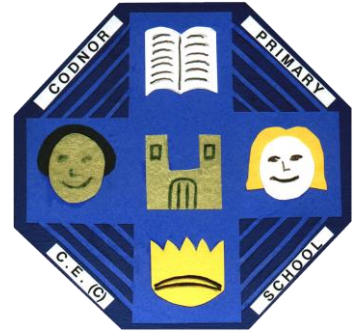


Codnor Community Primary School



Behaviour Policy

May 2024

Mr J. Blake
Headteacher

CODNOR COMMUNITY PRIMARY SCHOOL

Policy for Behaviour

Introduction

The ethos of Codnor Community Primary School is such that all people who come into our school, whether staff, pupil, parent or visitor, are treated with respect and are valued as individuals in their own right. Everyone must set themselves high standards of behaviour and expect that from others. Throughout the school we expect a consistent approach based on the 'Codnor Stars':

1. Safety first. For yourself and others.
2. Take responsibility. Your choices → your actions → your consequences.
3. Aspire. You're here to do your best for yourself.
4. Respect. Give it, and expect it back.
5. Support our community. We're in it together.

Equally, we expect visitors and parents to treat staff appropriately at all times. No bullying or intimidation of staff will be tolerated.

This policy should be read alongside the school's anti-bullying policy.

The manner of the staff will act as a role model for the children. We believe that children behave well when they feel secure and valued, know what is expected of them and what the boundaries and consequences are. In our school you will not see oppressive discipline. You will see children who understand the accepted code of behaviour.

This policy is based on published research. See Appendix 1: The Incredible Years Teaching Pyramid and EEF's 'Improving Behaviour in Schools'.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of members of the school community with regard to behaviour management.
- Describe school's system of rewards and sanctions.
- Outline school's response to more serious incidents/situations, though it must be noted that these are outlines personalised for our school, and (as stated) the full DfE guidance will also be followed in these circumstances. See 'Legislation and statutory requirements' below. We follow the systems and processes set out by Derbyshire County Council (DCC).

Legislation and statutory requirements

This policy is based on advice and statutory guidance from the Department for Education (DfE) on:

- Behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Exclusion from maintained schools, academies and pupil referral units in England
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- SEND code of practice
- 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 explaining that maintained schools should publish their behaviour policy online.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Non-compliance with staff members' reasonable instructions
- Poor attitude.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting or physical violence
- Any negative behaviour/comments towards a protected characteristic (e.g. race, gender, sexuality, etc.)
- Possession of prohibited items (see below).

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images.

Roles and responsibilities

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. It will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. 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.

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious misbehaviour incidents (use of MyConcern).
- Seeking support from the SLT in responding to behaviour incidents, when necessary.

Parents are expected to:

- Support their child in adhering to the values promoted by the school.
- Inform the school of any changes in circumstances which may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Understand that any sanctions which their child receives are in no way personal – they are there to develop the child's self-regulation and to help ensure the safety and wellbeing of all in the school community.

Pupils are expected to develop self-regulation (as appropriate to their age), follow the rules, and observe the values of the 'Codnor Stars'.

- **Behaviour whilst walking around the school.** In corridors, pupils keep to the left and walk respectfully. When walking by a classroom where children are working quietly, or the teacher is speaking to the class, pupils walk in silence. On an ongoing basis, staff support pupils in the self-regulation of this skill, identifying and dealing with deviation from this.
- **Behaviour whilst in the hall at lunch.** The hall's shape is designed to direct sound downwards, so it is important that the volume of conversation is maintained at a reasonable level. Pupils are expected to be respectful and well-mannered while they are having their lunch.
- **Behaviour on the school field/playgrounds.** Pupils are expected to play safely and respectfully with each other. When the bell/whistle goes, and when pupils are lining up, it is in silence. When walking through the corridors back to the classroom, children do so quietly.
- **Behaviour in classrooms.** Pupils are expected to behave in a way which makes it possible for others to learn. They are expected to show respect for other pupils, maintain a positive attitude, and acknowledge the teacher and TA as figures of authority. They must maintain the level of conversation and interaction as directed by the teacher/TA to avoid any low-level disruption (e.g. a lesson where pupils are instructed to work in silence, vs. a lesson where conversation is allowed). The teacher/TA should not have to issue reminders.

