



# Behaviour Policy

(incorporating PDET's Statement of Behaviour Principles)

## Appendices

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 2*.

*(For a copy of the policy for a specific academy which includes Appendix 2 – see individual academy websites).*

Date	Revision & Amendment Details	By Whom
September 2022	Review and Approval	

## Appendix 1 - Misbehaviour / Serious Misbehaviour

### Definitions

**Misbehaviour** is defined as:

- Non-compliant behaviour (to adult requests)
- Low level disruption in lessons and at unstructured times
- Non-completion of classwork
- Rudeness to adults and other pupils
- Poor language.

**Serious Misbehaviour** is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests)
- High level disruption in lessons and at unstructured times
- Repeated breach of the academy rules
- Threatening and / or intimidating behaviour
- Verbal aggression
- Swearing
- Any form of bullying\*
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexting
- Physical aggression and / or violence
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items. These are:
  - Knives or weapons;
  - Alcohol;
  - Illegal drugs;
  - Stolen items;
  - Tobacco and cigarette papers;
  - Fireworks;
  - Pornographic images.
- Having 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).

### \*Bullying

Bullying is defined as:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.” (Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Discriminatory and Prejudice-based (including racial)	Taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As a Trust it is recognised that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils
- Everyone has the right to feel welcome, secure and happy
- Bullying of any sort prevents equality of opportunity
- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy's anti-bullying strategy are set out in [Appendix 2](#)

## Appendix 2 - Individual Academy Information

### Oundle C of E Primary School

*'To Be the Best You Can be'*

*'Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.'* Matthew 5:16

#### Vision and Values

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all: **'Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you'**. (Ephesians 4:32) The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships and choices, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Our vision is 'to be the best we can be' and that is all aspects of our lives.

The school expects every member of the school community to behave in a considerate and respectful way towards others including staff, parents and volunteers.

We aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour.

All children will be met and greeted each morning by their class teacher to provide a positive start to the day and good relationships. There is a focus on 'Smart' walking around the school to encourage a calm and well behaved ethos around school. Children should always be rewarded for good behaviour and working hard.

#### The Teaching and Encouragement of Good Behaviour

We recognise that all behaviour is a child's way of communicating with us. We need to work out what they are trying to communicate and react appropriately. We will stay calm and positive; show respect and understanding.

The school uses 'Zones of Regulation' as a language for identifying our emotions and giving us tools in which to help us self-regulate.

All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to 'be the best they can be'.

If a child misbehaves repeatedly in class, this will have been picked up through the use of the Behaviour Log. In the first instance, the class teacher deals with incidents him/herself in the normal manner. Parents should be informed at the earliest opportunity. However, if misbehaviour continues, the class teacher seeks help and advice from a Learning Mentor, senior leader, Headteacher or SENCO. It might be suggested that this pupil requires a personal behaviour plan that is specific to their needs. It would be regularly reviewed and

monitored with parents and the pupil to ensure that there is a clear understanding of behaviour expectations.

Should the class teacher feel further support or external agencies are required, he/she liaises with the SENCO who is responsible for initiating referrals for this support.

The class teacher reports to parents about the progress of each child in their class three times a year. The class teacher should contact a parent if there are concerns about the behaviour or welfare of a child at any time. A note of all incidents will be logged on the Behaviour Log or My Concern as appropriate.

### **The explicit teaching of good behaviour:**

All children should have positive behaviour role modelled to them by all staff at all times. Children should be taught how and when to make good choices and what those might be. Positive praise to those doing the right thing is imperative.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is written and then signed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher would refer to these rules and then discuss the situation with individuals, groups or the whole class during 'circle time' or equivalent.

RSHE, Collective Worship, RE and general day-to day school life (eg. Manners in the lunch hall) are all areas of the school-wide curriculum that might be used to highlight and demonstrate the teaching of positive behaviours.

### **Rewards / incentives and sanctions:**

We praise and reward children for good behaviour in a variety of ways:

- Individual children will be rewarded in class through DOJO points on Class DOJO. They can receive these for working hard, good behaviour, being kind, helpful etc;
- Individuals will be recognised for positive choices/behaviour and contribute to a class reward through the collection of objects which are exchanged for a whole class reward (the aim is termly);
- Each week one child from Y R – Y6 is nominated from each class to be 'Star of the Week';
- Children who have made positive choices all week receive a raffle ticket towards the termly 'Chocolate Raffle';
- Parents may receive a message from the teacher via Dojo to share positive behaviours or successes in school;
- The school acknowledges all the efforts and achievements of children, both in and out of school. Collective Worship (Celebration Assembly) on Fridays is the time for us to celebrate as a whole school the achievements of children out of school.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, child and choice of behaviour whilst also having a consistent approach for 3 behaviour choices; low level, disruptive and unacceptable. The aim of the sanction is to give the child a clear learning message that their choice was incorrect and opportunity given for reflection and lessons to be learned so the chances of the negative behaviour happening again are reduced.

### **Low-level Behaviour**

We expect children to listen carefully to instructions in lessons and to allow others to do the same. If they do not do so, we ask them to stop, but if they continue, their name is added to the 'class behaviour log' that is used to monitor low level behaviour by the Leadership Team. The child may be asked to speak to the teacher at the end of a lesson and miss a few minutes of their break or lunch.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This could be at breaktime or lunchtime.

