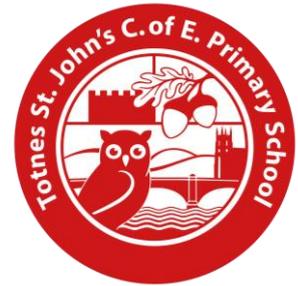




The Academies for Character and Excellence



Positive Behaviour Policy and Statement of Behaviour Principles

Reference: WP/Safeguarding

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Trust Schools	Redhills Primary Shaldon Primary Collaton St Mary Galmpton Primary	Totnes St John's Primary Brixham Primary

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About this policy

This is the Positive Behaviour policy for Totnes St John's C of E Primary.

General principles when applying the policy

The purpose of the policy is to promote good behaviour with a view to:

- promoting, among pupils, self-discipline and proper regard for the schools' values and ethos;
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils;
- securing that the standard of behaviour of pupils is acceptable;
- securing that pupils complete any tasks reasonably assigned to them in connection with their education; and,
- otherwise regulating the conduct of pupils.

When making any decision under this policy it is particularly important that each pupil is treated as an individual having regard to their particular needs. It is particularly important that if a child has a disability or special educational needs (SEND) that these are appropriately taken into account. For children with disabilities it is important that reasonable adjustments are actively considered. Further, when applying this policy any protected characteristics (such as race, disability, sexual orientation etc.) are taken into account.

Any concerns about discrimination should be addressed urgently with a senior leader. Further, when making any decisions it is important to treat pupils fairly which means making sure that they understand what they have done and having the opportunity to express their views.

Further, a child's behaviour (especially if out of character) may be related to safeguarding issues and as such staff should always be alert to safeguarding issues or other unmet needs. If this is suspected, then advice should be sought from a senior leader urgently.

It is also important to be aware that corporal punishment is never permitted. Passive intervention Programme/Team Teach may be used but any exercise of any force must be regarded as a last resort and then only used with great care and when suitably trained if a child was deemed as making themselves unsafe.

More than very minor disciplinary measures (such as basic reprimands/warnings) should also be recorded on the schools Child Protection On-line Management System (CPOMS).

Aims and Objectives

It is fundamental to a good education that everyone in the school environment behaves appropriately and treat each other with respect. The goal of the school's discipline procedure is primarily to assist the development of good character and learning. While chastisement is an essential part of enabling pupils to understand consequences, it is not an objective in itself.

Good behaviour should be actively encouraged and rewarded at all times.

Further, the values and ethos of the school should be taken into account when making any decision. This will also include principles of British values properly taking into account any legal requirements and fairness.

Pupils need to understand and know why good behaviour is important and the consequences of poor behaviour. This may include explaining the expectations of society about what it is to be a good person and why good behaviour will help them in their personal relationships and also prepare them for the outside world. They should also understand that poor behaviour and poor choices, if left uncorrected, can lead to serious problems later in life.

The approach towards school discipline should start by properly explaining to a pupil why their behaviour has fallen below expectations and where appropriate, giving them the opportunity to put things right. This may be by making an apology or taking other steps to rectify any wrong doing.

Discipline should be proportionate and appropriate and also applied consistently across all pupils.

Where possible and appropriate pupils should be actively encouraged to participate in decision making about particular class rules so that they may be personally committed to any rules formed.

When giving any sanction it is important to treat the pupil as an individual and take into account any particular circumstances. So, if detaining a pupil, any wider impact on them should be considered.

Parents need to be aware of and must also always be encouraged to support good behaviour.

Hebrews 10:24 says, "And let us consider how we may spur one another on toward love and good deeds"

Our school's approach to Behaviour follows that of the Church of England Education Office, in that it seeks to be faith-sensitive and inclusive. It is under-pinned by Our Vision of "Spurring each other on with the courage to make positive difference to ourselves and others" and ensures that all of school life incorporates the values of the Christian Faith. These values are central to all that we do and determine how we will implement all policies and procedures. We want to ensure that through our gateways of Citizenship, Leadership, Expression, Exploration and Flourishing, all pupils and adults are shown how to be Compassionate, Forgiving, Determined and Honest individuals, who act with integrity and responsibility. By starting with our vision, we aim to ensure that all members of our school community understand our expectations, our practise and the ways in which we will implement policy

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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9

requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

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, including overall appearance including extreme hair colours

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
- Peer on Peer abuse also known as 'Child on Child abuse'
- Sexting
- 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. Child on Child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of the Keeping Children Safe in Education guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

5. 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, on-line sexual coercion, 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 policy.

6. Roles and responsibilities

6.1 The Local Committee

The Local Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher, in consultation with the Trust's Head of Safeguarding and Inclusion, is responsible for reviewing and approving this behaviour 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.

6.3 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.

6.4 Parents

Parents are expected to:

- Support their child in adhering to this policy and the pupil code of conduct (see below)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. 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

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Rewards
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand

- Sending the pupil out of the classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

We may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the Headteacher during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The internal exclusion is managed by a member of the Senior Leadership team.

