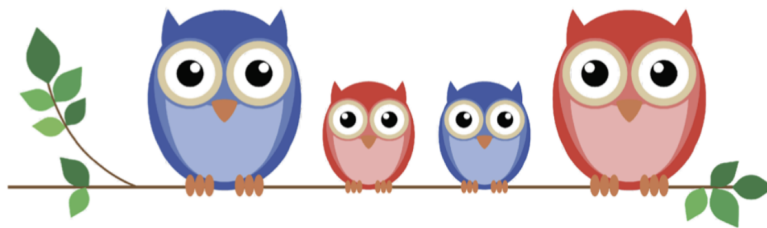




# Behaviour Policy and Statement of Behaviour Principles Victoria Road Primary



<b>Policy written by</b>	<b>School</b>
<b>Reviewed &amp; Agreed by Governors</b>	<b>November 2023</b>
<b>Next Review</b>	<b>November 2024</b>
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At Victoria Road Primary School, we want to ensure our children are happy, caring and respectful members of the community. We want to foster a lifelong love of learning and encourage each and every child to reach for the stars.

### **Our School Values and Ethos**

At Victoria Road Primary School our core value is based on 'CARE'

#### ***Care, Achieve, Respect & Enjoy.***

**Care:** being responsible for your thoughts, words and actions, care about each other.

**Achieve:** persevere and develop resilience in order to be successful and reach for the stars.

**Respect:** act in a way that shows you care about the feelings and well-being of everybody and everything.

**Enjoy:** to make the most of every situation and develop a love of learning.

### **Our School Aims**

- To provide a welcoming atmosphere which creates a sense of belonging for children, their families and our staff.
- To provide a nurturing environment where learning is effectively implemented
- To enable every child to reach their full potential.
- To develop a passion for lifelong learning and children who are fully prepared for the future in today's society.
- To develop good self-esteem so pupils feel safe, secure and respected.
- To foster trust and respect within the school and the wider community.

## **1. Policy 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](#)
- [Exclusion Guidance](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Planning guide for primary schools following Covid-19](#)

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

**School Staff** are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

**Misbehaviour** is defined as:

- *Disruption in lessons, in corridors between lessons, and at break and lunchtimes*
- *Poor attitude*

**Serious misbehaviour** is defined as:

- *Repeated breaches of the school rules*
- *Any form of bullying*

- *Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation*
- *Vandalism*
- *Theft*
- *Fighting*
- *Racist, sexist, homophobic or discriminatory behaviour*
- *Being in possession of:*
  - *Stolen items*
  - *Knives and weapons*
  - *Alcohol*
  - *Illegal drugs*
  - *Cigarettes/e-cigarettes/vapes*
  - *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)*

This school recognises and endorses [OFSTED’s review of sexual abuse in schools and colleges](#) (2021). Sexual abuse, sexual harassment and online sexual abuse are not tolerated or accepted in this setting. In addition to our work in RSHE and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. We will treat all allegations of this nature as both behavioural incidents and safeguarding incidents and will act accordingly.

#### 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

### **Anti Bullying Policy**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously. Every allegation of bullying will be investigated and followed up and any victim of bullying will be well-protected immediately and in the future.

PSHE lessons and anti-bullying week will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.

### [Anti Bullying Policy](#)

## **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 on CPOMS*
- 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. School Rules**

At Victoria Road Primary School, pupils are expected to follow 3 simple rules which are underpinned by our core values.

**Our 3 School Rules are:**

- *Care for Ourselves*
- *Care for Each Other*
- *Care for our School*

## **7. Rewards and sanctions**

At Victoria Road Primary School, we place a large emphasis on celebrating the good choices our children make and we believe that every child can and should be celebrated for this. We have a number of ways in which we recognise good behaviour, these include:

- *Weekly Red-Carpet Celebration Assembly*
- *Visit to the Headteacher*
- *Weekly Good Work & Care Award Certificates*
- *House Points*

- *Positive Text Message*
- *Always Club*

For some of our children adaptations to our behaviour systems may be needed, this will be assessed in accordance with each individual child.

### Behaviour Management Techniques

Steps	Actions
1. <b>Redirection</b>	Gentle encouragement
2. <b>Reminder</b>	A reminder of the expectations. Repeat reminder if necessary. De-escalate where reasonable and possible. Take the initiative to keep things at this stage.
3. <b>Warning</b>	Redirect the child to the right place giving them up to a minute of positive attention to help them back on track. Talk to the child privately where possible and give the opportunity to engage. Supportive actions may need to be put in place e.g. a drink of water or a move to a different seat.
4. <b>Zone Station</b>	Using the language given from the zones of regulation give the child time to regulate using agreed resources from the regulation station.
5. <b>R e g u l a t i o n Support</b>	We recognise that children in the red zone may have intense emotions and will need time <i>to decompress</i> . <b>This is not the time to discuss the behaviour</b> Children are instead supported to regulate their emotions to enable them to successfully return to class. If available, Pastoral Lead will support the child.
6. <b>Time to Reflect</b>  (After the event when the child has regulated)	<p>This is an opportunity for the child to identify ways in which whatever needs to be restored or repaired can be and how they can move forward.</p> <p>When things go wrong, we ask:</p> <ul style="list-style-type: none"> <li>● <i>What has happened?</i></li> <li>● <i>Who has been affected and in what ways have they been affected?</i></li> <li>● <i>What needs to happen to put things right or to make things better?</i></li> </ul> <p><b>Log incident onto CPOMS</b></p>

