



# **Behaviour policy and statement of behaviour principles**

**September 2023**



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# 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**

# 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

# 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Actual physical violence
- Direct verbal abuse to a member of staff
- Failure to comply with Internal Isolation procedures
- Placing other members of the school community at risk
- Systematic and persistent bullying
- Bringing materials into the school that are prohibited.

# 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
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
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Pupils will be taught that no one has the right to hurt anybody else by hitting or kicking them, calling names, spreading rumours about them or anything else (including the use of social media) that is intended to cause upset or harm. Through this, pupils will be clear what is meant by the term bullying, that it is not tolerated at school and how to access support if it is encountered. They will also learn in more detail about positive behaviours and how to grow and develop these.

Pupils will be made aware that any repetition or pattern of unkind behaviour will be treated as bullying and that bullying is not tolerated. Bullying incidents will always be investigated fully and, where there is indisputable evidence that bullying has occurred, sanctions will be agreed alongside a support strategy for all pupils involved. Parents will always be notified and involved. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board 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 governing board, 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 (see appendix 3 for a behaviour log)

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 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;
- allow all pupils to learn when in class;
- treat the school buildings and school property with respect;
- wear the correct uniform at all times;
- always use appropriate language;
- take part in school activities, respecting the views of others; Be considerate towards the feelings of other pupils.

Pupils should not:

- wear make-up or jewellery in school;
- bring mobile phones, media technology, DVDs or offensive images/literature on school grounds; □  
access any material via internet or email that is inappropriate or offensive in nature.

## 7. Rewards and sanctions

### 7.1 Praise

The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit;
- sincere and genuinely expressed with appropriate language and tone;
- personalised through the use of the pupil's name; □consistently used in all lessons as a part of our teaching; □discreet and private at times when appropriate.

Within the established positive learning environment, pupils should expect to receive regular praise from the adults in school for notably good behaviour. Strategies used include:

- verbal praise and encouragement;
- non-verbal praise - e.g. thumbs up;
- acknowledgement of good work;
- sending pupils to a Senior Leader to share exceptional work;
- displaying pupils' work as exemplars of good work.

Praise can also be addressed to parents when they come to collect their children or through a telephone call home.

### 7.2 ClassCharts

Pupils will be rewarded through ClassCharts; a points-based system used to re-enforce desirable behaviour. Points can be given inside and outside lessons for positive behaviour. Examples include:

- completion of class and homework to an exemplary standard;
- outstanding attitudes to learning;
- outstanding independent learning;
- working well with other pupils;
- exceptional progress;
- being helpful and courteous;
- presentation of assemblies;
- involvement in school or community events, including charitable activities;

- taking part in extra-curricular activities; taking on leadership responsibilities.

### 7.3 The assembly system

Once a week, each class teacher will nominate a pupil to receive recognition in the weekly assembly. These pupils are acknowledged by the Senior Leader presenting the assembly and awarded with a certificate.

### 7.4 Verbal Reprimand

The simplest form of sanction is the verbal reprimand. As with the 'correct' use of praise, the verbal reprimand should:

- initially use positive reinforcement (praise) of others who are on task to challenge those who are not;
- be clearly linked to learning e.g., '[name], work quietly please, I want you to do well in your work';
- criticise the behaviour rather than the pupil;
- be discreet and not intended or perceived as making an example of a pupil;
- not describe the behaviour, but direct the remedial action required; e.g. Instead of 'you are chewing, [name]', it is more effective to say 'please empty your mouth, [name]. Thank you.'
- be delivered in a reasonable tone and at an appropriate volume;
- be followed up by discreet praise once the remedial action has been taken by the pupil.

### 7.4 Sanctions

A single course of action will not be appropriate for all pupils all the time. It should be remembered that pupils at the school range from just 4 years to 11 years and therefore sanctions should be appropriate to the age and developmental stage of each child. Sanctions issued will be proportionate to the severity and frequency of unacceptable behaviour.

The following is a range of disciplinary measures which the school reserves the right to use. These will be implemented consistently, openly and fairly:

- a verbal reprimand;
- loss of class time;
- completion a reflection sheet;
- setting extra work or repeating unsatisfactory work;
- loss of privileges;
- missing social time at playtime or lunchtime;
- school-based community service, e.g. tidying up a classroom; tracking behaviour through the use of a behaviour monitoring card; instigation of a behaviour modification plan.

A Senior Leader will respond to serious or persistent breaches of this policy. Pupils may be sent to a Senior Leader during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. For more extreme behaviour, the school may use internal isolation or invoke a temporary or permanent exclusion.

### 7.5 Off-site behaviour

The school also has the power to discipline a pupil for conduct outside of the school premises. This includes misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a pupil at Islamia Primary School.

- misbehaviour at any time, whether the above conditions apply or not, when behaviours:
  - o could have repercussions for the orderly running of the school
  - o poses a threat to another pupil or member of the public
  - o could adversely affect the reputation of the School.

## 7.6 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 statement of procedures 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. 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 their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - o greeting pupils in the morning/at the start of lessons;
  - o establishing clear routines;
  - o communicating expectations of behaviour in ways other than verbally;
  - o highlighting and promoting good behaviour;
  - o concluding the day positively and starting the next day afresh;
  - o having a plan for dealing with low-level disruption;
  - o using positive reinforcement.

### 8.2 Physical restraint

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 (see appendix 3 for a behaviour log)



### **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.

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.

## **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**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development. A staff training log can be found in appendix 2.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing body every year. 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 governing body every year.

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

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying 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 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 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 governing body every year.

## Appendix 2: staff training log

Training received	Date	er	Trainer/training organisation	Trainer's signature	Staff n signat
<b>Pupil's name:</b>					
<b>Name of staff member reporting the incident:</b>					
<b>Date:</b>					
<b>Where did the incident take place?</b>					

## Appendix 3: behaviour log

**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):**

