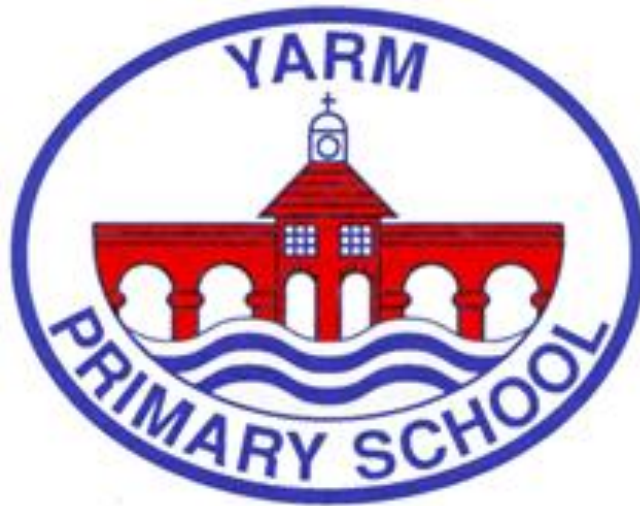


# Yarm Primary School

## Behaviour policy and statement of behaviour principles



**Approved by:** Local Governing Body

**Date:** Autumn 2021

**Next review due by:** Autumn 2023

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At Yarm Primary School we adopted/adapted historically, a set of rules designed for everyone to follow which we refer to as the Golden Rules. These are linked to Golden Time and are our main system for behaviour management across the school, proving to be successful in promoting positive behaviour for the vast majority of our pupils.

### Golden Rules

- We are gentle – we don't hurt others
- We are kind and helpful – we don't hurt anybody's feelings
- We listen – we don't interrupt
- We are honest – we don't cover up the truth
- We work hard – we don't waste time
- We look after property – we don't damage things

# 1. Aims

We aim for Yarm Primary to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

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:

Disrupting lessons and preventing others from learning.

Goading or provoking others and deliberately getting other children into trouble (including teasing and spoiling work).

Non-completion of classwork or homework

Not managing temper appropriately.

Being disrespectful.

Using inappropriate language (including racist language) or calling other children names which upset them (including behind an adult's back).

Negative peer pressure.

Refusing to comply to instructions after a warning (yellow card) and encouragement.

Bringing the school into disrepute.

**Serious misbehaviour** is defined as:

Repeated breaches of the school rules.

Any act which puts other people at risk either physically or emotionally.

Aggressive actions e.g. shoving, kicking or punching in ways which are likely to injure others at any time (including fighting).

Violent outbursts of temper in lessons or playground.

Using inappropriate language directly at members of staff or verbally abusing them.

Misusing objects or equipment in ways which put others at risk.

Running out of lessons or attempting to leave the premises, without permission.

Deliberate, sustained, vindictive bullying/victimisation of another person (Racist, sexist, homophobic or discriminatory behaviour).

Wilful damage to property or the work of other children including theft. Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Inappropriate 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:

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

Our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy and any Incidences of bullying are dealt with very seriously and in accordance with this policy.

The definitions we use with children are based on the work of Noreen Whetton:

<p><b>Defining bullying with KS1 pupils</b></p> <p>It <b>is</b> bullying when people:</p> <ul style="list-style-type: none"> <li>• Hurt others on purpose – especially by hitting or kicking</li> <li>• Say they will hurt other people</li> <li>• Tease others unkindly</li> <li>• Call people names</li> </ul>	<p><b>Defining bullying with KS2 pupils</b></p> <p>It <b>is</b> bullying when people:</p> <ul style="list-style-type: none"> <li>• Deliberately hurt others time after time, especially when people are unable to defend themselves</li> <li>• Tease others especially when the person getting teased begins to feel unhappy about</li> </ul>
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<ul style="list-style-type: none"> <li>• Take other people's things, spoil or throw them away</li> <li>• Say unkind things about others, whether true or not</li> <li>• Prevent others from joining in their work, play or group activities</li> </ul>	<p>it</p> <ul style="list-style-type: none"> <li>• Call others names, especially when the names are about how people look e.g. race, colour, appearance, culture, gender, ethnic origin, or any form of disability</li> <li>• Threaten that they will hurt others</li> <li>• Try to take other people's possessions or money by force</li> <li>• Demand that others give them money or possessions</li> <li>• Force others to do things they know they should not do</li> <li>• Hurt others physically</li> <li>• Spoil, damage, take, or throw away other people's belongings</li> <li>• Leave people out of play, groups or other social activities deliberately and frequently</li> <li>• Exaggerate tales or spread rumours particularly when meaning harm to the person</li> <li>• Act maliciously towards others, openly or by stealth</li> <li>• Make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate them.</li> </ul>
<p>It <b>is not</b> bullying when people:</p> <ul style="list-style-type: none"> <li>• Hurt others by accident</li> <li>• Don't know other people want to join in</li> <li>• Ask others to wait their turn</li> <li>• Want others to go by the rules</li> <li>• Borrow or use other people's things without asking especially if they do not realise the things are not for general use.</li> </ul>	<p>It <b>is not</b> bullying when people:</p> <ul style="list-style-type: none"> <li>• Borrow things and forget to return them</li> <li>• Ask if they can join in</li> <li>• Call people by a name they are happy with</li> <li>• Hurt others accidentally</li> <li>• Give good reasons why others cannot be included in a group activity</li> </ul>

