



BEHAVIOUR POLICY Incorporating Anti-Bullying

See separate Exclusions Policy

**Adopted by the governors of
Teignmouth Primary School
on 21 September 2023**

Review date: See policy amendment record

Contents

1. Aims	3
2. Requirements	3
3. School values and school rules	3
4. Recognition and rewards	4
5. Sanctions and behaviour management	5
6. Serious incidents	7
7. Roles and responsibilities	7
8. Training	8
9. Monitoring arrangements	8
10. Pupil support	8
11. Legislation and statutory requirements	9
12. Links with other policies	9
Appendix 1: Values poster	10
Appendix 2: Anti-bullying strategy	11

Policy Amendment Record

DATE	AMENDED BY	NATURE OF CHANGE	DATE OF NEXT REVIEW
March 2021	Malcolm Douglas and Annabelle Thomas	Policy update	
December 2021	Luke Marchant	Policy update	
April 2022	Luke Marchant	Policy Update	As required and no later than April 2026
September 2023	Annabelle Thomas and Luke Marchant	Policy update-name change and removal of exclusions to become a separate policy	September 2026
September 2024	Luke Marchant	Policy update	As required and no later than September 2027
June 2025	Luke Marchant	Policy updates to reflect change in school values	As required and no later than June 2028

1. Aims

Teignmouth Primary School is a primary school with a nursery. It caters for children from 2 - 11 years old and is a part of the Ivy Education Trust. This is a whole school policy with expectations and rewards related to the age and stage of the pupils.

The behaviour policy at Teignmouth Primary School is a statement of our commitment and dedication to ensuring that every pupil has the right to learn and thrive in a safe and stimulating environment. At Teignmouth Primary School, we believe that good behaviour is key to a good education. The school environment plays a central role in the social and emotional aspects of a young person's development, as well as academic learning and development. Pupils are encouraged to show high levels of engagement, courtesy and cooperation in and out of lessons in order to ensure that a positive and healthy ethos is created throughout the whole school. All members of the school community have the responsibility to model and promote the high standards of behaviour we expect of our children and are expected to help maintain an atmosphere conducive to learning.

Our core values have been carefully selected to match our community, and are also our three school rules. These apply in all situations and contexts.

Value	Rule
<ul style="list-style-type: none">• Aspiration• Respect• Responsibility	<ul style="list-style-type: none">• Be aspirational• Be respectful• Be responsible

The aim is to ensure all members of the school community demonstrate these at all times, including on their journey to and from school, to promote positive behaviours consistently and fairly so that all children can thrive in a safe and stimulating school environment. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2. Requirements

Everyone is responsible for implementing the behaviour policy consistently and fairly. In the world around them, children experience a variety of behaviours, both good and bad. All adults within the school community have a responsibility to help, support and guide children in order to develop the child's ability to make informed choices about their behaviour independently. By modelling the behaviours we expect of pupils, we are setting a good example; this is invaluable for children at all ages and something we ask parents/carers and school staff to remember at all times.

3. School Values and School Rules

The aim of the school values is to promote positive behaviour. All behaviour can be measured against the aims as displayed on our School Values behaviour posters (Appendix 1).

At the beginning of each year, the poster agreement will be shared and promoted in classes and assemblies and then revisited termly, and as appropriate. The poster will be displayed in each classroom and referred to regularly. Children's names will be displayed on the poster and moved accordingly.

We will always remain positive and professional even in the most challenging of circumstances. We will discuss the behaviour NOT the person. The school supports a nurturing / attachment aware approach to supporting behaviour and development.

Careful consideration will be given to class groups, curriculum organisation and use of support staff in promoting positive behaviour.

Teaching staff will strive to plan engaging learning experiences suitable for the needs of the pupils within their class.

Pupils who behave well will be recognised with rewards. These will be in a variety of formats. The whole school systems for promoting positive behaviour are through the House Point system which encourages individual, house team and whole school positive behaviour.

4. Recognition and rewards

House Points System – Every child can be awarded points on Class Charts as recognition for positive behaviours. Points are awarded for showing one of our Green Behaviours, as well as for attendance, correct uniform and completing homework. All members of staff can award points to individuals. These points are shared with parents termly.

The children are assigned houses upon joining the school. As an ongoing House competition, rewards points are tallied on Class Charts for each house during the course of the week and totalled on a Thursday, ready to be announced in assembly.