Rewards

Our aim is to maintain the positive behaviour of the children within school by accentuating the positives. When the positives are sustained, the negatives are less frequent.

Individual reward systems:

- Raffle tickets are given to pupils for exceptional behaviour/setting of good examples, specific behaviour linked to the stars and learning behaviours (e.g. 'excellent resilience in maths'), staying on Green, good pieces of work, being a role model, helping others, etc.
- Certificates awarded in Friday certificate assemblies.
- Stickers/prizes/treats from other members of staff.
- Optionally, any individual reward systems linked to a class' needs (e.g. a reading reward, times tables reward, etc.)

Collaborative, whole-class reward systems:

- A system of the teacher's choice (e.g. marbles, smileys, train tracks, etc.) where the whole class can work together to achieve an end goal. This can be done in any way the class teacher wants and the rewards are chosen by the teacher.

For consistency, the raffle tickets and the whole-class system is used by everybody working with the class (e.g. midday supervisors, parent volunteers, etc.)

Sanctions

Our aim is to ensure that sanctions are proportionate, measured and consistent. See Appendix 2: What the Law Allows.

- Each class has a traffic light system – Red, Amber and Green.
- Pupils who stay on Green at the end of the day receive a raffle ticket.
- Only one way up the traffic light – if pupils move up the system, they cannot move backwards, regardless of their subsequent behaviour.
- Each day starts afresh, with all pupils moving back to Green.
- There is a focus on eradicating any low-level disruptions within classrooms. Low-level disruptions are small but persistent distractions which detract from a pupil's own learning or make it more difficult for others to learn. Behaviour which is not appropriate to the context (e.g. shouting out, talking/whispering during silent times, distracting other pupils, pulling silly faces, etc.)

Steps of behaviour management:

- Step 1: Verbal warning – a warning to the individual pupil about changing their behaviour. The member of staff makes sure the pupil understands what they have done to receive this warning.
- Step 2: Name moved from Green → Amber. This Step means the pupil has lost their raffle ticket for the day and has no more warnings remaining. Any more of the inappropriate behaviour will result in a consequence.
- Step 3: Name moved from Amber → Red. This is the consequence Step which progresses throughout the school:
 - EYFS: a 5-minute immediate time out from whatever they are doing. Part of the 5 minutes should be a discussion with a member of staff about the behaviour. The pupil is given a physical timer, so they understand what 5 minutes look like.
 - KS1: a 10-minute break-time out. Part of this 10 minutes should be a discussion with a member of staff about the behaviour. The pupil completes a 'Next time I will...' form to pass back to their teachers which explains how they will learn from this in the future.
 - KS2: a full breaktime out/part lunchtime depending on the time of the incident. Part of this time should be a discussion with a member of staff about the behaviour. The pupil completes a 'Next time I will...' form to pass back to their teachers which explains how they will learn from this in the future.
 - If the pupil cannot have the immediate discussion/consequence, staff ensure that the pupil understands the consequence received and the behaviour which has resulted in it.

- Step 4: The pupil is sent to the Assistant Headteacher's classroom to work for the remainder of the morning or afternoon. This results in minimum disruption to the teacher and lesson. The pupil takes the work with them to complete, or if they are in a lesson where the work cannot be sent (e.g. PE) the teacher has a tray task for them to do. This is a cumulative step: the pupil misses their break as well as being removed from the classroom they usually work in. After a conversation with the class teacher, a member of the SLT will call parents to explain what has happened. **Staff must report this to a member of the SLT.**
- Step 5: If the pupil continues to misbehave, the pupil works in the Assistant Headteacher's classroom, takes breaks on their own with the Headteacher, and takes lunch on their own with a shortened lunch break. The Headteacher will speak with parents.
- Step 6: The pupil works in the Assistant Headteacher's classroom for 3 days. They take break and lunch on their own and have a conversation with the Headteacher. A member of the SLT invites parents into school for a discussion with the pupil regarding their behaviour and warning about potential suspension.
- Step 7: Suspension for a number of days as determined by the SLT and Governors where necessary (see below).
- Step 8: Permanent exclusion (see below).

