

THE CANONS C of E PRIMARY SCHOOL



Behaviour Policy April 2025

Chair of Governors

Head Teacher

Dated

April 2025

Review Date

April 2026

Contents

Policy statement	3
1. Aim of the policy	3
2. Purpose of the policy	3
3. Definitions	4
4. Bullying.....	4
Statement of Intent.....	4
5. Roles and responsibilities.....	5
5.1 The governing board	5
5.2 The headteacher	6
5.3 Staff	6
5.4 Parents	6
6. Pupil code of conduct	6
7. Rewards and sanctions	7
7.1 List of rewards and sanctions.....	7
7.2 Off-site behaviour	7
7.3 Malicious allegations.....	7
8. Behaviour management.....	7
8.1 Classroom management	7
8.2 Physical restraint.....	8
8.3 Confiscation	8
8.4 Pupil support.....	8
Supporting Children with Persistently Challenging Behaviour	9
Trauma Informed Practice	9
9. Pupil transition.....	9
10. Training	10
11. Monitoring arrangements.....	10
12. Links with other policies	10
Appendix 1: written statement of behaviour principles.....	11

Policy statement

The Canons CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of learning. Everyone is expected to maintain the highest standards personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct that supports staff and pupils. Building relationships is seen as key, so all members of the school community feel valued, safe and respected. When learners trust adults and feel things are dealt with fairly, they respect authority.

We expect all children to follow school and class rules.

We expect all children to behave in a manner that keeps everybody including themselves safe. This means avoiding insult or injury.

We have 2 golden rules.

- Respect for people.
- Respect for property.

Classes may have their own rules the children have agreed upon.

Some areas of the school may have separate additional rules, eg no drinks in the ICT room, only eligible children to use the lift.

Rules should be shared with regularly with pupils so expectations are clear.

1. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To avoid giving learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is an expectation for all

2. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Make expectations for good behaviour clear
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

- Build positive relationships

3. Definitions

Misbehaviour might include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-compliance, failing to follow adult's instructions
- Poor attitude, refusing to attempt work
- Having a mobile phone in school without permission

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory or sexualised behaviour
- Possession of any prohibited items, such as:
 - 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

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

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

Prevention

To prevent bullying occurring we adopt a proactive pastoral approach and teach children to show kindness and respect. Staff raise awareness of bullying and unacceptable behaviour and provide a safe environment where children are encouraged to tell someone if they experience bullying or witness any such behaviour.

Responding

Reported incidents are always investigated thoroughly. The response will be timely. Pupils found responsible will be disciplined in line with this policy and sanctions will be applied. Where possible we will take a restorative approach with perpetrator and victim together. The consequences and impact of actions should be made clear. The perpetrator should be encouraged to rectify the situation and to apologise. All parties should be clear that any repeat of these behaviours would not be acceptable or tolerated.

Vigilance

Some work may need to be completed with the perpetrator to identify the cause of this behaviour and any underlying issues that may need to be addressed. Staff should be vigilant in identifying signs of bullying as well as other child protection issues. These may be physical, emotional or behavioural.

5. Roles and responsibilities

5.1 The governing board

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

The body 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 body, 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, she 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 on CPOMS

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 rules
- 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 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
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Develop learning behaviours to enable them to try their best in all lessons

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points, dojo points
- Golden Time (year 1 and 2)
- Postcards
- Pupil/Star of the week in some classes
- Privilege cards '*good to be green*'
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Referral to SLT or head teacher for praise or reward

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

- A verbal reprimand
- Loss of privilege e.g. minutes of golden time, representing the school
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Working away from the classroom
- Fixed term exclusion

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 headteacher will discipline the pupil in accordance with this policy.

The headteacher 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
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour clearly
 - 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

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**
- 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 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.

Supporting Children with Persistently Challenging Behaviour

If a child presents with persistently challenging behaviour they will be referred to the Inclusion Team. The Inclusion Team will look at ways of supporting the child and those adults working with them. They will also try to establish the root cause of the behaviour. This could include:

- Classroom/playground observations
- The support of our Family Liaison Officer
- Signposting to other agencies for support
- Referrals to agencies to identify if there is an underlying need
- Referral to our Specialist Teacher service or Education Psychologist
- A pastoral support plan with agreed rewards and sanctions
- Referral to our School Counsellor/Play Therapist
- Specific targeted interventions/support with our Behavioural Support Teacher
- Completion of behaviour checklists

In these circumstances we will seek to work as collaboratively with all adults involved with the child.

Trauma Informed Practice

We are committed to developing a Trauma and Mental Health informed approach to support children, staff and parents. Research suggests that childhood adversity can impact greatly on long term mental and physical health.

To ensure every child develops positive mental health and resilience we aim to:

- Support children to make sense of their experience
- Find ways to manage their emotion and feelings
- Create an environment of safety, connection and compassion
- Build strong, positive, supportive relationships
- Ensure children maintain the capacity to learn, despite difficult events that may occur

Our rewards and sanctions reflect a developmentally, trauma informed approach. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, proper use of restraint, trauma informed practise and SEND. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- SEND 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 and sanctions are used consistently by staff, in line with the behaviour policy. Reasonable force is only used as a last resort if needed.
- 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 governing body every year.