Learning Certificates – Certificates are presented during phase assemblies each week for pupils nominated by their teacher and/or teaching assistant. There are three certificates, each relating to the core values of Aspiration, Respect and Responsibility. Class teachers are to keep a record of which pupils have received the certificates. Certificates go home to parents/carers.

Values Cards – if a pupil demonstrates a particular behaviour well during a school day, they may receive a Value Card. This is a mini-certificate, with the reason for that child's achievement detailed on the back.

Stickers- In KS1, stickers with the names of the School Values are awarded.

Celebrated on the class poster - Pupils who are exemplifying the Core Values have their name displayed on the values poster to celebrate this further.

Hot Chocolate Mondays- Each week in assembly, the boy and girl with the most points from each class will be announced. These children will have a Hot Chocolate with the Headteacher on the next Monday break time.

Sports Day Cup – Children will represent their house during sports day, earning points for their performances. The winning house will be presented with the sports day cup.

When needed, more bespoke rewards may be used to support pupils with their behaviour.

5. Sanctions and behaviour management

Unacceptable behaviour

Examples of unacceptable behaviour are (but not limited to):

- Disruptive behaviour in class (e.g. calling out, distracting others),
- Time wasting,
- Ignoring instructions,
- Rudeness towards others (e.g. name calling, answering back),
- Offensive language,
- Property Damage,

Consequences

Consequences may be imposed for unacceptable behaviour when the pupil is:

- In lessons
- At break and lunchtimes
- Taking part in any school-organised / school-related activity,
- Travelling to or from school,
- Wearing school uniform,
- Identifiable as a pupil at the school.

Children may also be subject to consequences whether or not the above apply when:

- There may be repercussions for the orderly running of the school,
- A threat is posed to another pupil or member of the public (e.g. online bullying),
- The reputation of the school could be adversely affected.

Where unacceptable behaviour is displayed by individuals or groups, all staff have a duty to follow the consequences in a consistent way, using their professional judgement and ensuring sanctions are reasonable, proportionate, fair, rational and lawful.

3 chances - 2 warnings before a consequence

Following pupil and staff voice, our system for administering more significant consequences has been simplified. Pupils will be given positive reminders about their behaviour. If negative behaviour persists, the children will be given two warnings before a more serious sanction is imposed. This is akin to having ‘three chances’ before a consequence.

This is done verbally (yet visuals may be used when appropriate for certain pupils) Pupils will always be guided to improve their behaviour.

Consequences are tailored appropriately to the behaviour. For example, if a child is not completing their work in a lesson, they may do this at their break time. If a child has made a mess in the classroom, they would clear it up.

Common examples of consequences:

- **Reflection – move in class.** The teacher/TA will ask the child to move within the classroom to help support any distraction that may be causing the behaviour. This may be a move away from a particular pupil to a designated area within the classroom. Upon a positive change, the child will be invited to return to their place. Incidents are recorded on Class Charts by the class teacher who then informs parents/carers at the end of the day. Green poster referred to for visual reminder also, with pupil's name being moved accordingly.
- **Reflection – move to buddy class.** The teacher/TA will escort the child to their buddy class for a reflection time (time will depend on the age of the pupil). It is the class teacher/TA's responsibility to collect the child. Incident recorded on Class Charts by class teacher who informs parents/carers at the end of the day.
- **Referral – school leader.** On occasion, the child will be referred to a member of the school leadership team and potentially isolated for an extended period out of class. It will be the class teacher's responsibility to provide the work and to also 'check in' with the pupil before the end of the day. The incident will be recorded on Class Charts by the class teacher. School leader to inform parents/carers at the end of the day.
- **Reflection—**time in from break or lunch to complete work or talk with the teacher

If a pupil refuses to comply with consequences, then the incident may be escalated instantly to 'Referral – school leader'.

During a period of reflection within the classroom, it is not anticipated that a child will miss any learning. However, in the event that learning is missed due to a 'reflection time', it is expected that the child will complete the task at another time. This will be at a break time or lunchtime, supervised by the class teacher or TA, or at home with parents.

Break and lunch time consequences

- **Reflection.** The member of staff on duty will direct the child to miss some of their play. The child will stay with the member of staff for the duration of this time. Incident recorded on Class Charts.
- **Referral.** The child will miss the remainder of their play time. They will be taken to a school leader for this. Incident recorded on Class Charts.