On occasions when the Headteacher or Assistant Headteacher is unavailable to supervise at Step 4 incidents and above, another member of staff will stand in.

Exceptions to the Step system

There are some exceptions to progressing up the Step system for behaviour:

- Physical violence. Intentional violence towards anybody within school is a straight progression to Red (Step 3) with no warning. **Staff must report this to a member of the SLT.**
- Any negative behaviour/comments towards a protected characteristic (e.g. race, gender, sexuality etc.) is a straight progression to Red (Step 3) with no warning. **Staff must report this a member of the SLT.**
- Being verbally malicious, intentionally: straight progression to Amber (Step 2) with no warning.
- Persistent poor behaviour over time can cause the pupil to move straight to Step 5 once on Red, at the discretion of the SLT.

Some situations both inside and outside of school will require a personalised approach to the incident, separate to the Steps (e.g. issues arising on social media, systematic bullying, an incident out in the community, a safeguarding-related issue, possession of a prohibited item, etc.) The SLT

will deal with these on an individual basis, considering mitigating circumstances and individual characteristics of the pupil.

In the case of serious misbehaviour, the pupil will be sent to a senior member of staff. An entry in MyConcern will be reported and the pupil detained (while supervised) in a quiet room.

Suspension and permanent exclusion

School follows DfE guidance on suspension and permanent exclusion, and DCC processes.

Suspension means that a pupil cannot attend school for one or more fixed periods (up to 45 school days in a single academic year). This can be for parts of the school day (e.g. lunchtime, which counts as a half-day suspension). The Headteacher will record the length of the suspension on MyConcern so that the cumulative number of days can be monitored, and this includes suspensions issued by other schools in the case of an in-year transfer. During a suspension, a pupil will receive education either through paper-based work (which is marked by the teacher/TA) or through Google Classroom and/or Oak Academy. School will take advice from the LA Inclusion Team regarding the provision of full-time education from the sixth day (cumulatively) of suspension.

The serious step of permanent exclusion is when a pupil is no longer allowed to attend a school. It is taken in response to a serious breach or persistent breaches of the behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff members or other pupils. The LA Inclusion Team will be involved in providing full-time education from the sixth day of permanent exclusion.

Normally, a parent would have been made aware of behaviour issues long before exclusion was considered. If a pupil is heading for suspension or permanent exclusion, agreed targets are set and shared with parents to help avoid such action. In exceptional circumstances, for extreme misbehaviour, the Headteacher has the right to suspend or permanently exclude irrespective of the above stages.

The following parties will be informed of a decision to exclude a pupil:

1. In the case of a permanent exclusion or where a suspension will (cumulatively) exceed 5 school days, the Headteacher or School Business Manager will contact the LA Inclusion Team by phone and provide parental contact details. The Inclusion Team will provide up-to-date information regarding provision of full-time education from day 6.
2. The Headteacher will contact parents by phone.
3. A DSL will contact the pupil's social worker (if relevant) by phone or email.
4. The Headteacher will contact the Virtual School Head (if relevant) by phone.
5. The Headteacher or Clerk to Governors will contact the Governing Body by email.
6. The School Business Manager will record the exclusion on school's MIS. This will automatically inform the LA.
7. The School Business Manager/School Business Assistant will provide parents with a copy of the appropriate DCC Exclusion letter, available on DCC SchoolsNet, which advises parents of their rights regarding exclusions and provides information regarding timescales.

The following details will be reported:

- The length/timescales of the exclusion.
- The reason for the exclusion.
- The reason code (list available on DCC SchoolsNet).
- Timescales for meetings with the Governing Body.

The Headteacher or School Business Manager will contact the LA Inclusion Team if a permanently excluded pupil is reinstated. The Inclusion Team will advise on processes and recording.

Following an exclusion, school will hold a reintegration meeting for the pupil and parents to design a reintegration strategy that offers the pupil a fresh start and helps them understand the effect of their behaviour on themselves and others.

