. ▪ Inform the school before 9.30 am of reasons for absence and supply a letter upon my child's return to school. ▪ Not ask for any leave of absence for my child unless there are exceptional circumstances. ▪ Make sure that my child is wearing named school uniform and that their named PE kit is brought into school at the beginning of each week. ▪ Endeavour to provide a safe, secure and happy environment at home for my child, acknowledging that they learn at school and at home. |
| | <p style="text-align: center;">Our School will</p> |

**A Healthy,
Happy
Community**

- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and ability.
- Always inform you at an early stage of any concerns that we may have so that you can discuss and become involved in any matter relating to your child.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support and encourage them in their areas for development.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities and newsletters.
- Be very happy to welcome you if you would like to contribute to our school’s broader curriculum. We recognise that our local community holds a wealth of talent, experience, diversity and enthusiasm that our school could benefit richly from.

I, as a Parent/Carer will

- Let the school know of any concerns or changes of circumstance that may be affecting my child’s learning, behaviour or ability to do homework, so this can hopefully be resolved quickly.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Attend meetings with my child’s teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Encourage a positive attitude towards my child’s education and our school. If I have any concerns, I will come and discuss them with you as it is much more beneficial to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Adhere to the School Uniform Policy.
- Contact the school direct if we have any worries or concerns and not use social media websites to air any grievances.
- Make snack payments of £5.00 per half term for my child’s snack if applicable (individual circumstances will apply).
- Be responsible for my child’s online behaviour outside of school.

Homework

Our School will

- Set differentiated and achievable homework to extend the curriculum and provide the opportunity for independent learning. Clear information will be provided so you will be able to help your child if required.

I, as a Parent/Carer will

- Support the school by making sure that homework tasks are completed and returned on time. A child who has not completed their homework is often an unhappy, worried one!
- Use my talents and experiences to enhance my child’s learning at home (your child will benefit greatly from what you can show them, discuss with them and teach them).

Appendix 2

Summary for Staff of actions to be taken

| Level | Examples of behaviour (not an exhaustive list) | Action/Follow up | Responsibility |
|------------------------------|--|--|--|
| Level 1 | <ul style="list-style-type: none"> Talking out of turn Disrupting the learning of others Poor work effort | <ul style="list-style-type: none"> ✓ A reminder to the child e.g., a look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc. | Class Teacher Teaching Assistant |
| | Repeat of above behaviour incident | <ul style="list-style-type: none"> ✓ 1st verbal warning & reminder of the class charter explaining that if the behaviour continues then they will be moved to a different space within the classroom. ✓ Peg potentially moved to the middle face. Recorded on MyConcern. | Class Teacher Teaching Assistant |
| | Repeat of above behaviour incident | <ul style="list-style-type: none"> ✓ Learner moved away from the group within the class for a short period ✓ No child should be sent outside into the corridor. ✓ Peg moved to the middle face. Recorded on MyConcern. | Class Teacher Teaching Assistant |
| Level 2 (Reception & KSI) | <ul style="list-style-type: none"> Repeat of behaviour or incident Poor attitude Disrupting learning Refusal to follow instructions Rough behaviour/play fighting Inappropriate language Minor intentional damage to property | <ul style="list-style-type: none"> ✓ Peg moved to red face. ✓ Loss of learner's free time (break / lunch / Golden Time). ✓ Class teacher should inform the Deputy Head of persistent behaviour (Either verbally or through MyConcern). ✓ Parent's informed in person or via telephone. | Class Teacher may refer to Deputy Head who will follow up as required. |
| | Further incident after Red Peg | <ul style="list-style-type: none"> ✓ SLT notified, child to have a restorative discussion (Reception/Year 1) or complete the Think Sheet (Year 2). ✓ SLT to speak with parents. ✓ Think Sheet scanned and placed on MyConcern. | SLT Member Headteacher |
| Level 2 (KS2) | <ul style="list-style-type: none"> Repeat of behaviour or incident Poor attitude Disrupting learning Refusal to follow instructions Rough behaviour/play fighting Inappropriate language Minor intentional damage to property | <ul style="list-style-type: none"> ✓ Peg moved to red face. ✓ Loss of learner's free time (break / lunch) ✓ Class teacher should inform the Deputy Head of persistent behaviour (Either verbally or through MyConcern). ✓ Parent's informed in person or via telephone. | Class Teacher may refer to Deputy Head who will follow up as required. |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> Further incident after Red Peg | <ul style="list-style-type: none"> ✓ SLT notified, child to complete the Think Sheet. ✓ SLT to speak with parents. ✓ Think Sheet scanned and placed on MyConcern. | <p>SLT Member</p> <p>Headteacher</p> |
| <p>Level 3</p> <p><i>When above behaviour continues, or warrants a more severe consequence, L3 consequences apply immediately without proceeding through L1 and L2.</i></p> | <ul style="list-style-type: none"> Persistence of above behaviour Aggression Fighting Causing intentional injury or harm to others (age appropriate) Bullying Persistent refusal to comply | <ul style="list-style-type: none"> ✓ Internal exclusion – learner is moved from class to work in isolation or partner class as appropriate (<i>this could be for a set time, lesson or whole day according to severity of behaviour/ age of the child</i>). Parents will be informed by a member of the SLT. ✓ Work taken with child. ✓ If a child is removed from their classroom, they automatically receive reflection at playtime or lunchtime. ✓ Child to be considered for Behaviour Plan (EduKey). | <p>Class Teacher informs Deputy Head, who in turn will inform Headteacher.</p> <p>Consult with SENDCo to identify any additional needs.</p> <p>SLT to produce Behaviour Plan (If appropriate and required).</p> |

| | | | |
|-----------------------|---|--|---|
| <p>Level 4</p> | <ul style="list-style-type: none"> Brought prohibited items into school with intent to harm or damage Severe verbal or physical abuse to a child or adult causing injury Severe persistent temper tantrums Bullying (persistent) Significant and intentional damage to property or equipment | <ul style="list-style-type: none"> ✓ Internal/external exclusion ✓ Class Teacher on duty should not leave the incident. ✓ Deputyhead/Headteacher to complete MyConcern with a summary of all the events. ✓ Deputyhead/Headteacher to contact learner's parents immediately to arrange a meeting ✓ Excluded learners will have a return to school meeting with the Headteacher and parents | <p>Headteacher</p> <p>Headteacher will notify Chair of Governors if an external exclusion is issued.</p> <p>LA contacted.</p> |
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Appendix 3

Delapre Primary School Positive Behaviour Policy

