



## Behaviour Policy

Review Frequency	Annual
Most Recent Review	Autumn 2022
Next Review Due	Autumn 2023
Head Teacher	Ms Leah Wright
Governor	

## Contents

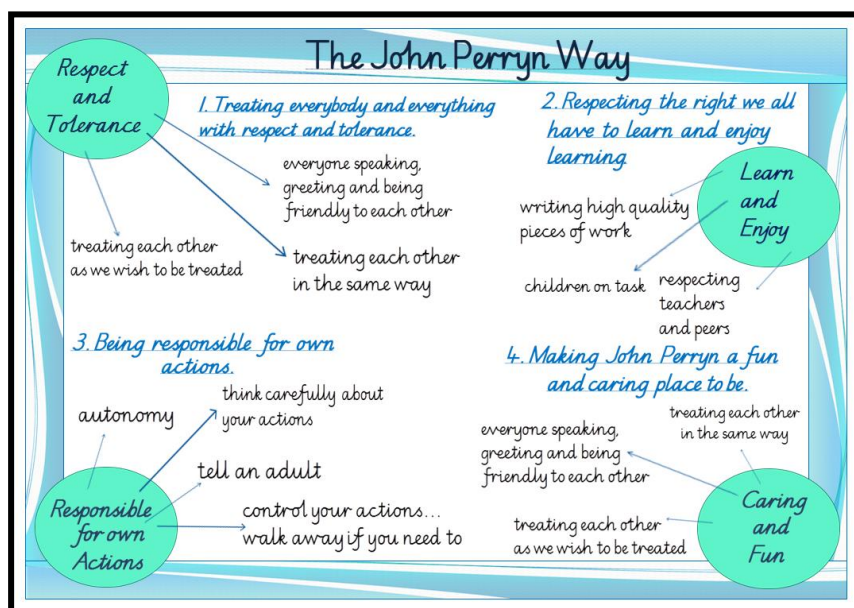
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John Perryn is a multicultural school in which every member is valued and respected. The **'John Perryn Way'** encourages our pupils to grow up with a clear understanding of right and wrong, and fosters a respect for others and their property, self-discipline and honesty. The ethos of our school should be instrumental in creating an orderly atmosphere where effective learning and teaching can take place. Therefore, each member of the school is personally responsible for helping to create this positive learning atmosphere so that everyone feels valued and safe, enjoys their work, and achieves their very best. Any kind of behaviour which opposes this is unacceptable

Pupils, teachers, parents, carers and governors have agreed this policy, and expect that every member of the school will uphold and keep it.

Our expectations, upon joining the John Perryn, are that parents and carers will work in partnership with the school to ensure that pupils behave responsibly.

High standards of behaviour are expected from all members of our school community, in and around the school buildings, on the school grounds, travelling to and from school, on school visits and at any time when representing the school.



## **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 in line with a **rights respecting ethos**.
- Explain how we use restorative practice in order to build positive relationships between pupils and staff and pupils and how to repair and restore relationships that may have broken down.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and consequences**.

## **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.

It is also based on the [UN Convention on the rights of the child](#).

## **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 towards learning or towards other members of the John Perryn community.
- Disrespecting the rights of others as outlines by the UN convention on the rights of the child
- Mobile phones/smart watches that have not been handed into the office

**Serious misbehaviour** is defined as:

- Repeated breaches of the John Perryn Way or school values
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### **4. Bullying**

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

Bullying is, therefore:

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

Bullying can include, but is not limited to: emotional, physical, racial, sexual, direct / indirect verbal, homophobic, transphobic or cyber-bullying.

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 board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

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

### **5.2 The Headteacher:**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the **school environment encourages positive behaviour** and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive, rights respecting behaviour
- Attempting to repair relationships using the restorative practice model
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (*see 11. Monitoring arrangements*)

