

Behaviour Policy and Statement of Behaviour Principles

DUKE OF NORFOLK CE PRIMARY SCHOOL



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1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- > [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

- > [Searching, screening and confiscation at school 2018](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)
- > [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- > [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 to 94 of the [Education and Inspections Act 2006](#), which requires 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 must 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 or failure to follow direction from a member of staff
- > Poor attitude towards work, staff, and other children

Serious misbehaviour is defined as:

- > Repeated breaches of the school rules
- > Any form of bullying, including online
- > Sexual violence or sexual assault (intentional sexual touching without consent)
- > Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- > Vandalism
- > Theft
- > Fighting
- > Smoking
- > Racist, sexist, homophobic or ANY 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 1 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">– Racial– Faith-based– Gendered (sexist)– Homophobic/biphobic– Transphobic– Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or activity, 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 Policy**.

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)
- > Reviewing this behaviour policy in conjunction with the headteacher
- > Monitoring the policy's effectiveness
- > Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- > Reviewing this policy in conjunction with the governing body
- > Giving due consideration to the school's statement of behaviour principles (appendix 1)
- > Approving this policy
- > Ensuring that the school environment encourages positive behaviour
- > Ensuring that staff deal effectively with poor behaviour
- > Monitoring that the policy is implemented by staff consistently with all groups of pupils
- > Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- > Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- > Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- > Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- > Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- > Creating a calm and safe environment for pupils
- > Establishing and maintaining clear boundaries of acceptable pupil behaviour, which includes when educating children off site
- > Implementing the behaviour policy consistently
- > Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- > Modelling expected behaviour and positive relationships
- > Providing a personalised approach to the specific behavioural needs of particular pupils
- > Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- > Recording behaviour incidents promptly (see appendix 2 for a behaviour log)
- > Challenging pupils to meet the school's expectations
- > The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- > Get to know the school's behaviour policy and reinforce it at home where appropriate
- > Support their child in adhering to the school's 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
- > Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- > Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- > Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- > The expected standard of behaviour they should be displaying at school, or when representing the school off site, such as on school trips and visits
- > That they have a duty to follow the behaviour policy
- > The school's key rules and routines
- > The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- > The pastoral support that is available to them to help them meet the behavioural standards
- > Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- > Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- > Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- > Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- > Behave in an orderly and self-controlled way
- > Show respect to members of staff and each other, and other people's belongings
- > In class, make it possible for all pupils to learn
- > Move quietly and calmly 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 or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- > Mobile phones and personal tablets are not allowed to be used in school (see Acceptable Use Policy for Pupils and Online Safety Policy).
- > We accept that older children walking themselves to school may wish to carry a phone. In this instance, it should be turned off before entering the school site.
- > Once in school, the phone should be handed to the teacher who will store the phones during the day.
- > The school cannot accept responsibility for the loss or damage of any device brought into school. Children do so at their own risk.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- > Create and maintain a stimulating environment that encourages pupils to be engaged
- > Display the behaviour expectations/Code of Conduct in their class
- > Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Consistently following clear routines which have been established for the whole school (e.g., standing behind chairs as they enter the classroom)
 - 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

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our **Child Protection and Safeguarding Policy** for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will acknowledge it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- > Verbal praise
- > Communicating praise to parents via a phone call or written correspondence
- > House points, certificates, prize ceremonies and weekly Well Done assemblies
- > Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- > Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- > A verbal reprimand and reminder of the expectations of behaviour
- > Setting of written tasks such as an account of their behaviour
- > Expecting work to be completed at home, or at break or lunchtime
- > Missing playtime at break or lunchtime
- > Loss of privileges – for instance, the loss of a prized responsibility
- > School-based community service, such as tidying a classroom
- > Referring the pupil to a senior member of staff
- > Letter or phone call home to parents
- > Agreeing a behaviour contract
- > Putting a pupil 'on report' or having a home/school behaviour chart/book

- > Removal of the pupil from the classroom
- > Suspension
- > Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- > Causing disorder
- > Hurting themselves or others
- > Damaging property
- > Committing an offence

Incidents of reasonable force 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 a behaviour log)
- > When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

Confiscation of Items

Schools' general power to discipline enables us to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects the school from liability in any proceedings brought against us for any loss of, or damage to, any item they have confiscated, provided we acted lawfully.

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

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.

We will follow the DfE Guidance on confiscation carefully when deciding how to manage or dispose of confiscated items.