If a child persists with unwanted behaviour for an extended period of time, a more bespoke approach or strategy may be used. This may include one of the following:

- **Initial Meeting** – this will be organised by the class teacher, who may ask for a member of the leadership team to attend, in order to discuss the behaviour and

agree a positive plan for moving forward. This may take the form of the following:

- **Individual Reward System** – this may be needed to help individual pupils who need something extra to help support their behaviour needs. This may take the form of small step rewards towards an end target.
- **Nurture outreach in the TreeHouse** – this may be needed to help support individuals with more complex needs. We recognise that for some pupils with more complex needs, alternative support to help with behaviour and responsibility might be needed. The Treehouse provision is aimed to support those with more complex emotional and social needs who require other strategies to help modify and manage behaviour.
- **Supported Social Times** – this may be needed to help support individuals who are struggling to manage their behaviour during break/lunch times. A timetable may be put together outlining the activities the pupil can engage in during break/lunch time.
- **Check-in Card** – The child will have opportunity to check-in with adults at key times throughout the day, with supporting the child in reflecting on their behaviour and guiding them into their next activity.
- **Weekly meetings**—When relevant, the class teacher may arrange a weekly meeting with the parent/carer for a half-term in order to look at ways forward for the child.
- **After-school detention**—This will be administered only with permission from the parent/carer and are only to be given by the headteacher. In all cases, this is a last resort. The detentions are intended to be kept of a reasonable length, and are an aid to preventing further escalation of behaviours or continuing consequences to the next day.

6. Serious Incidents

Examples of serious incidents are (but not limited to):

- theft
- physical assault with intent
- defiance / refusal to comply with consequences
- bullying / intimidation (including racial harassment or via text and social media)
- deliberate damage to property
- the use of obscene and offensive language
- spitting at another child or adult
- bringing inappropriate items into the school (offensive weapons, stolen items etc)
- setting off the fire alarm

7. 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.

The Executive Headteacher and Headteacher

The Executive Headteacher and Headteacher are responsible for reviewing and approving this behaviour policy. The Executive Headteacher and Headteacher will ensure that the school environment encourages the green behaviours and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly.

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

The senior leadership team will support staff in responding to behaviour incidents.

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

8. Training

Our staff have received training on managing behaviour in line with the behaviour policy and behaviour management also forms part of their continuing professional development.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher, Headteacher and local governing body every three years.

10. 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 (SENCo) 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.

11. 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

In addition, it is based on:

- Special educational needs and disability (SEND) code of practice.
- 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