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

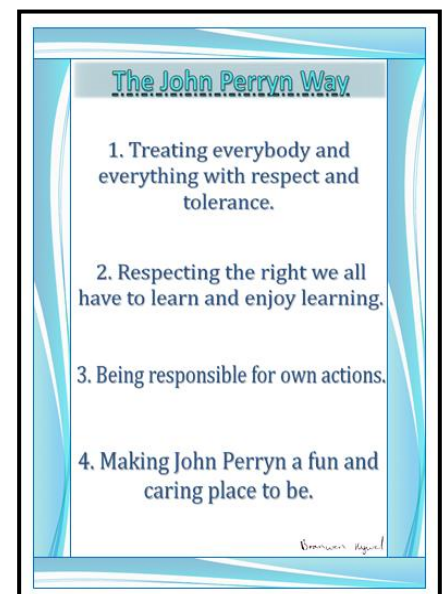
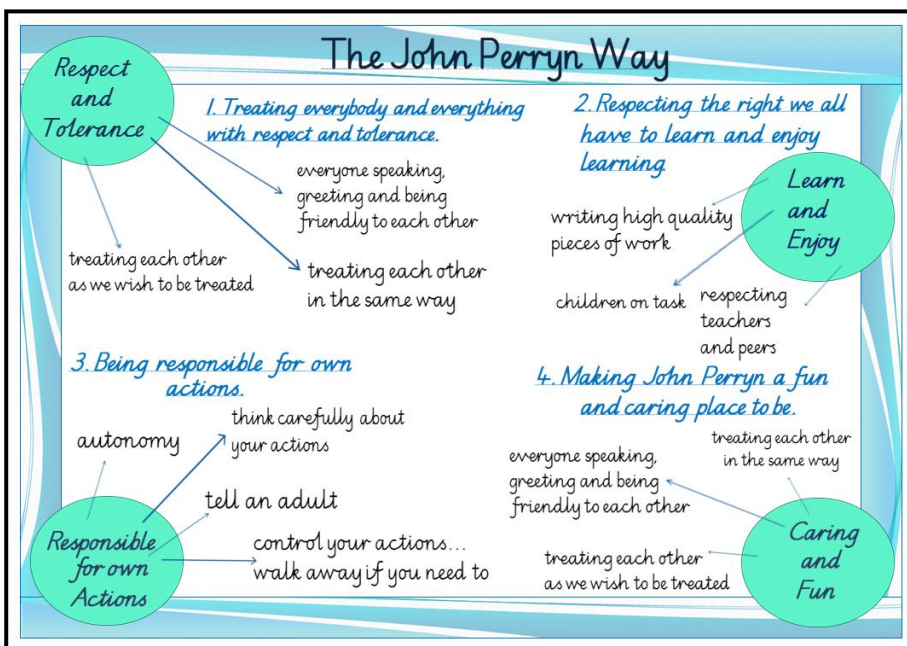
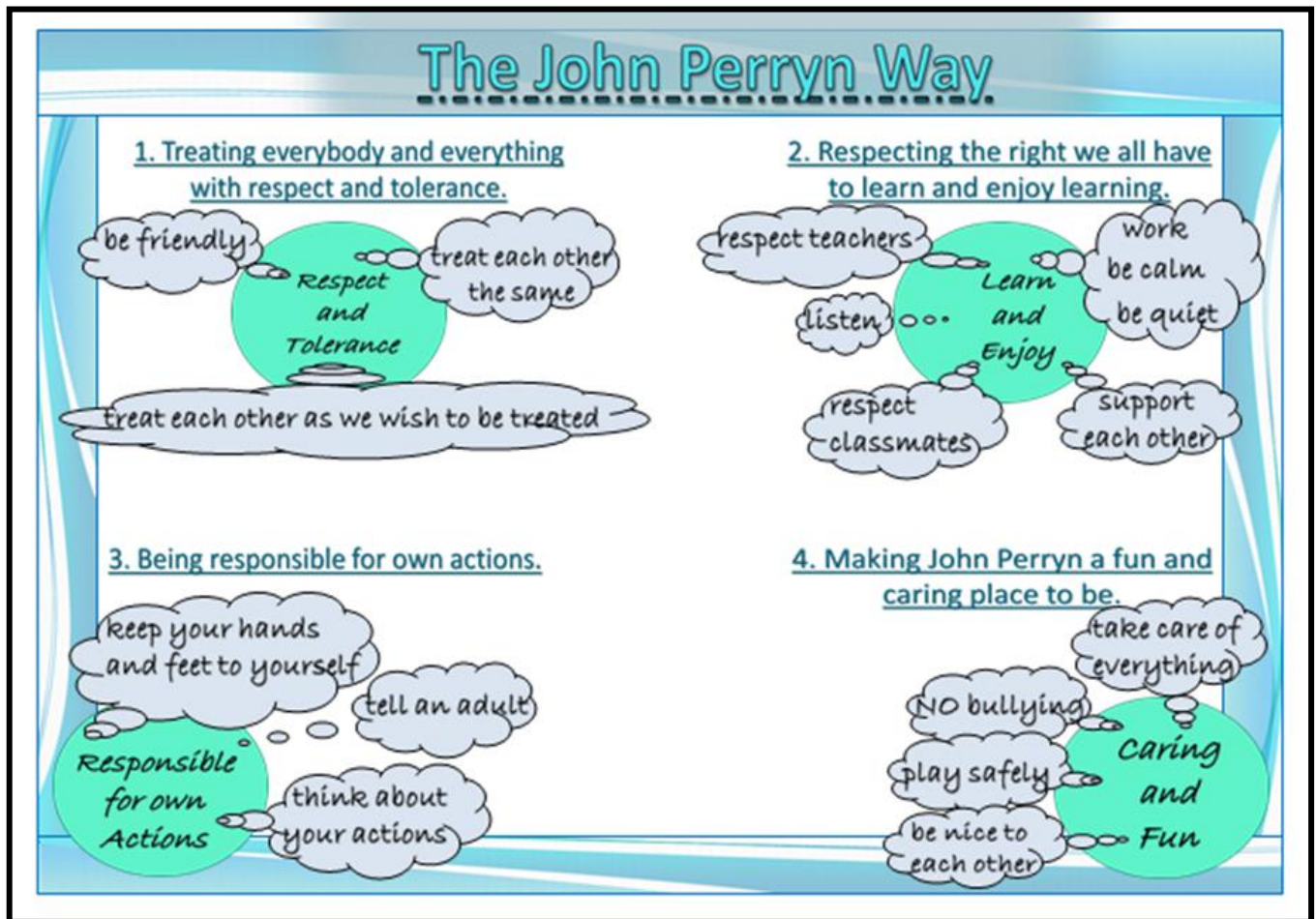
## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in a rights respecting, orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn (**Article 28**)
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Engage in restorative conversations with peers and staff members to mend relationships and reflect on behaviour choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- **7. The John Perryn Way**

