

# Hall Green Primary School



## Behaviour and Discipline Policy

(including Written Statement of  
Behavioural Principles)

Approved by:

Date:

Last reviewed on:

Next review due by:

## Contents

1. Aims .....	3
2. Legislation and statutory requirements.....	3
3. Definitions .....	4
4. Bullying .....	5
5. Roles and responsibilities .....	7
6. Pupil code of conduct .....	7
7. Rewards and sanctions .....	8
8. Behaviour management .....	10
9. Pupil transition .....	11
10. Training.....	11
11. Monitoring arrangements.....	12
12. Links with other policies.....	12
Appendix 1: written statement of behaviour principles.....	13

---

# 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

# 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

*It should be noted that while the following lists provide a reasonably comprehensive definition, they are not definitive. There will be an infinite number of specific behaviours which could be judged to reflect misbehaviour or serious misbehaviour.*

**Misbehaviour** is defined as:

- Failure to follow school rules
- Failure to follow adult instructions
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Displaying an inappropriate attitude (e.g. non-compliance, defiance, confrontation, insolence or deliberate discourtesy)
- Misuse of or deliberate damage of a minor nature (e.g. defacing books or work) to school property
- Swearing/use of language which is considered to be inappropriate/foul

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment i.e. unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour (e.g. interfering with clothes)
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism (wilful damage to property)
- Theft
- Aggression towards other pupils or adults
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out below:

Reporting incidents of bullying (including suspected bullying or behaviour which has the potential to escalate into bullying)

- The school promotes a culture of openness and accessibility. Staff are reminded regularly that the development of trusting relationships based on knowledge of their children underpins the efficacy of all provision in school. All children are made aware that they can talk to any adult available or any adult of their choice should they need to discuss any matter related to their own safety and welfare or that of others.
- The school promotes a culture of open communication with parents and carers. School routines enable classroom staff to be available at the end of every day and senior staff to be visibly available at the beginning and end of every day. The facility for parents to share concerns relating to bullying is therefore available daily and very easy to access.
- Leaders in the school promote a culture of transparency and support. All staff can access a senior leader easily. All staff are aware that when there is a matter of urgency they can access a senior leader regardless of leaders being already engaged. All staff are aware that any incidence of bullying must be brought to the attention of a senior leader.
- If staff are concerned that there is the potential for behaviour to escalate into bullying, they can use CPOMs to record their concerns and alert all relevant staff, including senior leaders, immediately.

### Investigations of allegations of bullying

In line with any investigation into a behaviour related issue, investigations of bullying are conducted in a fair and transparent manner.

All pupils involved are spoken with by the most appropriate adult to ensure that pupils are confident to communicate openly. Particularly in the case of younger pupils, this may not always be a senior leader.

If it has not been possible to gain a clear understanding of what has happened, other pupils may be spoken to in order to gain clarity or resolve inconsistencies. If this is necessary, staff are required to be mindful of privacy and anonymity where appropriate, considering the potential consequences of making public the source of any additional information.

Only when there has been sufficient investigation of all relevant aspects, will a conclusion be drawn.

### Recording, analysing and monitoring incidents of bullying

All incidents of bullying are recorded on CPOMs.

When a record of an incident is made all appropriate members of staff are alerted to there being a report that they are required to read. Once read, they are required to register that they have done so. Using this system of recording incidents ensures that all appropriate staff are aware in a timely manner.

The requirement for staff to report via CPOMs all behavioural matters of any note, means that if concerns develop, behaviour of all individuals can be tracked back, enabling analysis of potential patterns of behaviour and identification of actual or potential bullying behaviour is made possible. Likewise, the potential for any misjudgement of an individual is significantly reduced if the trail of logs does not support such a judgement.

### Support for the victims of bullying and those vulnerable to being bullied

Prevention is a fundamental method of minimising the risk of bullying. We do this by:

#### (a) Whole-school proactive strategies to prevent bullying

- Providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Trained Buddies offering peer support to those they feel are in need of a friend and reporting any behaviours which concern them to an adult
- Provision of a Worry Box in all classrooms which can be used by pupils to share their worries and seek advice whilst maintaining anonymity.
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as at risk

#### (b) Immediate intervention to stop bullying behaviours

School staff will immediately intervene in all bullying and peer abuse incidents through:

- Allowing victims to talk to a trusted adult within school
- Involvement of the parents of bullies aimed at developing an understanding of their child's behaviour and its impact and supporting them to develop strategies to identify and stop such behaviours,
- Involvement with the parents of victims of bullying, providing a transparent account of the issue and the school's response and aiming to work with them to develop strategies which will foster a growth of confidence, assertiveness and resilience in their child.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils
- Formation of "friendship groups" or other supports for students who are victims of bullying or peer abuse
- Access to interventions such as Nurture
- Involvement of school counsellors or mental health professionals, where appropriate

## 5. Roles and responsibilities

### 5.1 The Governing Body

The Behaviour, Health and Safety Committee of the Governing Body is responsible for reviewing and approving the written statement of behavioural principles (Appendix 1).