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

Behaviour Expectations	Consequences
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Try their best and engage in every lesson	Child will be expected to miss <b>five minutes</b> of their playtime. If this happens on more than two occasions within the week, they will miss 10 minutes of <b>Always Club</b> .
Follow instructions from any adult in school	Staff to follow the above behaviour management step by step actions. If more than three incidents are reported onto CPOMs in a half term, then parents are to be informed. If incidents continue, Class teachers meet with SENCO and Pastoral Lead to look at personalised strategies.
Be kind to one another	Staff to follow:  <a href="#">Anti Bullying Flowchart</a>
Follow our School Rules at all times to ensure that everyone is safe in school.	Staff to follow the above behaviour management step by step actions. If a child behaves in a physical manner towards any child or adult, the staff member who is dealing with the incident must ensure that any risks to the child, other children or staff members are reduced. In doing so, a member of staff may remove themselves from what they perceive to be a risk of harm to their person for a short period of time, provided that the child remains visible. The school does not have a 'no contact' policy and complies with the Department for Education's Advice for headteachers, staff and governing bodies on the use of reasonable force.
Refrain from using any inappropriate or offensive language in or around school.	Child will be expected to miss five minutes of their playtime and will have a 'Time to Reflect' meeting to discuss their use of language. Log incident onto CPOMs and Parent to be informed.

## 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 on the bus on the way to or from school. This includes the right to exclude a pupil for

behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

### **7.3 Sexual Violence and Sexual Harassment**

Victoria Road Primary School has a zero tolerance approach to sexual violence and sexual harassment. We recognise allegations of sexual violence and sexual harassment as potential serious breaches of our Behaviour Policy and reserve the right to enforce our behaviour policy on that basis.

We will ensure that processes and protocols are put in place to ensure the protection of any 'victims' as well as attempting to ensure the anonymity of the 'perpetrators'.

We will consider whether any such allegation highlights safeguarding concerns and will make appropriate referrals if harmful sexual behaviours are identified.

We acknowledge that our burden of proof in such allegations is 'on the balance of probabilities' and not 'beyond reasonable doubt' as it would be in the case of a criminal investigation.

If the allegations are found to be untrue or malicious, we also reserve the right to enforce our behaviour policy.

### **7.4 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 safeguarding policy 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**

At Victoria Road Primary School our approach to behaviour is based around key actions which are:

- *Calm and consistent adults*
- *Relentless routines*
- *Modelled Expectations*
- *Language linked to the Zones of Regulation*
- *Positive reinforcement*

When dealing with any behaviour our default response is always kindness. We do not shout, show negative emotions or use sarcasm. We believe that if children make poor behaviour choices it is our job to teach them the right way.

### **8.1 Classroom management**

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The school rules must be displayed in each learning space and referred to in conversations around conduct.

We have high expectations for all of our pupils. Our expectations are made clear to children through our relentless routines and consistent approaches to behaviour management. We expect our pupils to:

- *Try their best and engage in every lesson.*
- *Follow instructions from any adult in school.*
- *Remain seated in the classroom unless given permission by an adult to leave their seat.*
- *Follow the school rules at all times to ensure that everyone is safe in school.*
- *Refrain from using any inappropriate or offensive language in or around school.*

All staff are responsible for setting the tone and context for positive behaviour within the classroom and across the school. The key is to develop a consistent approach to every interaction on behaviour. When learners feel treated as valued individuals, they respect adults and accept their authority.

All staff will :

- *Warmly greet pupils in the morning/at the start of lessons*
- *Model positive behaviours and build relationships*
- *Use language based around the Zones of Regulations*
- *Plan lessons that engage, challenge and meet the needs of all learners.*
- *Consistently apply Behaviour & Routines from the Teacher Walkthrus*
- *Engage **all children** by using effective questioning techniques including cold calling/show me boards etc.*
- *Be calm*
- *Never ignore or walk past learners who are not following our school rules.*

It is important to remember that children bring to school a wide range of behaviour patterns based on different home values, attitudes and parenting skills. At school, **All Staff** must work together to ensure that our agreed awards and sanctions are applied fairly and consistently.

## **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 (recorded on CPOMS and in the Bound and Numbered Book Version 6)

Guidance on the use of reasonable force can be found [here](#) .

### **8.3 Confiscation, Searching & Screening**

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. 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.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone.

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

## **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. *Our staff will receive the full Team Teach training every 3 years and a refresher session at least every 18 months.* Behaviour management will also form part of continuing professional development and staff are also able to attend other courses as they arise and seek advice from other professionals as required. (See SIMS training log)

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board annually. 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 board annually.

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

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Equality Policy
- Anti-bullying policy

## **13. Exclusions**

In some instances, we may consider it necessary to exclude pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. The reasons to exclude are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil

- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health

There are 2 types of exclusion:

- **Fixed Term Exclusion.** These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion (*it is advised from the first day of absence*). Fixed term exclusions do not have to be for a continuous period.
- **Permanent Exclusion.** In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

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

**THIS IS A STATUTORY PART OF BEHAVIOUR MANAGEMENT PROCEDURE. IT MUST BE AGREED BY GOVERNORS AND REVIEWED EACH TIME THE BEHAVIOUR POLICY IS REVIEWED**

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 board 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 full governing board annually