



Thackley Primary School

Behaviour Policy

February 2021

Statement of intent

Thackley Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Education Act 1996
 - Education Act 2002
 - Equality Act 2010
 - Educations and Inspections Act 2006
 - Health Act 2006
 - The School Information (England) Regulations 2008
 - DfE (2016) 'Behaviour and discipline in schools'
 - DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
 - DfE (2018) 'Mental health and behaviour in schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2013) 'Use of reasonable force'
 - Voyeurism (Offences) Act 2019
 - Keeping Children Safe in Education
- 1.2. This policy operates in conjunction with the following school policies:
- Anti-Bullying Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Child Protection and Safeguarding Policy
 - Positive Handling Policy
 - Complaints Procedures Policy

2. Roles and responsibilities

- 2.1. The governing board has overall responsibility for:
- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school.
 - Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
 - Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.2. The headteacher is responsible for the day-to-day implementation and management of this policy and the procedures.
- 2.3. All members of staff, volunteers and support staff are responsible for:
- Adhering to this policy and ensuring that all pupils do too.
 - Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- 2.4. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 2.5. Parents are expected to take responsibility for the behaviour of their child(ren) both inside and out in the wider community.

3. Definitions

- 3.1. 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, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved 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
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

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

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

3.3. “Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member
- 3.4. Unacceptable or challenging behaviour may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Pupil Expectations

- 4.1. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school rules which requires pupils to:
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
 - Arrive to lessons on time and fully prepared.
 - Follow reasonable instructions given by staff both in the classroom and on the playground.
 - Behave in a reasonable and polite manner towards all staff and pupils.
 - Follow classroom rules and procedures
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Hand in homework at the time requested.
 - Report unacceptable behaviour.
 - Show respect for the school environment.

5. Support for Pupils

- 5.1. The school will ensure that pupils follow our school rules by teaching them how to behave sensibly, such as how to:
- Line up in groups when entering or leaving the classroom or school premises.
 - Sit appropriately on school chairs, carpets, hall floors, etc.
 - Use appropriate voice levels and language, including manners.
 - Raise their hands when they wish to speak in class or assemblies.
 - Model good behaviour to other pupils.
 - Work as a team and respect others’ views, beliefs and faiths when engaging in tasks.
- 5.2. The school recognises that children with SEND or SEMH issues may require adaptations to how this policy is implemented for them including using rewards and sanctions that are more appropriate to the individual’s needs. This may include report cards, personalised sticker charts, additional support from the Learning Mentor/Health Mentor or Behaviour Support Worker.
- 5.3. The school recognises that children who witness extreme behaviour or are victims of serious unacceptable behaviour may require additional support from school. This may take the form of time with our Learning Mentor or Health Mentor, or discussions between class teacher and the parents. We may refer to external agencies if additional support is needed.

6. Rewarding good behaviour

- 6.1. The school recognises that pupils should be rewarded for their display of good behaviour or effort.
- 6.2. The school will use a range of rewards for displaying good behaviour, as stated in our Behaviour Procedures, such as:
- Certificates
 - Postcards home

- Texts home
- Verbal praise
- Class dojo points
- Stickers
- Raffle tickets
- Whole-class rewards etc
- Positive phone calls home

7. Unacceptable behaviour

- 7.1. Unacceptable behaviour will not be tolerated at Thackley Primary School.
- 7.2. Breaking any of the rules laid out in our school rules will lead to sanctions as stated in our Behaviour Procedures.

8. Sanctions

- 8.1. There is no corporal punishment at the school.
- 8.2. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- 8.3. At Thackley Primary School, teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil and which are in line with the school's agreed Behaviour Procedures.
- 8.4. At Thackley Primary School, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- 8.5. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional and any SEND or other additional needs, especially if it is the first time the pupil has displayed this behaviour.
- 8.6. 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.
- 8.7. The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, which may include the following:
 - Providing a verbal warning
 - Missing minutes from golden time
 - Losing playtime/lunchtime
 - Using time-outs
 - Removing the pupil to another classroom
 - Reporting the behaviour to SLT or the Head of School
 - Phoning or sending a letter home to parents/carers
 - Speaking to parents/carers at the end of the school day
 - Placing the pupil on written report for monitoring of behaviour
 - Contacting external agencies such as social services
 - Excluding the pupil

9. Intervention

- 9.1. In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves

or others, or damaging school property, and to maintain good order and discipline in the classroom.

- 9.2. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 9.3. Any physical intervention used will be conducted in line with the Positive Handling Policy.
- 9.4. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion.

10. Monitoring and review

- 10.1. This policy will be reviewed by the headteacher on an annual basis, who will make any necessary changes and communicate these to all members of staff.
- 10.2. The next scheduled review date for this policy is March 2021.

Appendix A

Behaviour Procedures

The following Behaviour Rainbow will be displayed in every classroom in school.



