

Behaviour Policy

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Approved By	Local Governing Body
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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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

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- 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
- Deliberate damage to school equipment/buildings/structure
- Theft
- Fighting
- Foul and abusive language
- Leaving the school site without permission
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/dangerous items or replicas thereof.
- 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
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

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5. Roles and responsibilities

5.1 The governing board

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the head of school/principal/headteacher to account for its implementation.

5.2 The head of school/principal/headteacher

The head of school/principal/headteacher is responsible for reviewing and approving this behaviour policy.

The head of school/principal/headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The head of school/principal/headteacher 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 2 for a Behaviour Incident log)
- The senior leadership team and the behaviour HLTA 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
- Obey the school rules
- 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
- Accept sanctions when given

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- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Rewards and sanctions are tailored to the ages of the pupils. Consequently, they are slightly different in kS1 and KS2. The behaviour charts can be found in appendix 3.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Stickers
- Golden time
- Certificates
- Celebration assembly
- Invitation to film/reward afternoon
- Golden message or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand or reminder of the rule
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

If there is a serious breach of this policy a pupil may be removed from class by a member of the inclusion team. In such cases parents would be contacted and sanctions applied.

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 whilst travelling to or from school.

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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 head of school/principal/headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The head of school/principal/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 the Golden Rules and/or their own classroom 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

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 2 for a behaviour log)

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8.3 Confiscation

Any prohibited items 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.

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11. Monitoring arrangements

This behaviour policy will be reviewed by the head of school/principal/headteacher and Local Governing Body annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and Safeguarding policy

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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 local 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 local governing body

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Appendix 2: Behaviour Incident Log



BEHAVIOUR INCIDENT RECORD

Child's Name	Class	Date	Time

Reported by	Actioned by

WHEN

	Reg	1	2	Break	3	Lunch	Reg	4	5	Home
KS1 Subject	08:45 – 09:10						13:15 – 13:20			15:10 – 13:15
KS2 Subject	08:35 – 09:10						13:15 – 13:20			15:10 – 13:15

WHERE

Class	Corridor	Playground	Play trail	Field	Toilets	Library	Hall
ELSA room	Off site	Reception	Offices	Dining Hall	After School	Other	

CONTEXT

Cover/Supply Teacher Name	Seating Arrangement		
	Individual	Pairs	Group

ANTECEDENT (Please note any contributing factors to the behaviour)

Behaviour of another	Hungry/ Thirsty	Task Challenge	Non-Preferred Task	Previous Incident
Incited by another child	Frustration	Change of Task	Change in timetable	Other

BEHAVIOUR

Defiant/ Rude	Name Calling	Lying	Foul/ Abusive language - peer	Foul/ Abusive language - adult
Ignoring Instructions	Damage	Stealing	Physical aggression - peer	Physical aggression - adult
Calling out	Bullying	Racist Remarks	Leaving class w/o permission	Leaving school site
Bystander	General Disruption	Sexual Remarks	Being in the wrong place	

CONSEQUENCES

Red – 10 min detention	Teacher contact parent	Ref to Inclusion Team	15/30 min – lunchtime detention	Straight to SLT	SLT phone parent	Half day internal exclusion	Fixed period exclusion
Discussed returned to class	Playground removal	Zoned on playground	Letter to parent	Whole lesson withdrawal	Parent called into school	Full day internal exclusion	Other

COMMENTS, NOTES AND FURTHER ACTION

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Appendix 3: Behaviour Charts for KS1 and KS2



Behaviour Chart KS1

Low Level Incidents

- Talking in class, assembly or in lines
- Calling out
- Swinging on chairs
- Saying unkind things
- Being out of seat
- Being off task
- Distracting others
- Minor disturbance (tapping ruler on desk etc)
- Drawing on books, rulers etc
- Drawing on own hands
- Wearing uniform inappropriately (jumpers around waist etc)
- Being late into lines from play



1st time: Discreet verbal reminder of rule & loss of green smiley face

2nd time: Verbal warning & loss of yellow smiley face

3rd time: Loss of red smiley face – behaviour slip to be completed – **10 minutes off play with class teacher**

For persistent offending, parents will be contacted by the teacher. Parents will be contacted if child loses red smiley face.

Medium Level Incidents

- Throwing/flicking things
- Being rude or cheeky
- Telling lies
- Name calling
- Hurting others accidentally (carelessness)
- Refusing to do as asked
- Leaving lessons without permission
- Being in the wrong place at the wrong time



1st time: Loss of red smiley – behaviour slip to be completed – **10 minutes off play with class teacher**

2nd time: Refer to inclusion team – behaviour slip to be completed

3rd time: Inclusion team refer to Head/Deputy – behaviour slip to be completed – **15 minutes off lunch with member of SLT**

Parents will be contacted on the day if child loses a smiley face.

High Level Incidents

- Deliberate damage to school equipment
- Deliberate damage to school buildings/structure
- Foul and abusive language to others
- Hurting others deliberately (kicking, punching etc)
- Stealing
- Prejudicial behaviour e.g. racism



Immediate 15 minute detention & referral to Head/Deputy by teacher or via inclusion team. Parents contacted.

(Immediate loss of all smileys & behaviour slip to completed)

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Behaviour Chart KS2

Low Level Incidents

- Talking in class, assembly or in lines
- Calling out
- Swinging on chairs
- Saying unkind things
- Being out of seat
- Being off task
- Distracting others
- Minor disturbance (tapping ruler on desk etc)
- Drawing on books, rulers etc
- Drawing on own hands
- Wearing uniform inappropriately (jumpers around waist etc)
- Being late into lines from play



1st time: Discreet verbal reminder of rule

2nd time: Verbal warning & yellow card

3rd time: Red card – 10 minutes off play with class teacher/teaching assistant – behaviour slip completed

Continuous infringements of low level incidents (i.e. verbal >yellow warning >10 mins loss of break) Also results in 30 minute detention

For persistent offending, parents will be contacted by the teacher.

Medium Level Incidents

- Throwing/flicking things
- Being rude or cheeky
- Telling lies
- Name calling
- Hurting others accidentally (carelessness)
- Refusing to do as asked
- Leaving lessons without permission
- Being in the wrong place at the wrong time (work missed to be caught up either at school or home)
- Bystander (choosing not to get help)



1st time: Red card – 10 minutes off play with class teacher/teaching assistant – behaviour slip completed

2nd time: Refer to inclusion team – behaviour slip to be completed

3rd time: Inclusion team refer to Head/Deputy – behaviour slip to be completed – 30 minutes off lunch with member of SLT

For persistent offending parents will be contacted by the teacher or inclusion team

High Level Incidents

- Deliberate damage to school equipment
- Deliberate damage to school buildings/structure
- Foul and abusive language to others
- Hurting others deliberately (kicking, punching etc)
- Stealing
- Prejudicial behaviour e.g. racism
- Leaving the school site without permission



Immediate 30 minute detention & referral to Head/Deputy by teacher or via inclusion team. Parents contacted.



Our Golden Rules (KS1)

We are gentle

We are kind and helpful

We listen to people

We are honest

We work hard

We look after property

'Think, Believe, Persevere, Succeed'



Our Golden Rules (KS2)

We care for each other

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen to each other

We don't interrupt

We tell the truth

...and don't hide it

We try our best

We don't waste our own or others' time

We look after property

We don't waste or damage things

'Think, Believe, Persevere, Succeed'

Based on and adapted from Jenny Mosley's Golden Rules