

**Ramsgate Holy Trinity C.E.(Aided) Primary School**



**Behaviour policy and statement of  
behaviour principles**

**Approved by:** Full Governing Body

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# 1. Aims

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

This policy aims to:

- Promote a culture where good behaviour for learning can flourish
- 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
- Ensure that parents are informed and are aware of our approach to behaviour
- To ensure a safe, caring and happy school

## 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 worship, around the school building and at break and lunchtimes
- Poor approach towards learning
- Lack of respect towards self, others and property
- Non-completion of work set

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Bringing an offensive weapon into school

## 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

## **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). It will also review this behaviour policy and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **5.2 The Headteacher/s**

The Headteacher/s are 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 leadership team 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 2 for a behaviour log)

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

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- 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 a way that is conducive to their own and others' learning
- Show respect to members of staff and each other
- Move quietly around the school with respect for others
- 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

**Sanctions (\* Mid-Day Supervisors please commence by informing class teachers, and if the problem persists, inform a member of the Wider Leadership Team. More serious matters can be taken straight to the DHT or HT.)**

Should children not follow the agreed rules, the following sanctions will be applied in order:

- Before any warnings are given (in particular for low-level disruption or non-compliance of acceptable learning behaviour), appropriate behaviour is praised and several reminders are given to the child.
- If behaviour persists, a system of three verbal warnings per day is applied.
- When a warning is given, the child is told which rule has been broken and what the expectations are.
- Should there be a second warning, the child will be asked to sit out for 5 minutes to reflect on their behaviour.
- In the rare event that a third warning has to be given, the child will have 'time out' for 20 to 30 min (depending on the key stage). This can be put into place either on the same day (if before lunch) or the following. The child is either sent to a link class or the DHT for the time out, and the child will fill in a child behaviour log (appendix 3) during this time. The child will do the learning they missed due to having been sent out the next available lunchtime. Parents will be informed of this.
- If the behaviour persists after the time out, the child is sent to the DHT or HT. Parents may be invited to discuss matter with member of staff or Head and an appropriate action plan be discussed.
- If the behaviour concerns are ongoing, in consultation with the class teacher, the Senco, Wellbeing Mentor and SLT, an agreed time of an internal exclusion may be given. Parents will be informed and invited to discuss the decision-making process and to collaborate with the school for a way forward.
- Ultimate sanction: Exclusion with a planned return to school programme.

NB. Children will not be sanctioned for wearing 'incorrect' uniform. Depending on the age of the child, the class teacher may talk to the child and explain what is incorrect, or mention to parents (or both).

### **Readmission to school after external exclusion:**

Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

### **Procedures for providing children with opportunities to discuss appropriate behaviour:**

- Talking with class teacher
- Talking with Well-being and Learning Mentor
- Talking with Deputy Head, Headteacher
- a programme of PSHE designed to promote mutual respect, self-discipline and social responsibility
- circle time – an opportunity for open discussion held in class groups at regular intervals
- the agreement of a set of rules by each class at the beginning of the autumn term.

### **Liaison with parents:**

Parents will be kept informed about their child's behaviour if required. If it is decided that this has to be monitored on a regular basis, an agreement is reached as to how. In the first instance (and for younger children), this may be a simple thumbs up (or not) at the end of each day when collected. It could also be more formal and a 'home/school contact' book may be started which is written in by the teacher or learning support assistant at the end of each day and sent home. We recognise that this could become an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

### **Outside agencies:**

Any worries about any pupil should be discussed with the Special Educational Needs Co-ordinator (SENCo). There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCo and Head Teacher. Teachers need to document evidence of behaviour

carefully so that it can be collated when required. Outside agencies include:

Thanet Inclusion Support Service  
School Nurse  
Early Help  
Children's Social Services  
Speech and Language Therapy  
Occupational Therapy  
Kent CYPMHS (Children and Young People's Mental Health Service)  
Paediatrician  
Virtual Schools Kent  
Educational Psychologist

### **Rewards:**

It is an expectation that children behave well and do not disrupt either their own or other's learning. We will maintain a positive ethos at school and in the classroom and will use praise as a reward for everyday examples of good behaviour for learning.

We also use our housepoints as a reward system. Every child in school is assigned a house from Reception onwards; Kiy, Sharp or Wrightson. Siblings will always be in the same house. All staff are at liberty to give housepoints to children who they see following any of the school rules and adhering to our behaviour principles; as well as for any form of achievement. At the end of every term, these housepoints are totalled, and the winning house is rewarded with a non-uniform day at the end of the following term.

In Reception and KS1, these housepoints are recorded via the 'Class Dojo' system. In KS2, these can be recorded as the teacher sees fit; such as class charts.

It is at the teacher's discretion to use additional motivational rewards within their class, after consultation with the DHT or HT.

## **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 manage the situation in accordance with this policy.

Please refer to our 'Allegations of abuse against staff policy' for more information on responding to allegations of abuse.

The school leaders will also consider the pastoral needs of staff accused of misconduct. All staff have free and confidential access to counselling through Education Support.

# **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 their own classroom 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

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- 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

Please refer to our Reasonable Force and Restraint Policy.

## 8.3 Confiscation

**Any prohibited items 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

We are committed to creating an inclusive learning environment. We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. We understand that there is a reason for this all means that 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 be consulted where a pupil exhibits challenging behaviour so that we can determine whether there are any underlying needs that are not currently being met.

We will use assessments such as Thrive to establish whether there are developmental gaps and what strategies will support the pupil.

We may put a Behaviour Support Plan in place.

The school's Well-being and Learning Mentor may be asked to contribute and to support the pupil.

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. In these meetings, a Class Provision plan is established for September, so that there is no gap in support or interventions during the transition process. At the same time, and Behaviour Plans or Individual Support Plans would be discussed and, again, established for September.

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 as part of their induction process. Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed annually. 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 annually.

## 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 and sanctions 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.
- 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 Body 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 three years

**Appendix 2: serious incident behaviour log**

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

### Appendix 3: Child Behaviour Log

Name:	
Class:	
Date:	
The reason for the warnings:	
Warning 1	
Lesson: Teacher:	
Warning 2	
Lesson: Teacher:	
Warning 3	
Lesson: Teacher:	
What I must do better:	
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	
Is there anything you would like to tell us or add?	
Actions taken by CT/Senco/DHT:	

