



Boscastle Community 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
- 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](#)
- [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

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
- Incorrect uniform

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)

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
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying statement.

- *Pupils and parents/ carers are encouraged to report any bullying to the Headteacher. Staff are expected to do this.*
- *We do not tolerate bullying at our schools. Pupils are taught about acceptable and unacceptable behaviour and ways to express their unhappiness with others.*
- *Any pupil who is subject to bullying will be given bespoke support. The perpetrator of bullying will also be supported.*
- *Anti-bullying assemblies are part of our safeguarding curriculum.*
- *Staff are TIS (Trauma Informed Schools) trained and so are able to support pupils involved in bullying.*

5. Roles and responsibilities

5.1 The governing board

The Headteacher 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
- 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.

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

6. Pupil code of conduct

Expectations of behaviour are underpinned by the school visions and values where everyone in our school has the right to feel safe, and have empathy towards others.

Children at Boscastle School should:

- 1 Show good manners at all times
- 2 Follow instructions with thought and care
- 3 Show care and respect for everyone and everything.

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

7. Rewards and sanctions

Primarily, we reward our pupils with praise and recognition. Classes often have their own reward systems that change regularly. Rewards are often selected by the pupils. We believe that pupils behave best when they are recognised and rewarded for doing their best and when the atmosphere in the classroom is one that supports children to learn from their mistakes, understand how to behave in school and how to be heard when they are unhappy about something. We rarely need to use sanctions at Boscastle Primary School.

7.1 Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Recognition in class, at assembly or in the weekly school newsletter
- Reward stickers
- Well done cards presented in Celebration Assembly
- Staff updates to parents
- Special responsibilities/privileges

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

- A 'look' or verbal reprimand/ reminder of expectations of behaviour
- Removing the pupil to sit away from others so they can complete work or so others can get on with theirs
- Sending the pupil out of the class to work or spend some of their break elsewhere
- Expecting work to be completed at break or lunchtime
- Referring the pupil to another member of staff or the Headteacher
- Phone calls home to parents
- Agreeing a behaviour contract and/ or keeping a behaviour book

We may ask pupils to work outside the classroom in the library or office in response to serious or persistent breaches of this policy. Pupils may be sent to the office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

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.

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.

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.

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
- Share and give regular reminders on expectations of behaviour
- Develop a positive relationship with pupils, which may include:
 - Greeting children on arrival at school in the morning
 - 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

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.

Our Special educational needs co-ordinator, Sara Haden, will assess 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.

9. Pupil transition

To ensure a smooth transition to the next year, where children are moving into a new class they will have a transition day 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, including proper use of restraint, as part of their induction process. Most of our staff are TIS trained and are very experienced so understand how to support a pupil to regulate their own behaviour.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the staff and headteacher 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 governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Child on Child abuse policy
- Anti-bullying

Appendix 1: Written Statement of Behaviour Principles

We believe that if effective teaching and learning are to take place in these schools then the discipline must be sound, consistent, fair and understood by all. We believe that our policy must be operated in a positive way that emphasises good behaviour, with a secondary function that it discourages misdemeanours and unacceptable behaviour, by use of appropriate sanctions.

At Boscastle & Port Isaac we praise and reward children for behaving well. Consequently, it is not necessary to apply sanctions very often. In these schools all teachers have regard for external factors that influence children's behaviour and can, if necessary, moderate their approach to individuals. However, it is vital that consistency is not lost.

All staff are also very aware of their place as a positive role model for children. We believe that a consistent policy on behaviour should: Develop children's self-discipline and self-control, encourage children's accountability for their own behaviour, encourage children to recognise and respect the rights of others, develop co-operation as well as independence, develop values of honesty, fairness and respect for others.

Behaviour at Boscastle School is based on:

1. Show good manners at all times
 2. Follow instructions with thought and care
 3. Show care and respect for everyone and everything
- 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 body every four years

Appendix 2: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	