



## **Behaviour Policy**

**Author:** Headteacher

**Approved by:** Governing Body

**Reviewed:** Annually

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## **Statement of intent**

At Lower Park, our children have developed a more positive approach to school rules that emphasise how we should be.

They are:

### **Lower Park School Rules**

**We should smile, be friendly and care for one another**

**Be well mannered and polite**

**Speak the truth**

**Be fair**

**Treat each other with respect and how you would like to be treated**

**Be the best you can be**

The children have also adopted a school motto:

**“In our school,  
We smile,  
we have fun,  
we make mistakes,  
we say I’m sorry,  
we care about each other.”**

The policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

When writing the policy, the Head teacher has taken into account the governing body’s statement of behaviour principles as follows:

**Written Statement of Behaviour Principles – Reviewed and Approved by Governors on 23<sup>rd</sup> November 2020**

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 body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. The school has a risk assessment for violent or threatening behaviour.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

**Policy aim:**

- To set out measures in the behaviour policy which aim to:
- promote good behaviour
- self-discipline and respect;
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils (Section 89 (1) of the Education and Inspections Act 2006)

Lower Park believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of life.

**We are committed to:**

- Promoting positive behaviour built around the principles of the five British values: *respect, tolerance, democracy, individual liberties* and *the rule of law*
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect through established 'social norms' and a common culture across school
- Promoting inclusion including pupils' understanding of the nine protected characteristics: age;

- disability;
  - gender reassignment;
  - marriage and civil partnership;
  - pregnancy and maternity;
  - race;
  - religion or belief;
  - sex;
  - sexual orientation
- Promoting a culture of praise and encouragement in which all pupils can aspire and achieve
  - Challenging unacceptable behaviour and adopting a no tolerance approach to any form of discrimination, thus creating a caring, safe and productive learning environment, free from disruption discrimination, bullying and any form of harassment
  - Encouraging positive relationships with parents/carers
  - Developing relationships with our pupils to enable early intervention by communicating clear and consistent expectations
  - A shared approach which involves pupils in the implementation of the school's policy and associated procedures - putting an emphasis on 'choice' by explaining the consequences of their future behaviour choices to support positive behavioural outcomes.

**To promote good behaviour, the Leadership Team and staff will:**

- Support transition times when children enter, move around, and leave the school building, classrooms, and communal areas; we believe that monitoring and supporting transition times helps to maintain a calm environment and reduce disruptive or inappropriate behaviours
- Provide a rich, stimulating, inclusive curriculum to ensure that children are actively engaged in their learning, thereby reducing the risk of disruptive behaviours. This curriculum extends beyond the classroom, and all children have the opportunity to go on termly trips/experiences and encourage a wide range of teacher-led after school clubs
- Implement proactive, preventative measures - staff recognise that positive mental health and wellbeing is directly linked to positive behaviours
- Plan interventions for emotionally vulnerable children in EYFS, KS1 and KS2 to successfully develop children's emotional resilience and positive self-esteem.
- Provide a sensory room for children who need a calm, quiet space when they become heightened or emotionally overwhelmed.

- ‘Vulnerable’ children are identified and their needs shared appropriately with all staff and any experiencing a period of emotional upset or change receive regular ‘check-ins’ from their named trusted adult.

### **Discipline in schools**

- Teachers have statutory authority to discipline pupils whose behaviour is Unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- This authority applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers can confiscate pupils’ property

### **Punishing poor behaviour**

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them.

To be lawful, the punishment must satisfy the following three conditions:

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;

The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether

continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

## **Behaviour Definitions**

### **‘Serious unacceptable behaviour’ definition**

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender reassignment, race, religion or belief, age, sex, sexual orientation and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing or threatening language
- Fighting or aggression
- Spitting and biting

### **‘Low level unacceptable behaviour’ definition**

For the purpose of this policy, the school defines “low level unacceptable behaviour” as behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Not showing ownership of their learning
- Shouting
- Talking when others are speaking
- Running in corridors
- Inappropriate body language with others, such as not keeping hands to oneself
- Failure to complete classwork in the given time

### **Pupils and parents/carers will be expected to:**

- Follow the school rules
- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and around the school.
- Behave in a reasonable and polite manner towards all staff and pupils
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
- Lining up appropriately at the end of break or lunch time
- Walking quietly in one line when entering or leaving the classroom or school premises.
- Sitting appropriately on school chairs, carpets, hall floors, etc.
- Walking into assembly in silence; sitting and waiting in silence.
- Using appropriate voice levels and language, including manners.
- Raising their hands when they wish to speak in class or assemblies (if that is the classroom practice)

### **Teachers will be expected to:**



- Greet pupils on entry to the school and classroom to promote positive social interactions and to reduce the number of external issues being brought into the classroom.
- Provide activities for children to complete on entry to the classroom, focusing their attention and minimising the opportunity for disruptive behaviours.
- Use non-verbal cues and phrases, such as, 'What should you be doing?' to support positive behaviour choices from pupils.
- Focus on the children who are complying with rules by providing positive descriptive praise and, where possible, ignore shouting out to encourage positive behaviours from all.
- Reinforce good modelling good behavior by thanking pupils for positive behaviours e.g., 'Thank you for waiting until I asked you' or 'Thank you for getting on with the task straight away.'
- Work as a team and respecting others' views, beliefs and faiths when engaging in tasks.

### **Rewards**

The school recognises that pupils should be rewarded for their display of good behaviour.

