

# DENEHOLM PRIMARY SCHOOL

## BEHAVIOUR & CONDUCT POLICY



Approved September 2021

# BEHAVIOUR & CONDUCT POLICY

## Overview:

### *Why we need a Behaviour and Conduct Policy:*

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- The law requires schools to have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.
- Our behaviour and attendance policies help us to create a caring, stimulating and secure environment in which staff and pupils can work and develop safely and to encourage the involvement of parents/carers in the development of their child. We believe that poor behaviour has to be tackled in order that pupils have full benefit of their right to learn, and teachers their right to teach.
- This policy should be read in conjunction with our Peer on peer abuse policy.

We aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

### *The Principles of the Policy:*

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5. In line with the fundamental principles that drive our school we aim:

- To raise pupils' self esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognized
- To work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.

## Aims

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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

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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:

- 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
- 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

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**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude/rudeness

**Serious misbehaviour** is defined as:

- Repeated or serious breaches of the school rules including swearing and physical aggression
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (including sexual violence and sexual harassment – please see peer on peer abuse policy for further information)
- 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 pupil)

### *School Ethos:*

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The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily through the modelling of good social behaviour from all adults within the school community.

Pupils desire that they learn the foundations to provide a good base for the rest of their lives, and that the school is a place where both staff and pupils are happy and enthusiastic enabling the creation of a competitive but secure and enthused school life which is valued by pupils', parents and staff alike, where pupils, whilst being part of a collective, remain individually valued.

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Parents</b>
To lead by example and show strong leadership	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils and not display double standards	To listen to others and respect their opinions showing empathy and understanding	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour and fully understand the consequences of poor	To take an active and supportive interest in their child's work and

	behaviour on their own and others learning experiences	progress and to attend arranged meetings at school
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number and any relevant information to ensure the correct support is put in place by the school
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, sexual orientation, religion or age	

### *School Systems:*

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These expectations cover all aspects of school life including journeys to and from school as well as break times and on school trips and visits.

We expect our pupils

- To be responsible for their actions.
- To be polite and treat others and their property with respect.
- To be tolerant of others, irrespective of any differences.
- To resolve problems in a non-confrontational manner.
- To take care of the school environment.
- To work to the best of their ability.
- To be properly equipped for all school work and activities.

### *Rewards:*

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We value good behaviour and regularly praise and reward pupils for good behaviour, positive social skills, and commitment to the school community, progress and attainment throughout the school day in a variety of ways. Specific details are included in our behaviour protocol document.

### *Sanctions:*

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The use of sanctions at our school are characterised by:

- Being made clear why the sanction is being applied.
- Being made clear what changes in behaviour are required to avoid future sanctions.
- There is a clear, well understood, distinction between minor and major behaviour and conduct offences.
- It is the behaviour rather than the pupil that is sanctioned.

Parents / Carers will be informed if a pupil's behaviour is a cause for concern. Sanctions may include one or more of the following which is not an exhaustive list:

- Verbal reprimand
- Time out in class
- Time out in a buddy class

- Loss of privilege
- Addition work set
- Break time/lunchtime detentions/isolation although breaks will still be provided to ensure comfort
- Isolation/withdrawal from lessons
- Non participation in school trips
- Confiscation of banned items
- Exclusions (fixed term or permanent) from school.

### *Off-site behaviour*

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Sanctions may be applied where a pupil 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.

### *Malicious allegations*

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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 for 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.

### *Behaviour management:*

#### *Classroom management*

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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

### *Physical restraint*

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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 as soon as possible with an expectation that this is on the day of the occurrence.

### *Confiscation*

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Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

### *Support Systems for Individual Pupil Need:*

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If there is a persistent problem across the curriculum the senior leaders and pastoral support colleagues will work together with the pupil to draw up a Behaviour Support Plan to support the pupil in partnership with parents. All staff working with the pupil will be informed of this. This will give a consistent approach throughout the school day. If the issue continues, a Pastoral Support Plan will be drafted and implemented and we will work with outside agencies to seek solutions to support the pupil. For pupils who are having difficulties, the school will provide targeted pastoral support or mentoring.

### *Support Systems for Staff:*

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The school will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. All staff have access to this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak in the first instance to their year lead or HoS. The recording of behaviour incidents will be monitored by the pastoral lead and pro-active action taken.

### *Supports Systems for Parents/Carers:*

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The school has an 'open door' policy where parents and carers are encouraged to visit to discuss any relevant issues.

Likewise, when the school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment. Our pastoral support provision also works closely with families to overcome any potential barriers that may be affecting a child's education.

*This policy should be read in conjunction with our Behaviour Protocol which provides detailed information on the practical management of information day-to-day.*