8.2 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.

8.3 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 Policy for more information on responding to allegations of abuse.

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

9. Behaviour management

9.1 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 pupil code of conduct or 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
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Physical restraint

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

- Causing disorder/damaging property
- Hurting themselves or others

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 (PIPS Positive Intervention Programme or Team Teach)
- 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)

9.3 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 the school environment. 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](#).

9.4 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 other professionals, 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.

10. Pupil transition

To ensure a smooth transition to the next year, 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 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.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (PIPS/Team Teach), as part of their induction process where required.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Local Committee every 2 years.

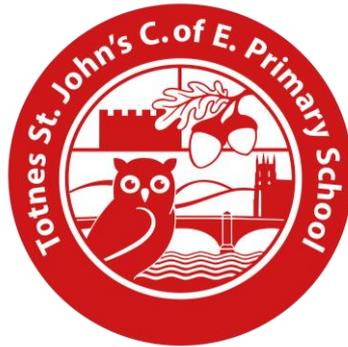
13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Safeguarding policy

Appendix 1: written statement of behaviour principles

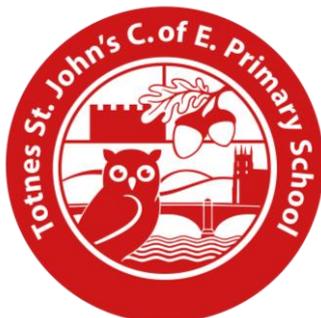


- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable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

Appendix 2 – Positive Behaviour Reward System

Totnes St John's C of E Primary



Gold	<u>I am excelling at:</u>		
	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others		
	Expression – have the confidence to present myself in an honest and insightful way that reflects what I value		
	Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself .		
	Leadership – Act with integrity, authenticity and determination ; and through this inspire others		
	Citizenship – make a difference to my home, school and the wider world through showing compassion empathy and drive .		
Silver	<u>I am persisting to be:</u>		
	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others		
	Expression – have the confidence to present myself in an honest and insightful way that reflects what I value		
	Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself .		
	Leadership – Act with integrity, authenticity and determination ; and through this inspire others		
	Citizenship – make a difference to my home, school and the wider world through showing compassion empathy and drive .		
Bronze	<u>I am striving to be:</u>		
	Flourishing – seek a purpose for life; take responsibility for my own well-being and support others		
	Expression – have the confidence to present myself in an honest and insightful way that reflects what I value		
	Explorers – follow my passions and seek challenges in order to aspire to be the best version of myself .		
	Leadership – Act with integrity, authenticity and determination ; and through this inspire others		
	Citizenship – make a difference to my home, school and the wider world through showing compassion empathy and drive .		
Green	<u>I am expected to be:</u>		
	In lesson	Lessons, lunch times and break times.	Speaking in whole class discussions
	<u>SLANT</u> <ul style="list-style-type: none"> • Sit up straight • Listen • Answer Questions • Never interrupt • Track the Teacher or speaker 	<u>The 3 Rs</u> <u>Can I answer yes three times?</u> <ol style="list-style-type: none"> 1. Am I in the right place? 2. At the right time? 3. Doing the right thing? 	<u>SHAPE</u> <u>S – speak in full sentences</u> <u>H – use hands well</u> <u>A – articulating</u> <u>P – projecting</u> <u>E – eye contact</u>
Clear facial look			
Verbal warning with explanation of correct behaviours.			

Amber	<u>The behaviour is breaking the school basic standards of behaviour</u>
	EYFS/KS1 – 5 minute instant timeout
Red	<u>My behaviour has continued to not portray our values and the basic standards:</u> EYFS/KS1 – work in SLT class or Pastoral room KS2 – 30 minute reflection
Red Line	Failure to respond to a time out reflection warrants an Internal Exclusion. Red Lines may also be issued for more serious incidents

Rewards – Our aim is to reduce inappropriate behaviour by promoting good behaviour. We can do this by:

School rewards	Class rewards	Lunchtime rewards
Verbal praise highlighting children taking on self-responsibility, showing excellent listening, excellent walking, excellent partner work, respecting the rights of others and demonstrating responsibility.	Teachers will celebrate children's work in the classroom daily.	Verbal praise highlighting children taking on self-responsibility.
Non school uniform day each half term for winning team points.	Praising children who are showing excellent learning behaviours.	Nominated weekly award in KS1 and KS2 for excellent lunchtime behaviour, selected by MTA's shared in assembly.
Termly house rewards for vertically arranged teams.	Individual awards, certificates and stickers.	Meal time responsible roles for pupils.
Children's achievements both in and out of school will be celebrated in assembly, which will be held on a Monday and Friday morning.	Signed pads when children move to silver or gold.	
Gold, silver and bronze excellence awards.	Positions of responsibility	
Weekly whole school assembly praise effort and excellence.	Golden time	
	Daily discussion with families sharing achievements.	