The Behaviour, Health and Safety Committee of the Governing Body will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Behaviour, Health and Safety Committee of the Governing Body, giving due consideration to the school's written statement of behavioural principles (Appendix 1).

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behavioural incidents
- The senior leadership team will support staff in responding to behavioural incidents.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

At the beginning of each academic year the children in each class contribute to an agreed set of rules. Whilst the list is drawn directly from their contributions, there are standard rules which are expected to form part of all class' charters. The following is a list of those expectations which are standard (*with agreed child –speak rules italicised*)

- Behave in an orderly and self-controlled way
- Move quietly around the school, walking at all times (*We walk around school*)
- Show respect to members of staff and each other (*We look and listen when someone is speaking to us*)
- Follow adult instructions, doing as asked the first time.
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect (*We respect our own and each other's property*)
- We do not deliberately hurt anyone (*We keep unkind hands, feet and tongues to ourselves*)

## 7. Rewards and sanctions

The application of rewards and sanctions should be consistently applied by all staff across the school. However, staff are required to exercise discretion, understanding that the use of any reward or sanction will only be effective if it is meaningful for the individual child and reflective of their needs. This will be particularly pertinent for those vulnerable and/or SEND pupils whose needs direct a more flexible application of the system of reward and sanctions.

### 7.1 List of rewards and sanctions

When and as often as appropriate, positive behaviour will be rewarded with one or more of the following:

- Praise by adults (feedback specifying the behaviour that is being acknowledged)
- Peer group praise (clapping, name read out in assembly etc)
- House points
- Stickers
- Stickers on individual sticker chart
- Prize from Head Teacher for a full sticker chart
- Head Teacher or Deputy Head Teacher sticker
- Phone calls home to parents
- School values pupil of the week
- Pupil of the week postcard and button badge
- Pupil of the half term (certificate, badge and voucher)
- Pupil of the year – category specifically for Attitude and Behaviour (certificate, trophy and voucher)

All unacceptable behaviour will be addressed by the adult explaining what the child has done which is unacceptable.

- This will be explicit enough that the child is clear how to rectify their behaviour.
- It will not merely be a generalised comment which merely labels a child as naughty.
- Staff will avoid long drawn out and repetitive explanations
- Staff will avoid the use of phrases which limit a child's capacity to make amends e.g. "You always..."; "You never..."
- Explanations should be clear and specific enough that the child themselves can articulate what they have done wrong.

The following is a list of sanctions which are used in school, but it should be noted that this is not a definitive list and other sanctions may be used for individual children or specific situations.

- A verbal reprimand (feedback specifying the behaviour that is being addressed)
- Change of traffic light from green to orange
- Change of traffic light from orange to red and short a period of time spent "isolated" within a neighbouring class. The child is expected to explain to this class teacher what they have done which is unacceptable.
- Expecting work to be completed at home, or at break or lunchtime
- Missed break or break period of lunchtime (lunch itself will never be missed, but may be taken whilst supervised in a classroom or senior leader's office)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract



## 7.2 Zero-tolerance approach to sexual harassment and sexual violence

All staff and Governors should be familiar with Section Five of Keeping Children Safe in Education 2021, understanding the guidance it provides on child-on-child sexual violence and sexual harassment.

All incidences of sexual harassment or sexual violence will be referred to a senior leader.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Contact made with parents (this will be applied for all incidences of a sexual nature)
- Period of isolation, working away from other children
- Period of missing break-times
- Fixed term exclusion
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

## 7.3 Off-site behaviour

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity.

The Governing Body have directed that school staff should not exercise their right to impose sanctions for other behaviours outside school i.e. when not under the supervision of a member of school staff. However, the school will do their utmost to support parents and carers to address unacceptable behaviour outside school.

## 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct / class rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

The direction provided in the school's Physical Intervention and Restraint Policy must be adhered to.

The following provides a summary to ensure that the key elements of this policy are clarified.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Should it ever be necessary, searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Pupil transition**

To ensure a smooth transition to the next 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.

## **10. Training**

Our staff are provided with training on managing behaviour. This is provided internally and is always revisited at the beginning of each school year.

A small number of staff from across the school are MAPA trained to enable the safe implementation of the Physical restraint and Intervention policy when appropriate.

Behaviour management will also form part of continuing professional development. It will always be addressed directly and promptly should monitoring indicate that their behaviour management is not good and/or not facilitating children to maximise their learning and pace of learning.

A staff training log can be found in appendix 2.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the Behaviour Health and Safety committee annually.

Once agreed, the Behaviour Health and Safety committee will be responsible for recommending the reviewed policy's approval

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Behaviour Health and Safety committee annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusion Guidance
- Special Educational Needs & Disability (SEND)/Inclusion Policy
- Single Equality policy
- Attendance Policy
- Safeguarding and Child protection policy
- Physical Intervention and Restraint Policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions guidance explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Behaviour Health and Safety committee annually

