



Pensilva Primary School

Behaviour policy and statement of behaviour principles

Approved and adopted on: _25th November 2019

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1. Staff and Governors of Pensilva Primary believe that...

At Pensilva Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well developed, planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

2. Aims

This policy exists to provide a framework for supporting the aims of Pensilva Primary School and ensuring the happiness and learning of every individual in our community.

This policy aims to:

- Provide a **consistent approach** to behaviour throughout the school with parental cooperation and involvement.
- **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**
- Encourage a **calm, purposeful and happy atmosphere** within school.
- Help our children **develop into caring and thoughtful individuals** who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing **independence and self-discipline** so that each child learns to accept responsibility for their own behaviour.
- Help our children develop appropriate **self-esteem**.
- Encourage our pupils to **co-operate** with one another and with the adults in school.
- Help create a **positive, stimulating learning environment** where positive attitudes and behaviour are encouraged and rewarded.
- Help **working alongside parents** to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Allow all **children equal opportunities to learn**.
- Allow all **adults in school equal opportunities to fulfil their role**.
- To develop **skills necessary to resolve conflict and differences** of opinion with sensitivity.

3. 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](#)

4. Definitions / Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level (move down 1)	Moderate Level (Move down at least 2)	Serious Level (Straight to "Headteacher involved")
Telling tales	Constantly shouting out	Serious assault
Unkind remarks	Poor effort	Vandalism e.g. damage to school property/ graffiti
Dropping litter	Distracting others	Physical / verbal threats made to staff
Noisy eg: talking / shouting	Telling lies (persistent)	Use of or in possession of drugs/ solvents
Failing to keep on task	Continuously unprepared for work	Violent outbursts verbal or physical
Leaving seats without permission	Refusal to cooperate	Leaving school without permission
Bad language (one off)	Low level /inappropriate physical contact	Fighting
Time wasting		Disregarding Supervisors
Telling lies (one off)		Stealing
Running in corridors		Threatening / aggressive behaviour
Pushing in line		
Borrowing without permission		
Leaving work area untidy		
Answering back (one off)		

5. 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

It is our aim that children should be able to take part fully in the life of the school, without fear of bullying. It is for this reason that Pensilva operates a strict policy of "Zero Tolerance" towards bullying. Our common values require that there are behaviours we should not tolerate: racism, bullying and cruelty are never acceptable in any form and are always challenged.

Bullying is explained to the children in the following terms:

"Bullying means that one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time".

A Bullying and Harassment Incident Reporting Log must be filled out by any member of staff who deals with bullying or harassment.

Remedial Action

Children are encouraged to disclose their fears immediately to someone who can act appropriately for them. Pensilva is a "telling school" where it is encouraged that all acts of bullying should be reported. Children are given opportunities to consider who they may feel able to talk to, if necessary; they are encouraged to talk to a trusted adult of their choice if they have any concern.

Children are taught to:

- Tell a member of staff, who will inform the class teacher or head.
- Tell a parent who will be encouraged to tell the class teacher or head immediately.
- Tell a friend who will tell an adult in authority.

Children are discouraged from retaliating. It is our belief that retaliation makes matters worse.

Action for the Teacher:

- Listen to child/ren involved
- Involve support staff, including mealtime assistants, as appropriate
- Consider using a class Circle Time to discuss the issues raised
- If judged appropriate, parents could be contacted
- Keep a written record in the Class index file and for serious incidents or concerns, record in the incident log and inform the Headteacher

Pro-active measures/Prevention

The school's ethos encourages children to feel part of a warm and caring community in which their positive contributions are nurtured.

Many of the moral issues raised in Religious Education, PHSE, the SEAL (Social Emotional Aspects of Learning curriculum) Citizenship and Assemblies reinforce the arguments addressed in this policy.

Children are taught to "say no to bullying" as part of the school's PHSE programme. The school explicitly focuses on anti-bullying during the national Anti-Bullying Week in November each year. All work on bullying is within the context of PHSE and other teaching on keeping safe. Staff should be conscious of the need to follow the school's child protection procedures if children's responses give rise to concern.

Cross Reference

This policy should be read in conjunction with the school's policies on PHSE, Citizenship, Drug Education and Child Protection.

6. Roles and responsibilities**6.1 The governing board**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (*Appendix 1*).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness.

6.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the 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.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Ensuring that lessons are well prepared, making use of available resources
- Expecting high standards and acknowledge effort and achievement
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see *appendix 3* for a behaviour log)
- Showing interest and enthusiasm in the work and in their pupils' learning
- Listening to the pupils, value their contributions and respect their views

- Be sympathetic, approachable and alert to pupils in difficulty or falling behind
- Identifying and seeking to meet pupils' special educational needs, in accordance with the SEN Code of Practice
- Sharing with the parents any concerns they have about their child's progress or development
- Following up on and report, in timely fashion, to the Designated Teacher any suspected cases of bullying

Senior leaders will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Ensure that their child attends school regularly
- 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
- Act as positive role models for their child in their relationship with the school
- Attend planned meetings with teachers
- Contact the school promptly and directly regarding any concerns

7. Pupil code of conduct

Pupils are expected to:

- Behave in a safe, orderly and self-controlled way
- Be kind, polite and cooperative
- 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
- Accept sanctions when given
- Work as hard as they can in class

8. Rewards and sanctions

We at Pensilva Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Pensilva Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Child's name moved up on "Our Diamond Behaviour Chart" (*See Appendix 2 for copy of chart*)
- House Points
- Merit Stickers / stickers
- Teacher's Awards
- Credits from Headteacher towards... Headteacher's Award
- Pupils of the Week
- Certificates given in assembly
- Reward time
- Written acknowledgement in books

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

- A verbal reprimand
- Child's name moved down on "Our Diamond Behaviour Chart" (*See Appendix 2 for copy of chart*)
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Missing minutes of break or lunchtime
- Working away from the group or class
- Referring the pupil to a senior member of staff
- Headteacher involved
- Contact made with parents
- Agreeing a behaviour contract

(*See Appendix 4 for sample letters to parents about their child's behaviour*).

9. 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/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.

10. Behaviour management

10.1 Examples of positive Behaviour Management strategies that may be used: -

- **Positive Feedback**- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Walk, thank you" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up, finger on the lips, the "look".
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction**- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

- **Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer to a disruptive pupil
- **Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations-** e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”
- **Where/ What-** “Where should you be?” (In my seat) What should you be doing? (My work).
- **Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

10.2 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 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

10.3 Reasonable Force/Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states:

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- ☐ Committing any disorder/offence
- ☐ Causing and injury to, or damage to the property of, any person (including the person himself)
- ☐ Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was:

- ☐ In the child's best interest
- ☐ Necessary
- ☐ Reasonable and proportionate
- ☐ Last resort (where possible)

(see Appendix 3 behaviour log format)

10.4 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.

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.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the board of governors every two years. 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:

- Safeguarding 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
- 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.

Appendix 2: Our Diamond Behaviour Chart



Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
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):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____