Off-site direction (when a pupil attends another education setting to improve their behaviour) and managed moves (a voluntary process which leads to the transfer of a pupil to another mainstream school permanently) will be considered and discussed with parents where interventions or targeted support have not been successful in improving a pupil's behaviour.

Off-site and online behaviour

Following DfE guidance on behaviour in schools, schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Non-criminal poor behaviour occurring off the school premises (which is witnessed by a staff member or reported to the school) falls within the scope of this policy and will be dealt with using the same approach. Conduct outside the school premises, that schools might sanction pupils for, include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

The decision to sanction a pupil is lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour will be addressed in accordance with the same principles as offline behaviour, and sanctions may be applied in school.

Suspected criminal behaviour

In cases when a member of staff or the Headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and school will make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, school will ensure any further action taken does not interfere with any police action. School retains the discretion to continue investigations and enforce its own sanctions so long as this does not conflict with police action.

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 sanction the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical intervention: use of reasonable force

Any use of reasonable force is conducted in line with DfE guidance on use of reasonable force. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. Schools cannot use physical force as a sanction.

All members of staff have a legal power (though not a legal duty) to use reasonable force if it becomes necessary, and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned. It should always depend on the individual circumstances. The staff member will seek help from other staff members if they feel unable to physically intervene.

This list is not exhaustive, but as an example, schools can use reasonable force to:

- Remove disruptive pupils from a room where they have refused to follow an instruction to leave.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves or others through physical outbursts.
- Prevent a pupil from damaging property.
- Prevent a pupil from causing disorder.

Use of reasonable force does not require parental consent. Staff members should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Any serious incidents involving the use of force must be reported to the Headteacher, who will record the incident on MyConcern and contact parents. In deciding what is a 'serious incident', members of staff should use their professional judgement and consider:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The pupil's age.

Following DfE guidance, 'reasonable force' is very different from day-to-day physical contact. It is not illegal to touch a pupil and schools should not have a 'no contact' policy. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of this are:

- Holding the hand of the pupil at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

Searching, screening and confiscation

Any searching, screening and confiscation activity is conducted in line with DfE guidance on searching, screening and confiscation.

Under common law, school staff have the power to search a pupil if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Wherever possible, the pupil whose possessions are being searched will be consulted before the search and permission obtained; however in addition to the general power to use reasonable force as described above, Headteachers and authorised members of staff can use such force as is reasonable (given the circumstances) to conduct a search for a prohibited item.

The Headteacher must be consulted before any search is performed, and at least two members of staff must be present during the search. **The member of staff who initiated the search for the prohibited item will record this on MyConcern, including whether or not an item is found, using the prompts in Appendix 3: Recording Searches.** A Designated Safeguarding Lead will be informed if a prohibited item is found.

Any prohibited item in a pupil's possession will be confiscated. The item will be dealt with as appropriate to its type and the circumstances (e.g. returned to its rightful owner, retained by school, passed to the police, etc.) following DfE guidance.

The Headteacher will inform parents of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. The outcome will include what, if anything, has been confiscated and the resulting action school has taken, including any sanctions applied.

Beyond prohibited items, members of staff have the right to confiscate any other item which is detrimental to school discipline, or which poses a risk to staff or pupils. A school's general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so (e.g. confiscating a pencil case if a pupil is fidgeting with it). Members of staff do not have to consult with the Headteacher before doing this, nor record the incident, nor inform parents. Reasonable force cannot be used to search for these other items.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Pupils with SEND

School will make reasonable allowances/adjustments to consider behaviour in relation to a pupil's SEND, however not all misbehaviour will be due to this. It is important that pupils perceive all as being treated fairly with regard to sanctions. Sensitively worded discussions with the class may be held to explain a pupil's needs/context and help others to be tolerant and understanding of differences (e.g. a pupil with SEND may need time out or may react negatively to certain stimulus).

When sanctioning a pupil with SEND (including suspension/permanent exclusion), staff will consider whether the pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil (Equality Act 2010). Staff will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. **This does not mean that a pupil with SEND will be exempt from sanction.**

Physical interventions (as described above) can be used on pupils with SEND, but the judgement on whether to use reasonable force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

School will make reasonable adjustments for pupils with SEND, and advice in DCC's 'Exclusions and SEND' document (available on DCC SchoolsNet) will be followed.

