

# Behaviour policy and statement of behaviour principles

## Arunside School



*'Our four walls with tomorrow inside'.*

**Approved by:** Donna Jagger (Headteacher)

**Date:** March 2021

**Last reviewed on:** October 2018

**Next review due by:** The Governing Body – March 2023

Date	Section	Policy review updates:
March 2021	7.1 List of Rewards and Sanctions (third bullet-point on positive behaviour)	MarvellousMe' the social media App that encourages the building of positive teacher-parent partnership to sustain excellent parent engagement and positive behaviour school-wide.
March 2021	7.1 List of Rewards and Sanctions (second bullet-point for unacceptable behaviour)  7.1 List of Rewards and Sanctions (Final bullet-point for unacceptable behaviour)	Requiring a verbal or written apology to be offered to the affected party  Any other sanction deemed necessary and appropriate by the headteacher

# Contents

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

---

## 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 school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

In response to the Coronavirus in March 2020, an addendum to this policy and statement of behaviour principles was developed in order to support children in their understanding of the new systems that were put in place for the safety of the Arunside community as well as the need for children to behave differently when they returned to school under COVID-19. These two documents should be read in conjunction with one another whilst restrictions and precautions are in place to prevent the spread of the virus.

## 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 [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 should publish their behaviour policy online and providing further advice to headteachers, staff and governing bodies on the use of reasonable force and guidance on dealing with allegations of abuse against teachers and other staff.

### 3. Definitions

We believe at Arunside that children will only make progress and thrive in a happy, caring, and safe environment. As a school we set high expectations and our positive reinforcements of good behaviour are considered important in helping us to achieve this aim, as is the work we do in partnership with our parents.

**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
- A lack of respect for oneself, others, property or the environment.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying – including that which is online or via social media
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting or assault on a pupil or member of staff
- 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 a group of people 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
Racial	Racial taunts, graffiti, gestures
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

The school has a no-tolerance policy of bullying towards pupils or staff and pupils, parents and staff can report incidents of bullying as follows:

- Parents are required to report a bullying incident directly to the class teacher, verbally, by letter, e-mail ([office@arunside.school](mailto:office@arunside.school)) or phone (01403 263919).
  - Staff are required to report a bullying incident to the headteacher or Chair of Governors
  - Children are required to report a bullying incident to their class teacher.
- The school investigates allegations of bullying by:
  - Listening to those who report incidents of bullying and taking swift and appropriate action.
- Applying sanction procedures, where applicable e.g.:
  - We will take appropriate action when incidents of bullying are seen or reported, this may involve behaviour modification support or sanctions, (see section 7 below).
  - We will record any incidents of bullying on our online safeguarding tool, CPOMS, and take appropriate action against those responsible.
  - Meetings with parents to discuss the incidents
- The school supports pupils who have been bullied, and those vulnerable to bullying by
  - Offering support and guidance on how to solve bullying problems whilst at Arunside School and upon their transfer to secondary school.
  - Treating any information regarding an incident of bullying seriously and sympathetically.
  - Informing and advising pupils as part of the PSHE (Personal, Social and Health Education) curriculum.
  - Encouraging all children and adults at Arunside School to take responsibility for stopping and preventing all bullying.

- Offering children help in learning skills and strategies to deal with bullying.
- Informing Parents if their child is the victim of bullying.
- Informing Parents if their child is involved in the bullying of another child or children.
- Ensuring any action taken following an incidence of bullying, follows the solution focused thinking approach and demonstrates restorative justice.
- Whole-school proactive strategies to prevent bullying
  - We will encourage and support all children involved in bullying to modify their behaviour and attitudes towards others.
  - We will ensure that children know that they will be listened to and that all incidents of bullying will be taken seriously and investigated fully.
  - We will develop resources for dealing with bullying as part of the PSHE curriculum
  - We will teach children about all aspects of e-safety.
  - We will adopt a solution focused thinking approach when incidents are reported and use reflective practice to improve future strategies
  - We will nurture a climate where it is accepted that bullying is wrong and it is "OK to tell." And where differences are celebrated, equality is actively promoted and the anti-bullying message is embedded throughout the school

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1), which serve to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils.

Before setting the statement of principles, the governing body will consult with the headteacher and school staff.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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 (see section 6 below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct.**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Wear the correct PE kit when taking part in PE lessons
- Refrain from wearing jewellery to school
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be recognised and rewarded through:

- Praise
- House points or credits
- 'MarvellousMe' the social media App that encourages the building of positive teacher-parent partnership to sustain excellent parent engagement and positive behaviour school-wide.
- Special responsibilities/privileges
- Recognition in celebration assemblies
- Star of the week

Individual class teachers also have their own way of recognising good behaviour according to their own particular class.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Requiring a verbal or written apology to be offered to the affected party
- Sending the pupil to the headteacher's office or another class to undertake work
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Fixed term and permanent exclusions
- Any other sanction deemed necessary and appropriate by the headteacher

### **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 or at a sports event or residential. When off-site, our expectations of behaviour match in-school expectations and the same rewards and sanctions apply. Where necessary, parents will be called to collect their child from off-site activities.

If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed and in addition, if the misbehaviour may be linked to a child suffering, or being likely to suffer significant harm, the school staff will follow the procedures laid out in the School's safeguarding policy.

### **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 headteacher will take this extremely seriously and discipline the pupil in accordance with this policy. This type of behaviour by a pupil is likely to lead to a form of exclusion.

The headteacher will also consider the pastoral needs of staff accused of misconduct and will draw on the guidance issued by DfE regarding 'dealing with allegations of abuse against teachers and other staff'.

## **8. Behaviour management**

The Arunside approach to behaviour management follows the rewards and sanctions section above and where it is deemed necessary to provide a child with pastoral support, we may also provide Emotional Literacy support, (ELSA).

### **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 and/or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Playground management**

When behaviour problems occur during playtimes these are dealt with by duty staff, senior teachers/deputy headteacher or headteacher and sanctions will include:

- Warnings
- Standing next to a member of staff to calm down
- Loss of lunch time play
- Writing letters of apology, with staff support, in lunch time play

Lunchtime clubs are also provided to alleviate difficulties in the playground setting.

### **8.3 Physical restraint**

Unless deemed necessary\* as a means of preventing a pupil from seriously or fatally harming themselves, another pupil or a member of staff, physical restraint is only undertaken by trained staff who may use restraint strategies to prevent a pupil from:

- Causing disorder
- Hurting 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.

\*The decision to intervene and react using physical restraint towards a pupil who is creating a life endangering situation, such as escaping the school grounds or running towards an oncoming vehicle, is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. Reasonable force will be used when necessary to safeguard a child and/or another pupil or member of staff.

#### **8.4 Confiscation**

Any prohibited items (listed in section 3) found in a pupil's 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.

Mobile phones found in a pupil's possession during school hours will be taken away and stored in the school office until the end of the school day.

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

#### **8.5 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.

### **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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **10. Training**

Where there is an identified need, the school will source appropriate continuous professional development (CPD). Our staff are provided with training on behaviour management as part of their induction process and behaviour management training will also form part of CPD and Teaching standards

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Full Governing Body every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body every two years.

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

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- E-Safety



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

Every pupil understands they have the right to feel safe, valued and respected, and learn whilst being 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

The behaviour policy is understood by pupils and staff and is used consistently within the school

The exclusions guidance issued by the DfE has been adopted by the school and exclusions will only be used as a last resort, or in situations of serious misbehaviour where the headteacher determines that a permanent or fixed-term exclusion is necessary.

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

Violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every two years.