



Stowlawn Primary School
Behaviour Policy and Statement of Behaviour Principles

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- 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](#)
- [Keeping Children Safe in Education](#)
- [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 must publish their behaviour policy online

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- 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:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic <ul style="list-style-type: none"> • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be found on the school website , under the following link :

5. Responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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 (appendix 1). 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 sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently, in line with our Expectations and Attributes.
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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 school Expectations and Attributes
- 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. Expectations and Attributes

Children and staff worked together to form our expectations of conduct, and our attributes that formed the traits we want to develop through their time at Stowlawn. These attributes are our "Stowlawn Six".

Pupils are expected to be :

- Ready
- Respectful
- Safe

In all choices they make about their behaviour and attitude.

They are also expected to strive to achieve their best. At Stowlawn we are :

- Kind
- Ambitious
- Honest
- Independent
- Resilient
- Creative

7. Rewards and sanctions

7.1 List of rewards and sanctions

Children are recognised for demonstrating out Expectations and attributes in a number of ways including :

- Verbal praise
- Recognition boards
- Stowlawn star awards
- Dojo points related to expectations and attributes that link to positive rewards sent home

Each class will also work collaboratively for a whole class reward .

Alongside positive behaviour management will run immediate sanctions / restorative practice for behaviour. These are the protocols to follow not only in the classroom but in the lunch hall, playground, PE , Forest School etc.

Step 1 Reminder	A reminder of the 3 simple rules / 3 step routine delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. <i>I like it when ... remember when you....</i>
Step 2 Caution	A clear verbal caution delivered privately where possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase "Think carefully about your next step"
Step 3 Last Chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to the previous examples of expected behaviours. Use the 30 second scripted intervention (p103/104 in book) . At this stage attach "Stay 5 minutes behind at the end of the session" to this step. This 5 minutes is owed when the child reaches this step. It is not part of some future negation on the behaviours. It cannot be removed, increased, reduced or substituted .
Step 4 Time Out	Time out might be a short time outside the room / on a thinking chair/spot / side of the field or playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
Step 5 Repair	The restorative conversation. Using the 5 minutes allocated at Step 3 or after recovery from step 4.
Superseding this is any behaviour that needs instant intervention – ie violence towards another child / adult / throwing chairs / defacing furniture etc.	

In response to serious or persistent breaches of this policy, children may be asked to leave the classroom . They will be expected to complete the same work as they would in class, but may compete this "time out" in another area of the school.

7.1a Children with Special Needs

There is a high expectation of behaviour of all children in the school, however, when considering responses to behaviour incidents, we shall ensure that children's individual needs are taken into account. This may mean that children with EHCPs, or children who have individual special needs, are given individual steps to support them, and to allow them to feel successful. This support could include :

- Extra steps added to the 5 step recovery plan
- Enhanced/ personalised timetable
- Reduced timetable
- 1 to 1 support

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Following our sanctions steps as above
- Contact with parents of children involved
- Informing governors of actions

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to or conduct early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information , which can be found on the school website using the link below :

<https://www.stowlawnprimary.co.uk/safeguarding>

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will take action in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will take action in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour 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 our Expectations and Attributes, and use them as an integral part of classroom management
- Develop a positive relationship with pupils, which will include:
 - Establishing our "Meet and Greet" and "Fantastic Finish"
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour / attributes using the recognition boards
- Concluding the day positively and starting the next day afresh
- Using 5 step plan to changing behaviours
- Using positive reinforcement and recognising children who go “above and beyond” our expectations

8.2 Physical restraint (Positive Handling)

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 (see appendix 3 for a behaviour log)

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 Individual 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. 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.

10. Training

Our staff are provided with training and information on managing behaviour, including proper use of restraint, as part of continuing professional development.

Staff training records are held in school and updated on a regular basis.

11. Monitoring arrangements

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

Maintained schools, pupil referral units and non-maintained special schools add:

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Bullying
- Positive Handling

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 governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually

Behaviour Policy

Appendix 2

Recording on CPOMS

CPOMS is not a replacement for verbal communication. Information should be passed on verbally as soon as possible to ensure children are safe in school.

Recording behaviour incidents

Expectations

We have 3 clear expectations of behaviour: every choice that is made must show that we are

Ready Respectful Safe.

These expectations would previously have been our school “rules”, and we expect all our school community to use these as reminders about their behaviour in all aspects of school life; not only in lessons, but in all situations – moving around school, on the playground, entering and leaving classrooms, in the hall/dining room etc. If children are struggling to show these expectations, we have a 5-Step programme to support them to recover and change their behaviour.