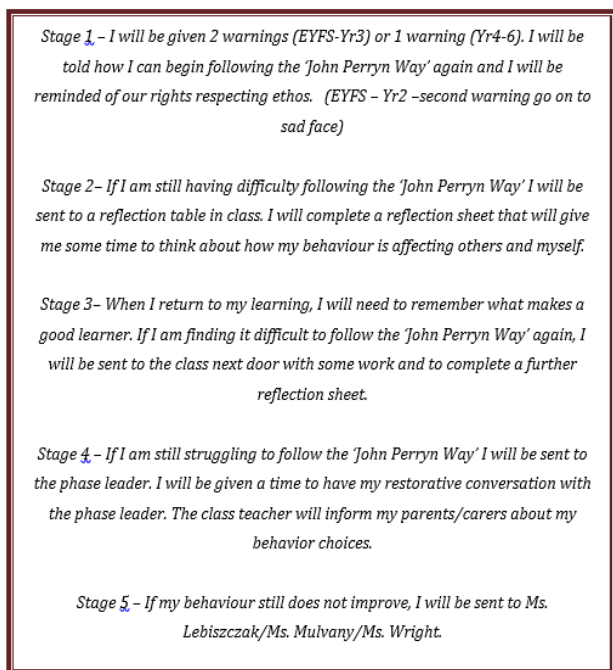
Pupils are encouraged to follow **The John Perryn Way** which is displayed around the school:

**‘Aiming High to achieve success in all that we do’**



## John Perryn Primary School

### Behaviour steps:



### 7.1. The John Perryn Way for staff at John Perryn Primary School

Just as teachers should have high expectations of pupil achievement and behaviour, pupils have high expectations of teachers to create and be responsible for an orderly, consistent, engaging and challenging learning atmosphere in lessons. Teachers also have high expectations of each other to implement 'The John Perryn Way' conscientiously and with consistency in order to ensure a universal atmosphere of positive, good order in this school.

Teachers should be prompt in taking charge of their pupils, and remain with them throughout lesson times.

### 7.2 Rewards Available

Many opportunities to positively reinforce good behaviour are available to the staff at John Perryn.

