

# Behaviour policy and statement of behaviour principles

## Education My Life Matters

**Approved by:** Ervin Hall on behalf of the governing body **Date:** [30/11/2019]

**Last reviewed on:** [Date]

**Next review due by:** [Date]

## Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	5
6. Learner code of conduct.....	6
7. Rewards and sanctions.....	6
8. Behaviour management.....	7
9. Learner transition.....	<b>Error! Bookmark not defined.</b>
10. Training.....	8
11. Monitoring arrangements.....	8
12. Links with other policies.....	8
Appendix 1: written statement of behaviour principles.....	9
Appendix 2: staff training log.....	10
Appendix 3: behaviour log.....	11
Appendix 4: letters to parents about learner behaviour – templates.....	12

.....

## 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 learners 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 learners 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 learners
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property

## 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
- Incorrect uniform

**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
- 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 learner)

## 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

At EMLM we view bullying of any form to be unacceptable, we believe that learners and staff should always feel safe and valued and that their experience of the school should be a positive one.

- Learners, carer, parents and staff can report incidents of bullying to the DSL
- *Any reports of bullying will be fully investigated. In the first instance restorative measures will be put in place where this is possible, failing this, sanctions will be imposed.*
- *EMLM will support learners who have been bullied and those who are vulnerable to bullying*
- *Whole-school proactive strategies including training will be in place to prevent bullying*

## 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).

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 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 learners
- 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/ Carers

Parents/ Carers are expected to:

- Support their child in adhering to the learner code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

## 6. Learner code of conduct

Learners 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 learners to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters 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
- Sending the learner to another learning space
- Referring the learner to a senior member of staff
- Letters or phone calls home to parents/ carers
- Agreeing a behaviour contract

### 7.2 Rewards and sanctions Points system

- Learners begin each day with 10 positive points
- The learner's objective is to maintain points throughout the day
- Points can be gained or lost as indicated in the table below
- At the end of the week points are tallied up and the students with the highest points chooses the Friday afternoon treat

+ 1 to 5	Doing more challenging work/ Complete all work	Good Attendance and time keeping	Good attitude
	Providing support to staff and / peers	Being neat and tidy	Other good deed
- 1 to 5	Aggressive behaviour		
- 1 to 5	Physical violence		
- 1 to 5	Damaging property		
- 1 to 5	Ongoing failure to follow instructions		

### 7.3 Off-site behaviour

Sanctions may be applied where a learner 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.

### 7.3 Malicious allegations

Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the learner in accordance with this policy. 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 learners to be engaged
- Display the learner code of conduct or their own classroom rules
- Develop a positive relationship with learners, which may include:
  - Greeting learners 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 learner 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 learners' possession will be confiscated.** These items will not be returned to learners.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents/ carer, if appropriate.

Searching and screening learners is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **8.4 Learner support**

The school recognises its legal duty under the Equality Act 2010 to prevent learners 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 learner.

The school's Pastoral lead Co-ordinator will evaluate a learner 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 learner, 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. 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.

### **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full 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 [full governing body bi-annually.

### **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy

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

**Every learner understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**

**All learners, staff and visitors are free from any form of discrimination**

**Staff and volunteers set an excellent example to learners 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 learners and staff**

**Learners are helped to take responsibility for their actions**

**Families are involved in behaviour incidents to foster good relationships between the school and learners' 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 body bi-annually.



### Appendix 3: behaviour log

<b>Learner's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

## Appendix 4: letters to parents about learner 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 learner 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 learner 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: \_\_\_\_\_

**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

---

---

---

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

**Detention 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: \_\_\_\_\_