



Swillington Primary Behaviour Policy

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Adopted by Swillington Local Governing Board

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Aims

Brigshaw Learning Partnership believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school expects every member of the school community to behave in a considerate way towards others developing confidence, self discipline and self esteem.

This policy supports the whole school community in aiming to allow everyone to learn together in an effective and considerate way.

We are committed to:

- Promoting desired behaviour.
- Providing a consistent approach to behaviour management
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Legislation and statutory requirements

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

- [Behaviour and discipline in schools 2016](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

The policy works with the [special educational needs and disability \(SEND\) code of practice](#)

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

2. Key roles and responsibilities

- 2.1. **The local governing body** has overall responsibility for the implementation of this policy.

- 2.2. **The Brigshaw Learning Partnership** has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. **The Head of School** will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 2.4. **Staff**, including teachers, support staff, and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 2.5. **Staff**, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 2.6. Good relationships with **parents/carers** are cherished by the school and we believe that the well informed supportive parent is a crucial partner. We want to establish a positive partnership with parents/carers that will inspire mutual trust and confidence. We believe that the more parents/carers know and understand what is happening in school, the more they will support our aims and practices.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 2.7. **Pupils** are responsible for their own behaviour both inside school and out in the wider community.
- 2.8. **Pupils** are responsible for their social and learning environment and agree to report all undesirable behaviour to a teacher or other adult at the school.

3. Definitions

- 3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, unfounded allegations, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. Please refer to our anti-bullying policy for more detail.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating, inappropriate or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items or inappropriate images
- Truancy
- Refusing to comply with disciplinary Consequences
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting
- Repeated breaches of the school rules

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

- Arriving late to school and lessons
- Using a loud voice in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Not following classroom rules
- Disruption in lessons, break times and at lunchtime
- Use of mobile phones in school
- Damage to property
- Incorrect uniform

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

4. Training of staff

- 4.1. At school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 4.3. Teachers and support staff will receive regular and ongoing training as part of their development.

5. Expectation of Pupils

- 5.1. Pupils and parents/carers will be expected to follow our school's **Home/School contract** which requires pupils to:
 - Follow our 3 school rules: **Follow instructions. Keep hands, feet and objects to yourself. Use positive language.**
 - Conduct themselves around the premises in a safe, sensible and respectful manner.
 - Arrive to lessons and school on time and ready to learn.
 - Follow reasonable instructions given by teachers and support staff both in the classroom, on the playground and when out of school on trips.
 - Behave in a reasonable and polite manner towards all staff, visitors to school and pupils.
 - Work hard and follow classroom rules and procedures.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Hand in homework at the time requested.
 - Report unacceptable behaviour or behaviour of other pupils which concerns them.
 - Show respect for the school environment.
 - The school will ensure that pupils follow the Home/School contract by teaching them how to behave sensibly, such as how to:
 - Line up in groups when entering or leaving the classroom or school premises.
 - Sit appropriately on school chairs, carpets, hall floors, etc.
 - Use appropriate voice levels and language, including manners.
 - Indicate appropriately when they wish to speak in class or assemblies.
 - Model good behaviour to other pupils.

- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- 5.2. In the event of a false allegation being made we would ensure that a full restorative process is put in place ensuring the 'victim' voice is clearly heard and understood throughout the process.

6. Smoking and drug policy

- 6.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 6.2. Parents/carers, visitors and staff must not smoke on school grounds
- 6.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 6.4. Pupils and staff are required to follow the school's Drug and Alcohol Policy

7. Rewarding good behaviour

- 7.1. The school recognises that pupils should be rewarded for their display of good behaviour.
- 7.2. The school will use the following rewards for displaying good behaviour:
 - Certificates
 - Notes home
 - Headteacher awards
 - Verbal praise
 - Phone calls home

 - Stickers
 - Whole-class rewards
 - Special responsibilities/privileges
 - Team points
 - Special mentions in Celebration Assembly

 - Attendance awards

 - Lunchtime merits and prizes

- 7.3. The school acknowledges all the efforts and achievements of children, both in and out of school during 'Golden Book Assembly'.

8. Unacceptable behaviour

- 8.1. Unacceptable behaviour will not be tolerated at the school.
- 8.2. Breaking any of the rules laid out in our Home/School contract and our school rules will lead to a consequence.
- 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 head teacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for procedures for dealing with allegations of abuse against staff.

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

9. Consequences

- 9.1. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- 9.2. At Swillington Primary School staff will impose consequences as they see fit depending on the context, behaviour, and age, of the pupil:
 - In the first instance, the teacher will give the pupil a verbal warning, explaining to the pupil why their behaviour is unacceptable.
 - If the pupil continues to not follow school rules, the teacher will give a second warning and the pupil will work away from the group for 5 minutes within the classroom.
 - If the pupil continues to not follow school rules, the teacher will give a third warning and the pupil will work away from the group, within the classroom, for the rest of the session.
 - If the pupil continues to not follow school rules, the teacher will give a fourth warning and the pupil will work in another classroom for 15 minutes.
 - If the pupil continues the behaviour, the child will be sent to a member of the Senior Leadership Team and parents/carers will be informed.

- If children receive 5x 5 warnings, the child will receive an internal exclusion and a positive behaviour plan will be set up. The teacher will arrange a meeting with parents/carers to share the plan.
- If behaviour does not improve following the implementation of a behaviour plan a meeting will be arranged with the teacher and SENCO/Head of School.
- If behaviour does not improve, external agencies will be contacted to support the child in improving their behaviour. The decision may be taken to exclude the child to Brigshaw High School.
- If behaviour still does not improve, the decision may be taken to send the child to alternative provision for a period of time.
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors.
- Any pupils that are sent indoors will be supervised by an adult at all times.

9.3. At Brigshaw Learning Partnership, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and will be supported to understand it.

9.4. Teachers will use their professional judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

9.5. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

10. Physical restraint

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

11. Items banned from school premises

11.1. Fire lighting equipment:

- Matches, lighters, etc.

11.2. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

11.3. Other items (delete items you do not want to ban):

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones
- Any other toys which are deemed hazardous.

12. Searching

12.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

12.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the **head teacher** to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

12.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not

done immediately, and it is not practicable to summon another member of staff.

- 12.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 12.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 12.6. Any staff member may refuse to conduct a search.

13. Confiscation

- 13.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 13.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 13.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco).

14. Outside school and the wider community

- 14.1. Pupils at the school must agree to represent the school in a positive manner.
- 14.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 14.3. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

15. EYFS

This is a whole school policy. In Foundation Stage, children are rewarded and praised in an informal, non-structured way. Should there be children whose behaviour is difficult to manage, the more formal structured, whole school approach can be adopted. However Foundation stage uses 'time out' strategy linked to the age of the child.

16. Special Educational Needs and disabilities

There may be children who do not respond to the strategies already mentioned and who require individual support in the form of an Individual Behaviour Plan (IBP). Where appropriate children will be involved in writing their IBP. Progress will be monitored by the SENCO and further advice may be sought from outside agencies e.g. Inclusion workers, Educational Psychologist.

17. COMPLAINTS

An individual wishing to make a complaint about anything relating to this policy should refer to the BLP Complaint Policy published on the BLP Website.

18. EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-Bullying policy
- Care and control Policy

20. Monitoring and review

Behaviour in school will be monitored on a regular basis by staff and governors. This policy will be reviewed by the head teacher and local governing body every 2 years, who will make any necessary changes and communicate this to all members of staff.