#### Positive marking of learning

Whenever possible we will endeavour to mark learning in a positive way, reinforcing these written remarks with positive comments. Please refer to the school's marking and presentation policy.

#### Positive Praise

The effect of praising a child **CANNOT BE UNDERESTIMATED**. It is seen to be the most important factor in raising self-esteem, and it makes a major contribution to encouraging good behaviour.

#### Stickers/ House points

These can be awarded by all members of staff. The SMSAs also award stickers to children who eat a healthy lunch and who follow the 'John Perryn Way' and school ethos by making good choices.

#### Cups

The following cups are awarded:

Weekly:            House Cup  
                         Attendance Cup

## Punctuality Cup

Summer term: Sports House Cup

### **Medals**

Medals are awarded at the end of the year for outstanding attendance and for KS2 winners at Sports Day.

### **Certificates**

During the 'Celebration Assembly' these are presented by the Headteacher to acknowledge children's progress and success in a variety of areas.

A Rights Champion is selected each week by the children of each class for displaying noticeable rights respecting behaviour. A certificate is awarded to the chosen children during KS1 and KS2 assemblies.

The names of the weekly winners of the certificate are displayed on the classroom door each week.

### **Once a reward is given to a child, it can never afterwards be removed.**

In addition to the reward system, opportunities to give children responsible tasks are also offered in order to enhance self-esteem, and cultivate a responsible attitude.

Modelling of good behaviour should be used as a resource to promote good behaviour by acting as playground buddies, befriending and linking with targeted children. Also to act as school representatives on special occasions.

Rewards will vary throughout the school according to the age of the child.

Examples are:

- Praise from teacher and peers, patting self on the back
- Stamps/stickers for social and academic achievement
- Show work to other Year Group teacher/Phase Leader
- Verbal praise to parents at end of the day
- Positive praise postcards sent home from the Senior Leadership Team for following The John Perryn Way.

### **7.3. Dealing with unacceptable behaviour**

The school has a positive approach to engendering good pupil behaviour. It gives praise to those who act responsibly and shows consideration and care for others. However, some pupils do not always behave acceptably; they will be dealt with firmly, and at the appropriate level in order to help them improve their behaviour.

### **7.4. In Lessons**

It is the **primary responsibility of the teacher** to create a positive and well-ordered learning atmosphere in the classroom or other teaching area. If there is unacceptable behaviour, then the teacher must initially deal with it. If the unacceptable behaviour continues then Senior Staff will become involved.

Teacher – Reflection table - Partner class– Phase Leader – Assistant Head - Deputy Head – Head Teacher

Phase leaders will have a restorative conversation with pupils attempting to right any wrongs where all parties involved feel their needs have been addressed.

Parents will be communicated with by the person dealing with the issues. This may be at the end or beginning of a school day, by phone or organising a formal meeting.



## **8. Rewards and consequences**

All staff members are responsible for good behaviour. When a pupil does not follow the 'John Perryn Way', a range of strategies can be used to remind the pupil to make the correct behaviour choices:

### **8.1 List of rewards and consequences**

Positive behaviour will be rewarded with:

- Praise
- House points
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges

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

- Discussion and understanding of impact of actions and their effect on others and myself.
- setting behaviour targets – personalised targets reviewed by staff and parents/carers,
- spending time on the time out table reflecting on the behaviour choices by completing a rights reflection sheet
- send to a paired classroom,
- send to the phase leader's classroom
- talking through an issue,
- informal parent conference
- using part of play time to reflect on behaviour choices.

Issues should be recorded by members of staff on Edaware. Please see section 12 - monitoring arrangements.

1. If further action is needed, the class teacher should discuss the issues with the Phase Leader. If the issues are unresolved the Phase Leader will bring it to the attention of either the Assistant or Deputy Head.
2. If, after this meeting, the strategies put in place by the SLT to support the child are not working, the Deputy Head or Headteacher will contact the parents and discuss the issues and possible further consequences. These could include referral to the Local Authority Primary Behaviour Team, short term exclusion or permanent exclusions from school or other suggestions agreed with and supported by the parents.

### **8.2 Off-site behaviour**

Consequences 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 and/or statement of procedures for dealing with allegations of abuse against staff 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 in learning
- Display their own classroom rules and in their class charters as well as rights respecting language.
- Develop a positive relationship with pupils, which includes:
  - 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 different types of 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
- 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

### **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 potentially harmful or detrimental ~~to students or their peers~~. 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 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.