## 5. Roles and responsibilities

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal 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 3 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

The behaviour we expect/positively promote at Yarm Primary:

Children should follow The Golden Rules.

Children follow instructions the first time.

Children walk quietly and sensibly around the school building.

Children dress smartly and look after equipment and belongings following (age appropriate) ways.

Children are co-operative in lessons.

Children work hard in lessons to complete learning tasks and achieve targets showing great behaviours for learning.

Children carry out responsibilities reliably.

Children work hard to manage conflict.

Children show good sportsmanship and co-operation.

Children try to remain calm and patient even when things are challenging.

Children understand and are tolerant of difference.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded by:

Good behaviour is predominantly recognised with praise.

Children 'earn' Golden Time in line with agreed principles.

Self-satisfaction in achieving targets,

Stickers,

Star of the day/week.

'Earning' additional Golden Time,

Team Points and team rewards (half termly)

Raffle tickets,

Recognition in year group assembly, SHINE.

Sharing 'Good news' with parents/carers,

Involving senior leaders – stickers, certificates, 'dippy box',

Variety of celebratory events including displays of work to parents/community

Special responsibilities/privileges

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

A verbal reprimand

The majority of inappropriate behaviour falls into the category of 'minor' and is in relation to the Golden Rules – breach of these, results in sanctions around losing portions of Golden Time, in line with agreed principles.

Discussion around choices & consequences – including opportunity to 'put things right' (What happened? What rule did you break? Who has been affected? What do you need to do so things can be put right?)

Move away from others.

Discuss behaviour with another staff member/senior leader (dependent on severity of behaviour).

Miss playtime – in order to reflect.

Move down Golden Time chart.

Parents informed as appropriate

Exclusion at discretion of Head teacher

**All sanctions will be age and action appropriate.**

We acknowledge that some children have additional needs which may cause them to behave 'beyond' what might be considered typical and this will generally be being managed through an individual behaviour plan.

However, certain behaviours are not tolerated and could lead to a severe consequence such as exclusion.

Being fair is of utmost importance. Following an incident, staff must ensure they have listened to all sides and sought witness accounts where possible. All incidents should be dealt with in line with the

overarching school ethos of respect. The principle should be that the child causing harm is held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual/property;
- Recognising the need to take action, to begin to repair the harm caused;
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

This approach is used in conjunction with – not in place of – sanctions.

These incidents and actions are recorded on the school electronic record keeping system – cpoms (it is the responsibility of all staff to populate the system accurately and interact with it robustly).

## 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 Principal will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

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

# 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 the Golden Rules and agreed classroom code of conduct

Establish clear routines

Communicate expectations of behaviour in ways other than verbally

Highlight and promote good behaviour and great behaviours for learning

Crucially, develop positive relationships with pupils, based on mutual respect and high expectations.

Conclude the day positively and start the next day afresh

## 8.2 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 – with staff using de-escalation strategies as the default approach**
- 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

## 8.3 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 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

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.

Senior staff, work with SENCo, to ensure pupils who exhibit challenging behaviours, as part of their complex needs profile 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 and incorporate recommendations into a child's individual plan, as outlined in IBP's and their graduated approach. Parents will be involved

## **9. Pupil transition**

To ensure a smooth transition to the next year, we operate an 'enhanced transition' programme. Staff spend time sharing information with each other, pupils have transition sessions with their new teacher and then the final week of the academic year is spent in 'new' classes with new staff, establishing shared understanding around expectations and routines. Children with complex needs are part of a cohort who can attend a 'Summer School', which is based on enhanced transition and has proved successful in supporting children and their families in managing the changes created by moving into new year groups.

Meetings based on a Gerda Hanco rationale are put in place to ensure that children with complex needs, who present more challenging behaviours have their needs understood by the whole team who encounter them and strategies which have been successful are understood and continued. We work with other settings to support effective transition and Information on behaviour issues be part of this work for those pupils transferring to other schools.

