



Behaviour Policy and Statement of Behaviour Principles

Bramley Church of England Infant and Nursery School

Policy effective from	September 2024
Approved by	Children and Learning Committee
Last reviewed on	September 2024
Next review due by	September 2027

Version history			
Version	Description of change	Author	Approved
3.0	3 yearly review	Naomi Strickland	Local committee
2.0	Reformatting and standardisation of language. Inclusion of Vision statements and values	Shona Taylor	Safeguarding governor, September 2021
1.0	Original version	Elaine Spick	C&L Committee, March 2016

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1. Aims

This policy aims to:

- Reflect through our interactions with each other our school vision and values:

“Your word is a lamp to guide me and a light for my path.”

Psalms 119 (105)

Rooted in Christian values

Seek within

Wonder why

Reach out

Aim high

Values: Friendship, Respect, Perseverance, Konionia, Truthfulness and Courage

- Provide a **consistent approach** to behaviour management.
- **Define** what Bramley C of E Infant and Nursery School (the School) considers 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 the School's 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 (2013, updated 2020).¹
- Searching, screening and confiscation at school (2014, updated 2018).²
- The Equality Act 2010 (2013, updated 2018).³
- Use of reasonable force in schools (2013).⁴
- Supporting pupils with medical conditions at school (2014, updated 2017).⁵

It is also based on the Special Educational Needs and Disability (SEND) code of practice: 0 to 25 years (2014, updated 2020).⁶

In addition, this policy is based on:

- Section 175 of the Education Act 2002⁷, which outlines a school's duty to safeguard and promote the welfare of its pupils.

¹ Behaviour and discipline in schools - GOV.UK (www.gov.uk)

² Searching, screening and confiscation at school - GOV.UK (www.gov.uk)

³ Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

⁴ Use of reasonable force in schools - GOV.UK (www.gov.uk)

⁵ Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)

⁶ SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

⁷ Education Act 2002 (legislation.gov.uk)

- Sections 88-94 of the Education and Inspections Act 2006⁸, which requires 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 on what maintained schools must publish online (2014, updated 2021)⁹ explaining that a behaviour policy shall be published online.

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.

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.
- Possession of any prohibited items.
 - Any article that 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:

⁸ [Education and Inspections Act 2006 \(legislation.gov.uk\)](http://legislation.gov.uk)

⁹ [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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.
Online	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of the School's approach to preventing and addressing bullying are set out below in the anti-bullying strategy.

- Pupils, can report incidents of bullying to any member of the school staff.
- Parents should report incidents of bullying to their child's class teacher in the first instance or the classes support staff.
- Staff should report incidents of bullying to their line manager in the first instance or to a member of the Senior Leadership Team (SLT).
- Allegations against the Executive Head Teacher should be made to the Chair of Governors.
- Teachers will speak to the child first and then they will follow up the incident. An incident form should be used if the incident is deemed to be bullying e.g. repetitive incidents.
- The School will investigate incidents by speaking to the victim first and their parents (as/if needed). The class teacher will then speak to the perpetrator(s) next. Following this investigation, the class teacher will then make a judgement of what to do next. The incident should always be escalated to SLT if it is deemed to be a bullying case and a form filled in correctly. The class teacher can speak to the Headteacher or Emotional Literacy Support Assistant (ELSA) concerning how to support the child(ren) as needed. Sanctions for incidents not deemed as bullying can be decided by the class teacher (see section 7). For incidents deemed as bullying, the sanction(s) should be discussed with SLT and parents.

The School supports pupils who have been bullied, and those vulnerable to bullying through the ELSA, the Play Therapist, the Home School Link Worker (HSLW), Personal, Social, Health and Economic (PSHE) lessons and the School's Christian and British Values.

- The School has proactive strategies to prevent bullying including speaking to the school as a whole, having a value of the half term, through the curriculum, through the school and British values, and through having a positive and inclusive school environment.

- The School trains staff and governors in preventing and handling bullying through the PSHE curriculum and through safeguarding training.

5. Roles and responsibilities

5.1 The Governing Body

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

The Children and Learning committee will also review this behaviour policy in conjunction with the Executive Head Teacher and monitor the policy's effectiveness, holding the Executive Head Teacher to account for its implementation.

5.2 The Executive Head Teacher

The Executive Head Teacher is responsible for reviewing this behaviour policy in conjunction with Designated Safeguarding Lead (DSL, if not the Headteacher) and the Safeguarding Governor, giving due consideration to the School's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Executive Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The 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; and
- recording behaviour incidents via CPOMS on appropriate forms which will then be uploaded to CPOMS (see appendix 3 for a behaviour log).

The SLT will support staff in responding to behaviour incidents.

5.4 Parents/carers

Parents/carers 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; and
- 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 at all times.
- In class, make it possible for all pupils to learn.
- Move quietly and safely around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- 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.
- Stickers
- Certificates
- Class rewards
- Teachers speaking to parents at the end of the day.
- Special responsibilities/privileges.

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

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

The School may use the sanction of removing the child from the room and placing them with a member of the SLT in response to serious or persistent breaches of this policy. Pupils may be sent to the Headteacher during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

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.

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 Executive Head Teacher will discipline the pupil in accordance with this policy.

Please refer to the Safeguarding Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Executive Head Teacher 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:

- Model the school's visions and values
- create and maintain a stimulating environment that encourages pupils to be engaged;
- display the pupil code of conduct or their own classroom rules; and
- 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 Use of reasonable force/physical intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder;
- hurting themselves or others; and/or
- 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; and
- be recorded and reported to parents (see appendix 3 for a behaviour log).

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils but will be given to their parents/carers at the end of the day. These include any electronic items e.g. smartphones, mobile phones Ipads etc.

The School will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the child's parents 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 (2014, updated 2018).¹⁰

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, the School's approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The School's Special Educational Needs Co-ordinator (SENCo) 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, the School will liaise with external agencies and plan support programmes for that child. Staff 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 will have transition sessions with their new teacher on moving up day. In addition, staff members will hold transition meetings for parents at the beginning of the new academic year.

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

The School's staff are provided with training on managing behaviour, including proper use of restraint.

¹⁰ [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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 Executive Head Teacher and the Children and Learning Committee 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 safeguarding governor every year.

12. Links with other policies

This behaviour policy is linked to the following policies and reflects our school vision and values:

- Safeguarding policy and Child Protection.
- E-safety
- Staff code of conduct
- Home school agreement

Appendix 1: Written statement of Behaviour Principles

- Everyone in school 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 School follow the Surrey County Council exclusions policy which explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. A pupil must only be suspended on disciplinary grounds.

Reasons to suspend include;

- Violent and dangerous behaviour.
- Behaviour that is harmful to themselves or others.
- A breach of the Behaviour Management Code of Conduct for pupils.

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 safeguarding governor every year.

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):	