



# BEHAVIOUR POLICY

**Incorporating School Vision, Aims & Values  
Policies on Exclusions, Anti-Bullying & Harassment and Physical  
Interventions**

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Agreed by Full Governing Body – March 2023

Reviewed by the Full Governing Body – **March 2025**

## **INTRODUCTION**

Good behaviour is conduct, which assists the school to develop the potential of all pupils.

## **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.

## **AIM**

Our **BEHAVIOUR POLICY** aims to:

- Develop pupils' responsibility for their own actions and their ability to self-regulate
- Create the conditions for a considerate community in which effective learning can take place, and in which there is mutual respect between all its members
- Sets out measures to promote good behaviour, self-discipline and respect.

## **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
- Try their best during all lessons, and not distract from the learning of others
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given and act on restorative work
- Refrain from behaving in a way that brings the school into disrepute, including with visitors and when taking part in visits outside school

Our school uses a 'Good to be Green' behaviour management system, where children are offered regular whole class / school rewards for meeting behaviour expectations. We introduced 'Good to be Green!' with staff, parents and pupils, so that all understood this, as well as the sanctions and rewards, and could use a common language about these. Children know that when their behaviour is "green", they feel good about themselves:

- **We know that we are making a positive contribution to our school.**



- We are happy, have friends and our school is a nice place to be.
- We might receive certificates, merits and class rewards.
- We will participate in the half termly whole school 'Good to Be Green' reward.

If children do make poor behaviour choices, adults will first ask them to stop, and remind them of the behaviour that is expected. In most cases, this is enough: children apologise and continue to remain "green". The children at Alford Primary School are amazing at this!

If, in the unlikely situation they do not stop the negative behaviour, or make a poor choice that significantly impacts on others:

- An amber warning will be given; this is recorded on our class behaviour sheet, which is regularly reviewed by Mrs. Snow and Mrs. Button.
- If we continue to make poor choices, we will be given a second amber warning.
- If we receive FIVE AMBER WARNINGS in one half term, we lose the chance to be part of the 'Good to be Green' reward.

If a serious behaviour incident occurs, such as physical or verbal aggression, use of derogatory language, or a defiant refusal to follow a reasonable instruction (including persisting with negative behaviour after a second amber warning has been given), then **a red may be issued**. One red in a half term prevents a child attending the whole school Good to be Green reward. They will instead spend time reflecting on their behaviour with an adult, and take part in a restorative activity."

*Good behaviour is maintained by giving praise and reward when appropriate and showing disapproval and disappointment in relation to our values, when expected standards are not attained. The school strives to ensure that these measures are applied consistently through regular training, review of this policy and ensuring that a copy of the policy is available on the school website. Behaviour management will also form part of continuing professional development for all staff.*

Adaptations to our Good to Be green system, where appropriate, are made in order to meet the needs of all pupils through the PSP process.

Pupils may receive other sanctions and rewards; these may include:

#### **Sanctions**

- Staying in at playtime to reflect on poor behaviour choices
- Staying in at playtime to complete work when this remains incomplete due to poor behaviour choices
- Discussing poor behaviour choices with senior members of staff
- Making parents aware of poor behaviour choices, particularly if it forms a pattern of behaviour.
- 'Community service' within the school environment.
- Agreeing a behaviour contract/consequences chart
- Removal from the classroom to complete work in isolation.
- Fixed term/permanent exclusion.

All sanctions should include steps towards restoring behaviour to a positive track.

#### **Rewards**

- Merits / House points – tighten up this system – certificates etc.
- Raffle / whole class rewards
- Celebration in assemblies - Star of Alford and Headteacher Reward



- Sharing special achievements (school work or behaviour) with senior staff and parents
- Betty's Kindness Award

## **Our Vision, Aims and Values**

### **'Learn well, have fun, be safe'**

#### **Vision:**

That children learn actively in a caring, inclusive and stimulating environment so that they are motivated to do their best and reach their potential.

#### **Aims:**

To ensure that every child is safe and happy in our school and develops as an independent learner, encouraging them to voice opinions and give feedback on teaching and learning.

To provide equal opportunities for all, regardless of culture, race, faith, gender or ability.

To provide the highest quality teaching in order to secure outstanding learning.

To nurture curiosity and a love of learning through a varied and stimulating curriculum which enables children to enjoy school and develop socially, morally and intellectually.