## **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 (*for some members of the staff only*), as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

### **12.1. How do we record behaviour?**

Incidents are recorded on Edaware by the member of staff who dealt with the incident. Where the incident is of sufficient severity that it is referred to a member of SLT, the staff member will complete the initial entry and the member of SLT will follow up with consequences.

#### **Please Note:**

- Pupils will not be denied prolonged access to the curriculum as a sanction unless on health/safety concerns for themselves or others.

## **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, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. When the head teacher imposes an exclusion, whether fixed-term or permanent, the DfE requires that it is for either a serious breach or for persistent breaches of the behaviour policy. In essence, if the behaviour/incident is not listed in the policy as a type of behaviour/incident that could lead to exclusion, it could be considered an unlawful exclusion. If reviewed by governors, they would have to conclude that the head teacher's decision did not meet part one of what is known as the 'twofold test'.

Even if the aim is to avoid the need for exclusions, the behaviour policy should specify what might lead to an exclusion being imposed. There must be a clear link between the incident and the sanction(s) outlined in the behaviour policy and that policy must be clearly communicated to pupils and parents so that they would know that incidents may lead to permanent exclusion.

### **Fixed-term exclusion:**

Imposed in response to breaches of the behaviour policy, including persistent disruptive behaviour, where these are not considered sufficiently serious to warrant a permanent exclusion but where lesser consequences such as internal exclusion are considered inappropriate.

### **Permanent exclusion:**

For persistent breaches of the behaviour policy, i.e. as a final step in a process for dealing with unacceptable behaviour and following a wide range of strategies that have been tried without success, it is an acknowledgement that the school has exhausted all available strategies.

For a serious breach of the behaviour policy: i.e. there may be circumstances where it is appropriate to permanently exclude a pupil for a first or 'one off' serious offence, such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual misconduct

This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour/incident that might lead to permanent exclusion.

## **Appendix 2: COVID-19 addendum**

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### **1. Scope**

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

### **2. Expectations for pupils in school**

#### **2.1 New rules**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact a member of the Senior Leadership Team if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

#### **2.1.1 Arrival and Collection Routines**

<b>Year Groups</b>	<b>Drop Off</b>	<b>Pick Up</b>
<b>All year groups</b>	8.45 - 9.00	3.15

KS2 children should be dropped at the gate in the morning and collected from the playground in the afternoon. EYFS and KS1 children can be accompanied by one parent to their class.

### 2.1.2 Hygiene

Children are to sanitise their hands upon entry to the school. Once they have entered the classroom, they should wash their hands with soap and water. Children will wash their hands before and after both break and lunch time. They will sanitise their hands before and after eating their lunch.

### 2.1.3 Illness including potential symptoms

Each classroom will have a lidded bin and easy access to tissues. Children will be reminded of 'catch it, bin it, kill it' and posters will be displayed prominently around the school including in the toilets. Where adults see children coughing or sneezing, they will encourage children to put a hand over their mouth and wash their hands immediately.

## **2.2 Rewards and sanctions for following rules**

To help encourage pupils to follow the above rules, we will:

- Use positive praise
- Award one house point
- Send positive postcards home
- Speak to parents/ carers to inform them of positive behaviours

However, if pupils fail to follow these rules, we will remind children of their behaviour and encourage them to make the right choices. If they are still deliberately failing to follow the rules, the pupil will be sent to a member of SLT and their parents will be contacted.

## **2.3 Changed rules**

Until further notice, we will alter the following school rules:

- Expectations for attendance – the [latest government guidance](#) says attendance will be mandatory for all pupils from September and therefore our usual rules will apply. Please see our updated attendance policy for further details.
- From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in our uniform policy which is available on the school website. If pupils cannot wear their full uniform, parents should contact a member of the Senior Leadership Team.

## **3. Expectations for pupils at home**

### **3.1 Remote learning rules**

If pupils are not in school due to isolation, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact their child's class teacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

### **3.2 Dealing with problems**

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact the parents as necessary.

For further information, please see our remote learning policy.

### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every half term by the senior leadership team. At every review, it will be approved by the full governing board.

### **5. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Uniform policy
- Remote Learning Policy
- Attendance Policy