

PERIVALE
PRIMARY SCHOOL

Behaviour Policy

Committee with oversight for this policy –FGB	
Policy to be approved by the Headteacher	
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1. Aims

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

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:

- 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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school’s statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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.

5.3 Staff

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 behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Please also refer to Appendix 9 for parent conduct.

Parents are expected to:

- Model good behaviour at school and when bringing their children to and from school
- Support their child in adhering to the pupil code of conduct
- Support the school in following the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour, including exceptional effort, work or kindness will be rewarded with:

- Praise
- House points-for a collective reward- please see table below
- Dojos (Key Stage 2) (tbc)
- Certificates
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Privilege Time

The reward system below was devised by the children of Perivale Parliament and the houses named after landmarks in the UK.

House Points System						
Houses	House Points	Weekly House winner	Weekly Class winner	Class	Termly House winner	House
London Eye	House Points are awarded for demonstrating Perivale values and collected on a chart in the classroom Y6 Monitors collect, add and record the points on a Thursday Winners are announced in Achievement Assembly on a Friday	The house with the most points is celebrated during Achievement Assembly and added to a leader board (see below)	The class that contributed the most points for the winning house is rewarded with a trophy during assembly		The house with the most weekly wins at the end of term will be rewarded with an afternoon of fun	
Buckingham Palace						
Big Ben						
The Shard						
The Tower of London						

Leader Board

Big Ben	London Eye	Buckingham Palace	The Shard	Towers of London
				

The school may use one or more of the following sanctions in response to unacceptable behaviour/non-compliance with school rules (see Appendix 5)

- Use of the Behaviour Steps (see Appendix 8)
- Expecting work to be completed at break or lunchtime, or in some cases at home
- Missed break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal exclusion
- External exclusion (please refer to our Exclusion Policy)

See Appendix 4 for a sample letter to parents about their child's behaviour.

7.2 Off-site behaviour

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.

7.3 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 discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

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 four school 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
- Consistent and fair boundaries reinforced by use of the behaviour steps (see Appendix 8)
- Using positive reinforcement

8.2 Physical restraint

Please refer to link below for further guidance

[Dfe Guidance on Use of Reasonable Force](#)

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 (see appendix 3 for Restraint Log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 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 differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator 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 support specific needs.

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

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition 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 on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff can access support from senior and middle leaders and from outside agencies where needed.

Behaviour management will also form part of continuing professional development. A staff training log can be found in Appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Friendship and Anti-bullying Policy

Appendix 1: written statement of behaviour principles

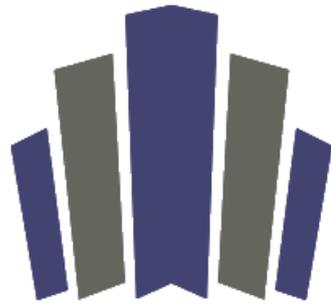
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable 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 board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date



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Appendix 3: restraint log (report to senior leaders after completion)

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	

What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: Letter to parents-template

Dear Parent,

I am writing to inform you that your child has been given a red card because s/he did not follow the school rules. This means s/he will miss two playtimes or lunchtimes.

The four school rules are set out below.



Respect what others say or do



Listen when anyone is speaking



Keep your arms and legs to yourself



Try your best

We would be grateful if you would talk to your child about why they received this sanction, and the importance of following the school rules at all times.

If you need to discuss this matter, please call the school office to make an appointment.

Yours sincerely,

Staff name: _____

Staff signature: _____

Date: _____

Red Card letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

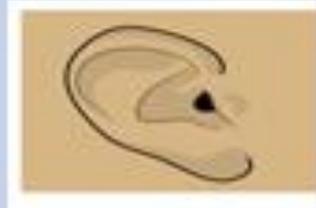
Appendix 5: School Rules

School Rules

Respect what others say or do



Listen when anyone is speaking



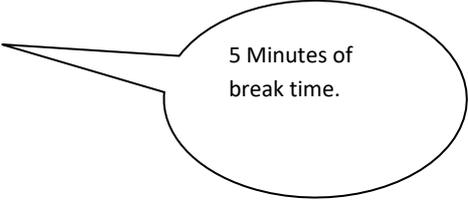
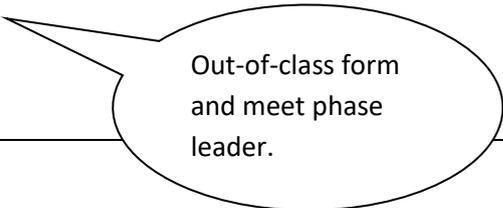
Keep your arms and legs to yourself



Try your best



Appendix 6: Classroom Behaviour Steps

<h1>Behaviour Steps</h1>	
	<h3>Step 1 Name on board</h3> 
	<h3>Step 2 Tick beside name</h3>  
	<h3>Step 3 Work alone table</h3>  
	<h3>Step 4 Buddy class and meet Phase Leader</h3> 

Appendix 7: Report Card

The report card is to be completed after each session by the appropriate member of staff. The children should report in with a member of the Leadership Team at the end of the day. This may be sent home on a daily basis for the parents to read and sign.

Monday	T1	T2	Comment	Wednesday	T1	T2	Comment
Session 1 before break				Session 1 before break			
Session 2 before break				Session 2 before break			
Session 3 after break				Session 3 after break			
Session 4 afternoon				Session 4 afternoon			
Session 5 afternoon				Session 5 afternoon			
Signed by				Signed by			
Tuesday	T1	T2	Comment	Thursday	T1	T2	Comment
Session 1 before break				Session 1 before break			
Session 2 before break				Session 2 before break			
Session 3 after break				Session 3 after break			
Session 4 afternoon				Session 4 afternoon			
Session 5 afternoon				Session 5 afternoon			
Signed by				Signed by			

Friday	T1	T2	Comment
Session 1 before break			
Session 2 before break			
Session 3 after break			
Session 4 afternoon			
Session 5 afternoon			
Signed by			
Summary of the week			

Perivale Primary School
Behaviour Report card



Name	
Form	
Start date	

My agreed targets	
Target 1	
Target 2	
Target 3	To report to _____ at the end of each day.

Appendix 8: Parent Conduct

Behaviour of Parents/Carers and Visitors

Parents/Carers and visitors are expected to model good behaviour at school and when bringing and collecting the children. The school does not tolerate aggressive or violent behaviour to any member of the school community. The behaviour of parents should not bring the school into disrepute.

Under Section of the 1996 Education Act, the Head teacher has the right to ban anyone from the school premises for being a nuisance or causing a disturbance.

This may include:

- Violence /Assault
- Aggression
- Rudeness
- Shouting
- Swearing
- Approaching and telling off/shouting at other children
- Using language that someone of a particular religion, gender or ethnicity might find offensive
- Refusal to follow a reasonable request from the headteacher/senior member of staff

In the rare cases where it is necessary to ban parents or visitors from the school site those individuals will not be allowed to accompany the children as a school representative on school trips. The head teacher will have the ultimate decision as to which parents accompany children on trips