Step 1: We will remind children of the expectations, and support them to change their behaviour to follow them

Step 2: Children will receive a clear verbal warning, explaining again the expectations and clearly explaining the next step (Step 3)

Step 3: If clear instructions on how to change behaviour and expectations still not being met, children will use 5 minutes of the next playtime, to discuss what has happened and further expectations.

Step 4: If the behaviour then continues children will receive a Time Out: a short time outside the room/on a thinking chair/spot/side of the field or playground. This is a few minutes for the child to calm down, breathe and look at the situation from a different perspective and calm themselves.

Step 5: Repair: Children are expected to have a restorative conversation with their teacher, looking at their choice of behaviour and who has been affected, how and how they can make the correct choice next time. Ideally this will happen on the day of the incident however, in limited circumstances this may need to happen the following day.

Step 3 and Step 4 only must be recorded on CPOMS.

If a child’s behaviour reaches Step 4, it is assumed that they have previously been issued with the Step 3 sanction.

If you need to create a log for a child because they are a ‘victim’, don’t use the ‘link student’ option. This will log them as having had the same outcome as the perpetrator i.e. a Step 3 and/or Step 4 consequence. Instead

create a new log as 'Child Contact'; you may copy and paste the text from the original log of the incident if it is appropriate.

You may 'link students' if they have been involved in the same incident and have received the same outcome i.e. Step 3 and/or 4 consequence.

Incidents should be recorded on CPOMS as soon as possible on the day the incident has taken place (no later than 5pm)

Incidents should be recorded by the member of staff involved (only exceptions are Lunchtime Supervisors).

The time and date of any incident recorded needs to be accurate.

Explanations of incidents should be concise, impartial and use professional language. Incidents may be read by parents, colleagues, outside agencies and/or other professionals.

Incidents at lunchtime should not be given a Step 3 and/or 4 consequence. Instant Rethink is the consequence.

In exceptional circumstances, SLT may decide that a specific incident necessitates a response outside of the usual response.

Recording conversations with parents/carers

Conversations **of note** should be recorded on CPOMS as soon as possible on the day the incident has taken place (no later than 5pm).

They should be recorded as 'Parental Contact'.

They should only be recorded as 'Parental Contact' for the child of that parent. If the conversation involves other children, they should not be linked as this will show that their parents have been spoken with.

Incidents should be recorded by the member of staff involved (only exceptions are Lunchtime Supervisors).

The time and date of any incident recorded needs to be accurate.

Explanations of incidents should be concise, impartial and use professional language. Incidents may be read by parents, colleagues, outside agencies and/or other professionals.

Recording conversations with children (this relates to conversations about behaviour incidents)

Conversations **of note** should be recorded on CPOMS as soon as possible on the day the incident has taken place (no later than 5pm)

They should be recorded as 'Child Contact'.

Incidents should be recorded by the member of staff involved (only exceptions are Lunchtime Supervisors).

The time and date of any incident recorded needs to be accurate.

Explanations of incidents should be concise, impartial and use professional language. Incidents may be read by parents, colleagues, outside agencies and/or other professionals.

Please see Safeguarding Policy for details of recording disclosures or concerns about a child as these need to be recorded with-in a set timeframe and reported to DSL/DDSL verbally immediately.

The 5-Steps work alongside the school's reward system.

Children can achieve rewards by following the school rules and by going above and beyond in their behaviour, their attitudes or their work.

The 5-steps and rewards should be displayed in all classrooms and teaching areas.

As stated, Step 1 is a reminder and Step 2 is a warning. There is not a consequence for either Step 1 or 2 and recording on CPOMS is not necessary at this stage.

At Step 2 the child needs to be told that this is their verbal warning. This is an opportunity to reaffirm expectations around behaviour and give children the opportunity to make a positive choice.

SLT will monitor how many times a child has been issued with a Step 3 or 4 consequence (as recorded on CPOMS) to follow-up consequences where necessary and to identify patterns of behaviour so appropriate support may be put in place.

Use of consequences will be monitored to ensure a consistency of approach as a school.

Rewards

At Stowlawn Primary School, we use house points as rewards. All children are in a 'House'. Our four houses are Earth, Air, Water and Fire.

Housepoints should be rewarded on sheets in the classroom and totals for individual children and for each class should be kept.

Housepoints will be counted each week.

Use of housepoints will be monitored to ensure a consistency of approach as a school.