To foster a caring community by promoting the importance of working together and showing respect and support for each other.

To provide a wide range of extra-curricular activities and experiences to develop children's understanding of healthy lifestyles and the wider world.

To encourage children to make a positive contribution to local, national and global communities.

To work together with parents in order to support children's development and education.

#### **Values:**

The School recognises the responsibilities we all carry when working to serve the needs of children in our care. In our daily work we think it is important that we should bear in mind the influence we exert upon the lives of children in our care.

#### **Roles and Responsibilities:**

##### **The Governing Board**

The governing board is responsible for reviewing and approving the 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
- 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

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

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

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
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording all behaviour incidents in line with school expectations (at present 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 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

## **Misbehaviour**



**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Deliberate incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Disrespect/false allegations towards adults
- Any form of bullying
- Assault/Fighting/Violent or Aggressive behaviour
- Vandalism/Damage to property
- Theft
- 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)

All class behaviour incidents are recorded electronically using the CPOMS software, using the correct protocols, as outlined in the staff handbook.

Bullying and discriminatory behaviour (racial, disability, gender, homophobic etc.) is recorded under the relevant categories on CPOMS and are followed up by a member of the Senior Leadership Team. All behaviour incidents are monitored each half term, for patterns of behaviour by the Senior Leadership Team. Feedback is given to children, teachers, parents and governors as appropriate.

If children are entered on CPOMS repeatedly, or the misconduct is serious in nature, the SLT or Team leaders, in consultation with class teacher, will take further appropriate action which may include the following:



- 1) Further sanction by Class Teacher or Headteacher which may include an individual behavioural plan (PSP) drawn up in consultation with the child.
- 2) Contact with parents.
- 3) Work with or receive support from the school's Learning Mentor
- 4) A behaviour record to be kept and sent home to parents.
- 5) Assessment/Entry onto SEND Register.
- 6) Outside support from the Behaviour Outreach Support Service.
- 7) Where bullying is suspected parents of victims and alleged bullies should be informed.

### **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](#).

### **OFF-SITE BEHAVIOUR**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as, in the community, on a school trip, or on the bus on the way to or from school.

### **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 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.

### **PHYSICAL RESTRAINT/USE OF REASONABLE FORCE**

The law says that school staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupil receiving education at the school, whether during a teaching session or otherwise.

Use of physical restraint will depend on the circumstances of each individual case but the force used must always be deemed necessary and proportionate to the consequences it is intended to prevent



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

Where a child is at greater risk of needing restrictive physical interventions, a risk assessment will be undertaken with the parents, detailing triggers, techniques to be used and methods for the pupil to communicate in times of crisis.

Records will be kept of incidents in which force has been used as evidence of defensible decision-making in case of a subsequent complaint or investigation. The incident will be registered on CPOMs and in the Numbered and Bound book held in the Headteacher's office.

After any recordable incident, parents will be informed of what has happened.

There are members of staff trained in Team Teach/safer handling and de-escalation techniques.

### **Fixed or Permanent Exclusions**

Where all options in school have been considered, it may be necessary to exclude a pupil for a fixed term or in extreme cases make a permanent exclusion. This decision can only be made by the Head teacher and it will be in accordance with the procedures laid down by LA and DfE guidelines including [the Lincolnshire Ladder for Behavioural Intervention](#)

### **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.

### **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.





## **BULLYING & HARASSMENT**

**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

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

Bullying is an antisocial behaviour. We must respond in a way which will help the bullies improve their behaviour. Increasing their anxiety and alienation from us is not likely to work.

**All allegations** of bullying or harassment should be taken seriously, investigated and proven should be treated as serious misconduct.

Victims of bullying/harassment may need the support of a member of staff.

Any child can become a victim of bullying/harassment at any stage in their school career, just as no adult is immune to it. However, we recognise that certain children are more vulnerable to this kind of abuse than others.

It is **vital** that children experiencing bullying should be made aware that:



- It is not their fault.
- They are not expected to just 'put up with it'.
- Staff are concerned about their welfare, and will listen to them and treat seriously any incidents they report.
- There are some actions which they themselves can take to help relieve or stop it.