### **Disruptive Behaviour**

If a child is disruptive in class, and stopping the learning of others, teachers employ a variety of behaviour strategies befitting the child or situation. If a child misbehaves repeatedly, this may result in loss of free time, loss of playtime, time out from the rest of the class until s/he calms down and is in a position to work sensibly again with others. This is recorded on the Behaviour Log and a call to the parent would be appropriate. The class teacher/Leadership Team will monitor and look for patterns over time to see if further school intervention is needed to support the child.

### **Unacceptable Behaviour:**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity, gives the child a warning and then prevents the child from taking part for a period of time if necessary. The child will be asked to go to another area of the school/class and continue their learning there. A member of the Leadership Team may be needed to support the teacher/class. The parent/s will be informed and invited into school for a meeting to consider a shared plan for behaviour support.

The school has a zero tolerance approach to children getting hurt or bullied. If a child threatens, hurts or bullies another pupil, the class teacher records the incident on My Concern. The school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. An age appropriate sanction is given to give the child time to reflect on their behaviour;

Years 5 and 6 – loss of 5 breaktimes

Years 3 and 4 – 3 breaktimes

Years 1 and 2 – 1 or 2 breaktimes

This sequence is outlined to pupils in a child-speak poster displayed in classrooms (See appendix 3)

### **Encouraging good behaviour during unstructured times:**

At Oundle CE Primary School we use the school vision and values to support our expectations of pupil behaviour at all times. Some children find unstructured times more challenging and so they are taught strategies by their teachers and Midday Supervisors about what to play, how to use equipment and how to support each other. The school recognises its role in supporting children in their play and teaching them positive behaviours through praise and encouragement.

### **Responding to misbehaviour outside the academy:**

Whilst wearing our school uniform, children are expected to behave in the manner that they would in school. They are asked to be ambassadors at all times. Where reports of poor behaviour choices come into school from outside, the school would inform and support parents as needed.

## **Anti-Bullying**

The school promotes 'kindness' as a core value and within its teaching of positive behaviour.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. Children are taught what bullying is and are taught strategies for what to do in the event of someone repeatedly being unkind. The school teaches anti-bullying through a planned and progressive RSHE curriculum and has an annual whole school 'Kindness Week' that promotes positive behaviour and anti-bullying.

The school recognises that bullying behaviour is often derived from sadness and anger felt by the perpetrator. The school has a role to help and support this pupil in addition to the victim. Our school believes it is important to educate and support rather than label or condemn.

Whilst rare, all incidents of bullying are recorded on My Concern and shared with the AGC periodically. The school monitors incidents closely and will respond to patterns by introducing wider-scale education as necessary.

## **Pupil Code of Conduct**

We expect our children to feel proud being a part of Oundle C of E Primary School and this should be reflected in their behaviour. We expect pupils to 'be the best they can be' in their behaviour choices and towards each other.

Discussions in class and Collective Worship help to teach the children about expectations and how to behave in certain situations.

We use 'Zones of Regulation' to help the children recognise their feelings and give them tools to help them regulate their emotions. This shared language enables the children to share with others how they are feeling and invites empathy and support.

Pupils are expected to:

- Behave in an orderly manner;
- Show respect to others;
- Make it possible for all pupils to learn alongside them in class;
- Listen to advice and accept sanctions when given;
- Treat the academy buildings and academy property with respect;
- Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy.



## Appendix 3 – Pupil Behaviour Policy

# Pupil Behaviour Policy

My school is a safe and happy place where I can do my learning so I can **'be the best I can be'**! My adults work hard to make sure this happens. In order for everyone to be able to do their best, I know I have to make good choices about my behaviour and follow the rules and instructions to help myself and others.

**I should treat others as I would expect to be treated (Luke 6:31) - with kindness and respect.**

My school understands that I am a child learning about making choices in different situations. They are here to help me learn from my mistakes and praise me for my positive choices with words and Dojo points!

- If my behaviour choices are not appropriate in the classroom or I am not following instructions my teacher will ask me to stop. If I continue, my name will be recorded on a Behaviour Log that is shared with Mrs Griffin. I should learn from this and make sure it doesn't happen again.
- If my behaviour disrupts the learning of other children or interrupts my teacher, my actions will be recorded on the Behaviour Log and I may be asked to miss some of my break/lunchtime or go to a different classroom to continue my work. This could be for one lesson or half a day. My parents will be told about this.
- If my behaviour continues to be unacceptable and I am not getting my learning done, I might need some extra help. This could be from my teacher, Mrs Hipwell or Mrs Hawes, the use of a behaviour plan or asking someone else for some help. My parents will be involved and asked to help too.

No one comes to school to get hurt - either with actions or words. If I hurt someone's body or feelings repeatedly (bullying) then I will miss a number of breaktimes and sit outside Mrs Griffin's office to think, learn and reflect. My parents will be told about this.

Years 5 and 6 - 5 breaktimes  
Years 3 and 4 - 3 breaktimes  
Years 1 and 2 - 1 or 2 breaktimes

**By being kind, respectful and thinking before acting I can make sure that my school day is happy and safe for me, my friends and adults.**