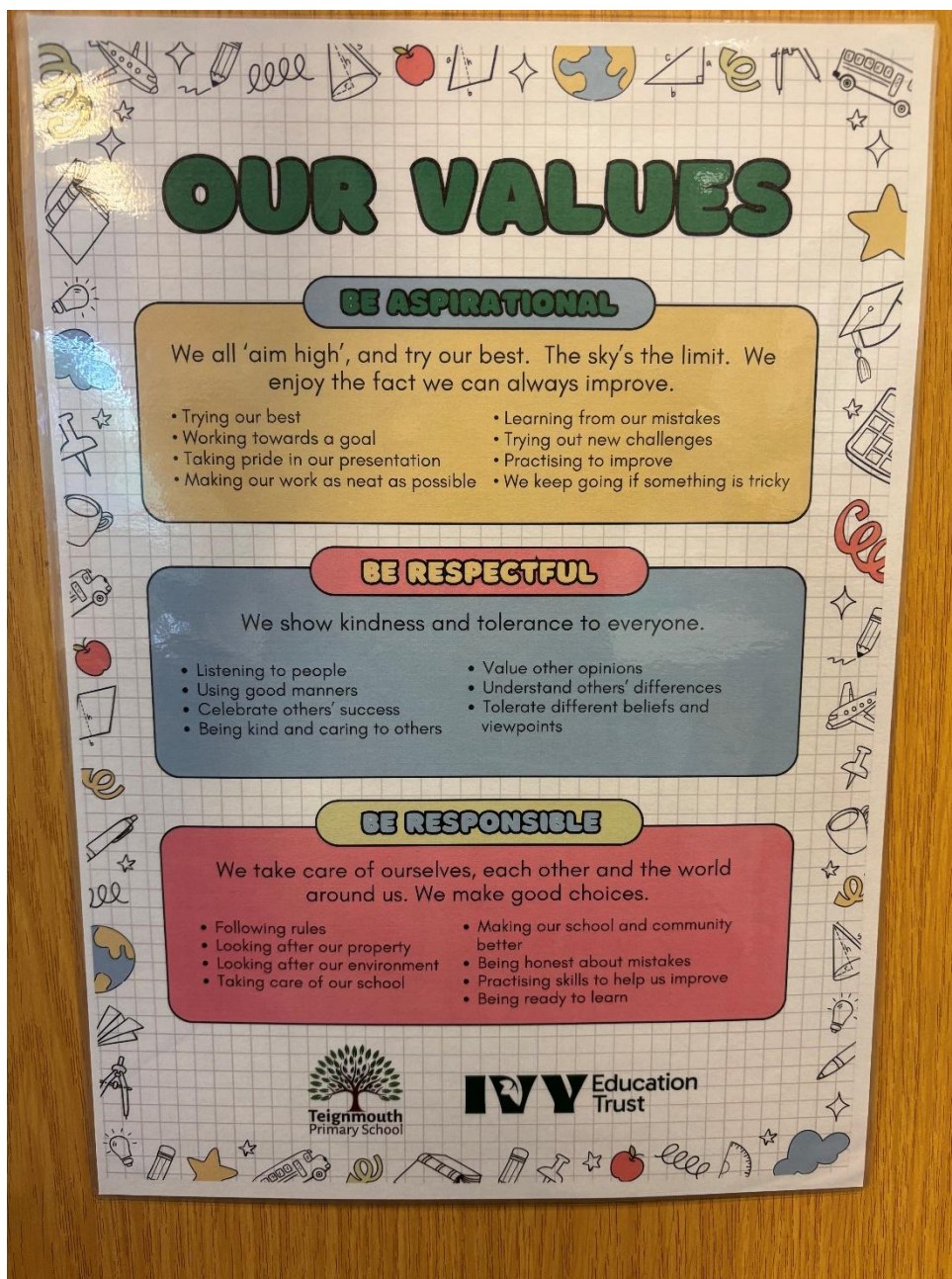
12. Links with other policies

This behaviour policy is linked to the following policies:

- Mobile Phone Policy
- Uniform Policy
- Use of Reasonable Force Policy
- Child Protection and Safeguarding Policy (Trust)
- Exclusions Policy

Appendix 1 –Values poster

The aim of the below poster is to provide pupils and staff with clear examples of good behaviours, and a shared definition. Pupils are celebrated in class with their names displayed on an accompanying poster.



Appendix 2 – Anti-bullying strategy

Definition of bullying

The anti-bullying alliance defines bullying as thus:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

How pupils, parents and staff can report incidents of bullying

Pupils and their parents are strongly encouraged to report incidents of bullying at the earliest opportunity. Concerns, allegations and incidents can be reported to any member of staff who has a duty to pass these on. However, the first point of contact for a pupil should be their teacher or a member of the leadership team.

How the school investigates allegations of bullying

All allegations of bullying are taken seriously. Normally, any incident report or allegation will be referred to the class teacher and a member of the Senior Leadership team (SLT) will also be informed. The investigating member of staff will speak to the victim/reporter in the first incident, taking written evidence and seeking permission before then investigating and reporting back to the person who raised the concern

Sanctions and procedures will be followed in line with the behavior policy. Every incident is judged on its own merits and our school recognises that young people will fall out and will sometimes be unpleasant to each other, particularly when social pressure is at work. Sometimes there will be serious incidents that are judged not to be bullying. We undertake to treat students fairly whilst supporting all to thrive.

How the school supports pupils who have been bullied

Our staff are a well-trained and caring team, who are committed to working with all individuals within our care. This may take the form of direct work with the teacher, or further intervention should it be deemed applicable.

Whole-school proactive strategies to prevent bullying

Our behavior policy promotes proactive teaching of respectful and responsible behaviours. Children learn explicitly about bullying as part of our PSHE curriculum, and within anti-bullying week. Cyber-bullying and ways to stay safe online are also covered in our computing curriculum. Our school culture is rooted in a sense of community and our green behaviours of respect, responsibility, independence, honesty, curiosity and resilience.

How the school trains staff and governors in preventing and handling bullying

Anti-bullying is a fundamental strand of our safeguarding policy and part of our culture and ethos. Staff are kept aware of updates and training is provided when needed. All new staff and governors are expected to read this policy and this topic is a key part of new staff/governor induction.