Consequences - are issued by members of staff when behaviour is unacceptable either in school or off school premises.

Our system of sanction is very simple and we are counting on your family support. If you are worried about it, the best way to avoid it is to make sure your child picks up the learning habits and sticks to them every single day.

Red Line (Internally excluded)

The concept of the 'red line' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour and to give students an opportunity to self-regulate before an incident escalates into something more serious. A 'red line' may be given when:

- the student has not responded to being moved to red level and their behaviour has not improved
- the student has seriously challenged the dignity of a member of staff or another student

When the 'red line' has been crossed a member of the pastoral or senior leadership team should be called upon to take the student out of the situation. The student will spend the rest of the day working with a member of the senior leadership team. Families will be contacted. Students will not be allowed back into school until a family member has spoken to a member of the pastoral team or senior leadership team to support the pupils' behaviour. If the 'red line' is issued in an afternoon, the student will spend the whole of the next day in 'red line' – where they will complete revision work, a behaviour reflection document and will receive a mentoring session to support restoration. The length of a 'red line' will be determined by a member of the senior leadership team and related to the severity of the incident.

EYFS and KS1 Consequences

Our staff are skilled in behaviour management, and will teach these learning behaviours in a positive and encouraging way. Being on the amber or having time out should not be seen as 'the end of the world'. Every session AM and PM is a fresh start, and our staff will be looking for your child to be doing the right thing and praising them accordingly.

However, if any of the Green Learning Behaviours are not adhered to, the following consequences will happen:

The Look	Students will be given a stern look if they are breaking the green level learning behaviours.
Verbal Warning	If a student continues to misbehave, a verbal warning will be given with a clear expectation of how to correct themselves.
Move to Amber Level	Students who continue to misbehave after a warning will have their name moved to the Amber section. This acts as a reminder to the student to change their behaviour. CPOMS updated with behaviour.
Time Out	Failure to respond to having their name on the Amber level means the student will have an instant time out of 5 minutes away from the class. CPOMS updated with behaviour.
Move to Red Level	If misbehaviour continues, a meeting with parents will take place to support their transition to class. The student may be removed from class to work with the Pastoral or SLT team. CPOMS updated with behaviour. Parental meeting required.
Immediate Red Level	Immediate Red Level will be issued for any other behaviour deemed serious enough by the class teacher to warrant a red e.g. fighting, kicking, hitting, spitting, swearing.
Exclusion	The decision of a fixed term external exclusion is taken by the Principal where behaviour is deemed severe. Students may be externally excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy.

KS2 Consequences

Pupils in KS2 will display the basic green level behaviours as learnt in KS1. Our staff are skilled in behaviour management, and will teach these learning behaviours in a positive and encouraging way. Every session AM and PM is a fresh start on Green level, and our staff will be looking for your child to be doing the right thing and praising them accordingly. However, if any of the Green Learning Behaviours are not adhered to, the following consequences will happen:

The Look	Students will be given a stern look if they are breaking a learning habit
Verbal Warning	If a student continues to misbehave, a verbal warning will be given with a clear expectation of how to correct themselves
Amber Level	Students who continue to break the basic green level rules will be moved to Amber. CPOMS updated with behaviour.
Red Level	Moved to Red in one lesson or Amber twice in a day warrants a same day 30 minute time out reflection. CPOMS updated with behaviour.
Instant Red Level	<ul style="list-style-type: none"> • Inappropriate language over heard by a member of staff • Misuse of school equipment • Throwing equipment, including books, disrespectfully • Any other behaviour deemed serious enough by the class teachers to warrant a time out reflection • 30 minute time out reflection at break time CPOMS updated with behaviour and actions.
Red Line (Internal Exclusion)	Failure to respond to a correction warrants an Internal Exclusion Red Lines may also be issued for more serious incidents such as:
External Exclusion	<ul style="list-style-type: none"> • Defiance • Sexual harassment • Bullying • Homophobic or Transphobic comments or behaviour • Racism • Dangerous behaviour (including bringing illegal items into the academy) <p>The decision to put a student in 'red line' will be taken by the senior leadership team and could include the above - or anything which is deemed to cross the 'red line' – including undermining members of staff, unkindness to others or persistent behaviour which breaks our basic learning behaviours and goes against our gateway values. The decision of a fixed term external exclusion is taken by the Principal where behaviour is deemed severe. Students may be externally excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy.</p> CPOMS updated with behaviour.

The school or Trust may also use the following sanctions:

- Limiting student access to extra-curricular clubs and co-curricular provision (e.g. swimming)
- Removal of IT rights (e.g. academy email and internet access)

- Confiscation of item/s
- Not allowing students to attend recognition expeditions or residential.
- Removal of unstructured time e.g. break time Reduced timetable
- Directing the student to an alternative provision / managed move
- Extended reflection time outs
- Permanent exclusion

Time Out Reflection Sheet

What Happened?	How did I feel?
What can I do to help myself?	What can the adults do to support me?

Name of Child.....

Date.....

Time.....