The school will use rewards for good behaviour, including but not limited to:

- Positive look/non-verbal communication and/or descriptive verbal praise - Sharing work with the class
- Sharing work with another teacher or the Head
- Stickers and certificates
- The child's work on display in the classroom or in the newsletter
- Direct praise to parents at the end of the day
- Badge assemblies
- Commendation certificates from Teachers and Middays
- Individual class reward systems – Class Dojo points
- House Points

### **Consequences**

At Lower Park, we recognise that pupils may not understand why their behaviour is inappropriate, and therefore it may be unintentional. Teachers will use their judgement when issuing sanctions.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school will use a number of different sanctions, depending on the behaviour displayed by the pupil, including the following:

Verbal warning given to the child and consequences of the action explained; ongoing reminders and reinforcements when positive behaviours are demonstrated

A Yellow card will be shown if children continue to choose not to follow school rules

A red card will be shown if the two reminders are not sufficient for the pupil to later their behaviour.

The consequence of receiving a red card is that the parent will be informed and time out will be given both inside and outside of the classroom (5 minutes on the bench during playtime)

Removal of privileges (i.e. after school clubs, visits, etc.) and parents informed – face to face or via a phone call if necessary.

SLT supervision in the Head's office. With appropriate and relevant work to be provided by the class teacher.

- Temporary exclusions.

- Exclusion.

NB: Any member of staff who witnesses a display of serious unacceptable behaviour, or who issues any 'red card' sanction to a pupil, must log this using the online CPOMs system, alerting all relevant adults including the Head teacher, the Safeguarding Lead and the Deputy Safeguarding Leads.

The Head teacher, the Safeguarding Lead and the Deputy Safeguarding Leads will monitor regular or repeated behaviours and action accordingly.

### **Outside of school and the wider community**

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Behaviour Policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about unacceptable behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the policy.

### **Training of staff**

At Lower Park, we recognise that early intervention can prevent unacceptable behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Nominated members of staff receive regular positive handling training and should ideally be the person to carry out any form of reasonable force that involves the need to physically handle a child. However, all members of staff at Lower Park have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and

discipline in the classroom.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' and this is followed when an incident occurs.

All incidents where reasonable force is needed must be reported to the head teacher as soon as is reasonably possible, with relevant paper work (ABC form as a minimum) completed. Parents must also be informed by the headteacher or a delegated member of staff.

## **Bullying**

At Lower Park School, we have a zero-tolerance approach to bullying. Central to our School's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'. We also believe in preventative education; teaching children carefully, clearly and regularly through our PSHE and RSE curriculum to understand what bullying is, how to prevent it, how to help others and convey a clear message that bullying will not be tolerated in our school.

Bullying can be physical, verbal or emotional, and is usually repeated over a period of time by a single person or a gang. It is the wilful, conscious desire to hurt, threaten or frighten someone. Bullying can take many forms:

- Physical – hitting, kicking, taking belongings; sexual assault
- Verbal – name calling, insulting, offensive remarks, racially/sexually/homophobic/offensive remarks;
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;
- Homophobic or transphobic bullying;
- Racial bullying

## **Cyber-bullying**

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs,
- personal websites, social networking sites
- Using e-mail to message others

- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums or when gaming

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site. If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

At Lower Park, we are also aware that bullying and Peer on peer abuse can present in a similar way. Our approach to dealing with Peer on peer abuse is outlined in the schools' Child protection and safeguarding policy.

### **Procedures to follow**

- Listen carefully to pupils and provide them with opportunities to express views and opinions – both verbal and written
- Ensure the Headteacher is made aware of any bullying to ensure it is recorded and monitored
- Racial/sexual/homophobic harassment is reported to the Head teacher, and is recorded separately

Incidents are reported to Governors within the termly head teacher's report

- Appropriate sanctions are given
- Contact parents where deemed appropriate
- In extreme cases when other solutions have failed, exclusion may be considered

### **Exclusions**

Exclusion of pupils from school is the ultimate sanction of the School Behaviour Policy. It arises when all other behaviour sanctions have been exhausted and in all cases where a child physically assaults another child or an adult while on the school premises.

No exclusion decision is taken lightly and all are the responsibility of the Headteacher or, in her absence, by the Deputy Headteacher.

Exclusions can take the form of:

- Fixed Periods of Exclusion – where a child is excluded from the school for a specified lunchtime period and / or a number of school days; and
- Permanent Exclusion – where a child is permanently excluded from attending Lower Park School.

No 'informal' or unofficial exclusions, even with the agreement of parents / carers, are permitted in law.

Exclusions will take place once the decision has been made by the Headteacher, or, if appropriate, by the Deputy Headteacher and will follow the procedures detailed in the school's Exclusions Policy in line with the Cheshire East guidance.

## **11. Policy Review**

It is vital that rewards and sanctions are always evolving; this is to ensure that the system used is always the optimum approach that will benefit the pupils the most. To ensure that School Behaviour is maintained at the highest possible standard, the Headteacher and Governing Body will review this policy every two years.

### **Monitoring and review**

This policy will be reviewed by the Head teacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request.

This policy was written in conjunction with the following policies & Legislation:

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Use of reasonable force Advice for headteachers, staff and governing bodies *July 2013*

'Behaviour and discipline in schools: advice for headteachers and school staff 2014

Lower Park Child Protection & Safeguarding policy

Exclusion from maintained schools, academies and pupil referral units in England 2017