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 adapted to suit the needs of the pupil.

The SENDCO 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 help support specific needs.

When acute needs are identified in a pupil, school will liaise with external agencies and plan support programmes. School will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the following year, pupils have transition sessions with their new teacher and TA. In addition, staff members hold handover meetings. 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 regarding behaviour issues may also be shared with new settings for pupils transferring to other schools.

Monitoring and evaluation

The Headteacher is responsible for the review, monitoring and evaluation of the Policy in consultation with the rest of the staff.

Policy review

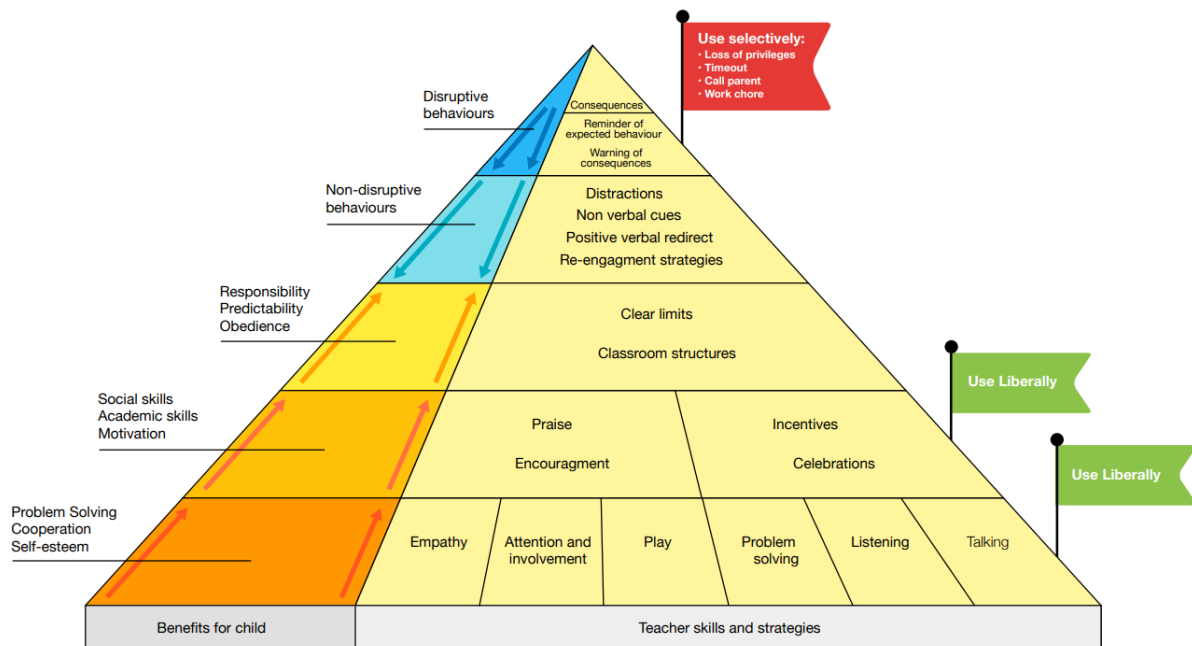
A review of the Policy will take place in line with the School Improvement Plan.

Governor approval

Any amendments to the Policy will be presented to the Governors for approval at the next available meeting.

Mr J. Blake
Headteacher
May 2024

Appendix 1: The Incredible Years Teaching Pyramid



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.

Appendix 2: What the Law Allows

This is from DfE 'Behaviour in schools. Advice for headteachers and school staff' (September 2022) page 18.

50. Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.
51. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school (see paragraphs 91 to 94).
52. A sanction will be lawful if it satisfies the following three conditions:
 - a. The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
 - b. The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
 - c. It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.
53. In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
54. The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, 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.
55. Corporal punishment by school staff is illegal in all circumstances.

Appendix 3: Recording Searches

This is from DfE 'Behaviour in schools. Advice for headteachers and school staff' (September 2022) page 15. When recording searches, staff will use these subheadings as prompts:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.