### **Reasons for Bullying**

Bullying can happen for a large number of reasons and the most common are listed below:

- Homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- Racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- Related to disability, SEND or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- Related to home circumstances (e.g. young carers or children in care)
- Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

### **There are different types of bullies and victims:**

- Aggressive bullies – physically aggressive individuals or bully groups
- Anxious bullies – children recruited into bully gangs by intimidation
- Victim bullies - children often victims at home and bullies at school
- Passive victims - children with poor social skills/are unassertive
- Provocative victims – children who bring out the worst in other children; often have poor relationships with primary carers; can be attention seeking.
- Attention seeking victims – children with good social skills who deliberately seek the kudos of being a victim.

All children need to be overtly taught strategies which can help dissipate potential 'bullying' situations. The most simple steps to encourage them to adopt are:

- Say 'no', or 'I don't like you doing that'
- Turning/walking away
- Staying with 'safe' friends (avoiding being on their own)
- Staying away from places where the known bullies tend to linger (cloakrooms, corners of playground)
- Speaking privately with a trusted adult

Children who are persistently suffering through bullying need individual support. They may feel isolated, and wonder what is wrong with them. It can make them withdrawn, reluctant to face up to



challenges in their work and in their socialisation. They can develop feelings of inadequacy which remain with them into adult life.

Equally it is important that bullies' behaviour is challenged and they are offered help to alter behaviour and identify with victim.

### **Responding to Bullying**

When bullying has been reported or observed then the following 7 steps will be taken:

#### **STAGE 1:**

##### **1. INTERVIEW WITH THE VICTIM**

When a teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings and gathering information.

##### **2. CONVENE A MEETING**

The teacher arranges to meet with the pupils who have been involved, this may include by-standers. The victim must give permission for this to take place and feel easy about it. The meeting will include bystanders or colluders who joined in but did not initiate bullying.

##### **3. EXPLAIN THE PROBLEM**

The teacher tells them about the way the victim is feeling. Details of the incident are discussed.

##### **4. SHARE RESPONSIBILITY**

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

##### **5. ASK THE GROUP FOR IDEAS**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

##### **6. LEAVE IT TO THEM**

The teacher ends the meeting by passing the responsibility to the group to solve the problem. They arrange to meet with them again to see how things are going on.

##### **7. MEET THEM AGAIN**

Meet later in the school day or early the following day to discuss outcomes. Monitor and record the situation daily for a fixed period of a week.

The above procedure is Stage 1. If we find that the situation is not resolved after following this process and the behaviour continues, then the following stages are considered:

**STAGE 2** - Contact parent/carer and convene a meeting.

**STAGE 3** - Put a Behaviour Plan/Pastoral Support Plan (PSP) in place and contact other agencies e.g. Behaviour Outreach Support Service, Educational Psychologist, Police (If a child is over 10 years of age they are criminally responsible) for advice and support.

**STAGE 4** - Fixed term exclusion.

### **PREJUDICE RELATED INCIDENTS**

Any incident that demonstrates unwanted behaviour in relation to the protected characteristics as detailed by the Equalities Act 2010 is unacceptable in our school and will be treated as a case of serious misconduct. The protected characteristics are:

- **age**
- **disability**
- **gender reassignment**



- **marriage and civil partnership**
- **pregnancy and maternity**
- **race**
- **religion or belief**
- **sex and sexual orientation**

The agreed procedure for dealing with any such incidents is to:

- Stop the incident and aid the victim
- Treat incident as serious misconduct
- Record via CPOMS
- Report the incident to the Class Teacher and Headteacher
- Inform parents

### **BUS POLICY**

The Alford Schools have the following expectations of their pupils when they are travelling to and from School.

- When the bus is in transit there should be no standing or walking around
- Use of bad language will not be tolerated
- There should be no verbal or physical aggression
- No smoking
- No possession of potentially dangerous materials such as cigarette lighters, matches etc.

The Bus Companies in collaboration with the children, should report badly behaved individuals to their respective School as soon as possible.

Once reported the agreed policy for sanctions would be applied ie.

- On the first occasion a verbal warning will be given to the pupil concerned.
- On the second occasion a letter will be sent to parents warning them that any further incidents of poor behaviour will lead to their son/daughter being banned from the School bus for a fixed period/permanently. In the case of a ban, County Transport need to be informed. (Cases of very bad behaviour could result in an immediate ban).