## **10. Training**

All aspects of behaviour management are shared and modelled, as necessary, as part of the induction process. Our Enquiry model of school improvement supports staff observing and supporting each other in developing their experience and skills around effective management. A high proportion of the work force are experienced in positive handling, with an emphasis on de-escalation. Our most complex pupils have a team around them to ensure that any 'difficult' events are well observed and supported; we use a walkie talkie system typically and have access to a number of areas where children can go to feel safe while they may be having difficulty self-regulating. The aim during hyper arousal is to keep the situation safe, address the needs of the child and return to learning as quickly as possible.

Behaviour management forms part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Principal and Governing Body every 2 years. At each review, the policy will be approved by the Principal.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND policy



**Refer to:**

Appendix 1

## **Confiscation of inappropriate items**

### **What the law allows:**

30. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 2) **Power to search without consent** for “prohibited items”<sup>6</sup> including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search<sup>7</sup>.

31. Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

32. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

Taken from ‘Behaviour and discipline in schools’ DfE 2012

### What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force<sup>2</sup>.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- use force as a punishment – **it is always unlawful to use force as a punishment.**

# Behaviour checklist for teachers

## Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

## Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

## Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

## Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Used as part of induction and with trainees in school.

## Appendix 4

\*In light of the coronavirus pandemic – Spring 2020

### Behaviour principles for school re-opening

As children (and adults) need to behave differently when they return to school, we have developed the following – which have been communicated to staff & parents – and will be developed further with children once the school has reopened:

- to support social distancing and appropriate safe/calm behaviour on entry/exit – children will be supervised by a number of designated staff – they will leave by designated doors/gates and the timings for each year group will be phased to support positive behaviours across school.
- children will be supported to comply and understand with the requirements around robust personal hygiene. Posters, rhymes & songs will support this and parents will be given access to the resources prior to reopening to support this with children beforehand. Classrooms will display visual timetables and displays which make the requirements explicit.
- pupils will have the reasons for why the organisation in school has changed during an induction process (age appropriate) with the expectation to follow instructions on who they can socialise with at school made explicit. These messages will be reiterated by everyone in school positively.
- routines and protocols which support safety, such as how we move around school, limiting the areas accessed etc. will be made explicit and promoted positively.
- the expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands will be of high importance and reinforced by all staff throughout the day. Resources including signage will support the understanding of and compliance to these expectations.
- we will be re-launching our listening systems around a shared visual representation – this will include making it clear how to tell an adult if you are experiencing symptoms of coronavirus. We will also use a range of printed 'stories' around the virus to deepen the understanding of the children of the symptoms without creating undue anxiety,
- the rules about sharing any equipment or other items including drinking bottles will be discussed orally, with messages reinforced pictorially around school. Each year group will have its own detailed plans around how they will mitigate the potential of spreading the virus through sharing equipment, which will be reinforced throughout the day. Consistency across staff will be achieved through effective communication of the protocols and shared understanding and ambition.
- the necessary amended expectations about breaks or play times have been developed and 'tested' through the key worker cohort through the first 2 months of lock down. As part of induction, the reasons for the changes will be made explicit and the children will be supported by a high level of staff in understanding and applying them. Staggered playtimes with a team of staff to direct and support children will be in place, with LSA's having a number of teaching and support staff to support them in maintaining the changes positively. Any deviation from the expectations will be dealt with by staff; any repeat non-compliance will be addressed through SLT and parent involvement and potential internal isolation in school. Positive promotion and involvement of the pupils in developing the protocols is the preferred strategy.
- the use of toilets will be explained during induction and supported by posters and other visuals. With younger children the cordoning off of toilets and washbasins will support this. Staff will closely monitor, especially over the lunchtime period when children will be expected to only use their designated bathroom – a change to usual practice.
- clear rules about coughing or spitting at or towards any other person are in place and had been addressed prior to lockdown. Any deviation from anything other than behaviour of the highest standards around this will be taken very seriously, with parents being involved as a matter of urgency.
- clear rules for pupils at home about conduct in relation to remote education have been established and reinforced throughout the lockdown period. We will continue to promote and support appropriate/safe use of the internet, with resources for pupils and parents to refer to.

- the rewards and sanction system will have some adaptations but will support the fabulous behaviours for learning that we expect. Pupils will have opportunities to input into how any changes will promote positive behaviours; which will be supported by the small group model being implemented.
- pupils with a SEND may have increased anxiety due to the enforced changes to routine, classes, staff etc. which can lead to an increase in impulsive and challenging behaviours this is to be mitigated by the strategic placement of staff to identify, support and reduce 'flash points'. The establishment of a 3 teams system will allow for greater consistency of staff around this group.

December 2021

JW