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

Searches

We will:

- > Ensure that staff authorised by the headteacher carry out searches for prohibited items only.

- > Ensure that any searching of a pupil will be implemented consistently, proportionately, and fairly, in line with the school's policy
- > Seek cooperation from the child for the search. Where this is not given, sanctions in line with this behaviour policy will be applied. Where cooperation is still not given, staff will assess, on a case-by-case basis, whether reasonable force should be applied (the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder)
- > By law, have a same sex member of staff conducting the search, and another member of staff present as a witness
- > Report searches to parents and on our central behaviour log
- > Regularly report incidents of searches to governors

Strip Searches

- > Under no circumstances will staff ever attempt to conduct a strip search: only Police can lawfully do this
- > Before calling Police in to school, we will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted
- > We will follow statutory guidance rigorously. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times
- > Where reasonably possible, parents will be informed before the search

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- > Taking part in any school-organised or school-related activity (e.g., school trips)
- > Travelling to or from school
- > Wearing school uniform
- > In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, **at any time, whether or not** the conditions above apply, if the misbehaviour:

- > Could have repercussions for the orderly running of the school
- > Poses a threat to another pupil
- > Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- > It poses a threat or causes harm to another pupil
- > It could have repercussions for the orderly running of the school
- > It adversely affects the reputation of the school
- > The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate. School staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times. Parents will be notified as soon as is reasonably possible.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- > Proportionate
- > Considered
- > Supportive
- > Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- > Responding to a report
- > Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help

- Refer to children’s social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and our policy for Managing Allegations Against Staff.

8. Serious sanctions

8.1 Loss of Playtime

Senior Leaders will sanction loss of playtimes.

Pupils can be issued with detentions during playtimes.

The school will decide whether it is necessary to inform the pupil’s parents.

When imposing a loss of playtime, the school will consider whether doing so would compromise the pupil’s safety

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- > Restore order if the pupil is being unreasonably disruptive
- > Maintain the safety of all pupils

- > Allow the disruptive pupil to continue their learning in a managed environment
- > Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom, via a Code of Conduct letter.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- > Meetings with learning coaches/ Behaviour Support Services
- > Use of teaching assistants
- > Short term behaviour report cards
- > Long term behaviour plans
- > Pupil support units
- > Multi-agency assessment

Staff will record all incidents of removal from the classroom on RM Integris along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned e.g.,

- > Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- > Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- > Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- > Training for staff in understanding conditions such as autism
- > Use of separation spaces (sensory zone or nurture room) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- > Whether the pupil was unable to understand the rule or instruction
- > Whether the pupil was unable to act differently at the time as a result of their SEND
- > Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these scenarios is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then **assess if it is appropriate to use a sanction** and if so, **whether any reasonable adjustments need to be made to the sanction**.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- > Reintegration meeting
- > Daily contact with a member of the SLT

- > A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing pupils for transition

To ensure a smooth transition to the next year (including the move between primary and secondary school – see Year 6 to Year7 Transition Policy), pupils have transition sessions with their new teacher(s). 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 is transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- > The expectations of the school including the behaviour policy
- > The needs of the pupils at the school
- > How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Staff keep their individual training log up to date.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- > Behavioural incidents, including removal from the classroom
- > Attendance, permanent exclusion and suspension
- > Use of pupil support units, off-site directions and managed moves
- > Incidents of searching, screening and confiscation
- > Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the SLT and governors.

The data will be analysed from a variety of perspectives including:

- > At school level
- > By age group
- > At the level of individual members of staff
- > By time of day/week/term
- > By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the full governing body annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- > Child Protection and Safeguarding Policy
- > Acceptable Use of IT (Pupils) policy
- > Anti-Bullying Policy
- > Allegations Against Staff Policy

Appendix 1: written statement of behaviour principles

- > Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- > All pupils, staff and visitors are free from any form of discrimination (for example, sexist, racist, xenophobic, ageist, homophobic, bi-phobic, transphobic, or ableist)
- > 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
- > Exclusions will only be used as a last resort, and will follow the DCC processes involved in suspensions and 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 and will be reviewed annually.

Appendix 2: behaviour log – these details to be recorded on RM Integris

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
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 3: letters to parents about pupil behaviour – templates to be copied on to letter headed paper and saved on server.

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

Details of incident and sanction/consequence.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour 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: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our code of conduct, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____