



OFFORD
PRIMARY
SCHOOL

BEHAVIOUR POLICY

Written by:	Senior Leadership Team
Approved by:	Governing Body
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INTRODUCTION

Offord Primary School aims to ensure that every pupil attains standards of achievement that are the best of which they are capable, by providing teaching of the highest possible standard. This will only be possible when teaching and learning are underpinned by the highest standards of behaviour. In turn, high quality teaching promotes positive behaviour.

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**

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

Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

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
- 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)

Bullying

There are various definitions of bullying, but most have the following in common:

- It is **planned** hurtful behaviour
- It is **persistent**, and continues over some time
- There is an imbalance of **power**

Offord Primary School has in place an Anti-bullying Policy which explains clearly how we discourage bullying and our response when it does occur. This includes clear definitions of bullying. The policy can be found on our website [here](#).

Bullying is always dealt with as a serious matter. All forms of bullying are recorded and monitored, and the logbook is kept with the Headteacher, to ensure close monitoring. Pupils understand that this behaviour is not tolerated. Staff ensure that all pupils understand what bullying is, why it is destructive and what to do if they are affected by it.

Roles and responsibilities:

The governing board:

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation, in conjunction with The Cam Academy Trust.

The headteacher:

- Is responsible for reviewing and approving this behaviour policy.
- Ensures that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitors how staff implement this policy to ensure rewards and sanctions are applied consistently.

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.

Parents

Parents are expected to:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

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 consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rewards and sanctions

All children at Offord Primary School are expected to follow the school's behaviour expectations.

These are:

- Be a STAR
- Be the best you can be
- Be a resilient learner
- Be an honest and kind person

Positive behaviour will be rewarded by various methods which may include (but are not limited to):

- Verbal praise to the child
- Praise about the child to parents through chats, phone calls or notes home
- Learner and Stars of the week certificates
- Stickers, stamps or written comments
- Sending work to other staff members for reward or praise
- Special privileges
- Class rewards

The school may use one or more of the following sanctions in response to unacceptable behaviour which include (but are not limited to):

- Pupils will initially be given:
 - A verbal reminder that their behaviour is unacceptable
- Depending on the behaviours, pupils may be asked to:
 - Complete work at break or lunchtime
 - Have a restorative discussion with their teacher.
- If unacceptable behaviour continues:
 - Pupils may be referred to a senior member of staff
 - Discussions may be held with parents via letters, meetings and/ or phone calls
 - An individual behaviour plan may be agreed

A child may spend a period of time not in their classroom in response to serious or persistent breaches of this policy. Unacceptable behaviour is recorded in Class Reflection files and behaviour log folder as appropriate.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

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 deal with the pupil in accordance with this policy.

Please refer to the school's Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

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



Behaviour management: 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
- Develop a positive relationship with pupils, which 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

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 in the 'Blue Book'

Fixed-term and permanent exclusions

Only the headteacher has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

For latest information see Cambridgeshire County Council's behaviour and exclusions guidance which can be found [here](#).

Confiscation

Any prohibited items (listed above) 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](#).



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 individual behaviour plan and review it on a regular basis.

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.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of CYP, and places and times where unacceptable behaviour or bullying may be occurring.

This behaviour policy will be reviewed annually by the headteacher and Governing Body. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Safeguarding and Child Protection policy