



Tudor Grange Primary Academy
Hockley Heath

Behaviour & Anti-Bullying Policy

Date	March 2022
Written by	Tudor Grange Primary Academy Hockley Heath
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Aims

This policy aims to:

- To provide a safe and happy environment for all
- 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

Rationale

The Behaviour Policy at Tudor Grange Primary Academy Hockley Heath (TGPAHH) sets out the framework of the school's approach to encouraging good behaviour. This policy should be read alongside the Child Protection and Safeguarding policy and the Health & Safety policy.

TGPAHH will provide a calm, supportive school environment where children understand that they are safe and cared for. We will establish positive learning behaviours that are taught explicitly and supported where necessary to ensure that the academy is an orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.

The main purpose of the policy is to provide parents/carers, pupils, staff and Trustees with clarity in respect of the behaviour policy.

When considering how to support pupils with behaviour, the following has been taken into account:

1 – we must know and understand our pupils and their influences.

- Pupils' behaviour can be influenced in multiple ways, some of these influences can be managed by teachers directly.
- We must understand the context of the pupil and this will help us to make an informed and effective response to misbehaviour
- All pupils should have a supportive relationship with members of the school staff

2 – we must teach learning behaviours alongside managing misbehaviour

- By teaching about learning behaviours, the need to manage misbehaviour will reduce
- We can provide the conditions for learning behaviours to develop by ensuring that our pupils can access the curriculum and fully participate in their learning
- We should encourage pupils to be self-reflective in their own behaviours

3 – use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- We aim to reinforce positive behaviours with praise and reward

4 – simple approaches that are part of our regular routine and day to day practice

- A clear and consistent behaviour policy
- Supporting good behaviour by working with parents and greeting pupils as they enter school

5 – tailoring our approach to meet the needs of individuals in our school

- For pupils who display more challenging behaviour, reasonable adjustments should be considered (see reasonable adjustment section)
- Specific training may need to be provided in instances of pupils' displaying high behaviour needs

6 – whole school approach

- Consistency and coherence are vital
- Behaviour and attainment are directly linked and outcomes will be most supported where behaviour policies are implemented at whole school level

Our approach to behaviour management

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
- Display the pupil code of conduct or their own classroom rules
- 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 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

TGPAHH have clearly defined sets of rules for what good behaviour looks like. These are defined for different areas e.g. the hall, the classroom, the corridor and the playground.

For children who choose not to follow the rules of the school/classroom, we categorise behaviour two ways: misbehaviour and serious misbehaviour. Serious misbehaviour would include any behaviours that are seen as a child putting themselves or others in danger or when the child significantly abuses another person, either physically or verbally.

Misbehaviour could be defined as:

- Disruption in lessons, in corridors and at break and lunchtimes

- Non-completion of classwork
- Poor attitude

Serious misbehaviour could be defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- 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, for example knives or weapons, fireworks, alcohol, illegal drugs, stolen items, tobacco and cigarette papers or 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). Staff in school have the power to search without consent for any of the items listed above.

We plan for staff to be able to deal with situations where the rules are not followed in a calm and quick manner and outline a set of consequences to support staff to do this.

It is important for all of us that teachers know what they are dealing with and how to deal with it and that children know these expectations also.

To promote positive behaviour in our school, we shall:

1. Have a set of rules for children to follow
2. Provide the children with praise and positive recognition for following the rules

3. Provide a set of consequences as a result of children not following the rules

Positive behaviour will be rewarded with:

- Praise
- Merit or house points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Stickers
- Special award in assembly (pupil of the week)

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

- A verbal warning
- Time out
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan

Consequences

When dealing with misbehaviour, the member of staff dealing with the situation will use the language of choice, choosing and chosen. By doing this, we place the responsibility of the choice to behave in a certain way back onto the child. When children are given a choice, they learn to be in control of what happens to them.

Consequences are the actions that children know will occur if they choose not to follow the rules of the classroom. An effective way to use consequences is to build them into a form of hierarchy where the consequences are progressive.

The consequences are as follows:

1. The first time a child breaks a rule, they are given a reminder to follow the rules and expectations.
2. The second time the child misbehaves, they will receive a warning. The focus of this warning will be on the behaviour, not the child. Staff will show sensitivity to the situation. They will clearly reference the rule being broken and use the language of "warning".
3. If a child continues to misbehave, the teacher will impose a consequence (two-minute time out in the classroom or two-minutes walking with an adult at playtime/lunchtime).
4. If misbehaviour is repeated again, the child will be given a five-minute time out in another classroom and will then complete a reflection sheet (appendix 1) with the member of staff

who has given them the time out. The class teacher may decide that this time out needs to be with a member of SLT. This behaviour will be logged.*

5. If the disruption continues past this point, the member of staff will seek the assistance of the Principal. This is always the last consequence. The Principal will remove the child from the classroom/area where the misbehaviour is occurring. Parents will be informed via email/phone call (with a follow up letter) and a behaviour plan may be considered for the child and drawn up with the support of the SENDCo where appropriate. The plan will be monitored and reviewed in two weeks. If the child needs further support with external agencies, this shall be sought.
6. Critical incident. A critical incident would be defined as any behaviour that is too extreme to allow the child to move up the hierarchy of consequence. This would be an occasion where the child puts themselves or others in danger or when the child significantly abuses another person either physically or verbally. On these occasions, the child will not receive a warning. Severe inappropriate behaviour would call for the child to be sanctioned immediately. The 'significance' of the incident will be considered in context and the final decision will sit with the Principal.

* If two reflection sheets have been required in a half term, then a member of SLT would acknowledge this behaviour with the child and parents will be contacted by the class teacher. A follow up behaviour letter would be sent home (see appendix 2 for examples).

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).

Physical restraint

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

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)

Confiscation

Any prohibited items (listed below) 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](#).

Exclusions

We follow the statutory guidance issued by the Department of Education (February 2017). The seriousness, or persistence of the pupil's behaviour, together with the impact of not excluding the pupils on the school as a whole is always considered before there is a fixed term exclusion.

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.

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.

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• 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

All forms of bullying are unacceptable in our school. We believe that all incidents of bullying should be taken seriously and dealt with sympathetically. We are committed to championing diversity and celebrating difference.

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

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 early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Trust and confidence

Our atmosphere is one based around trust. All members of our school community are respected and expected to respect one another.

Children are encouraged to build relationships with their class teacher and other adults who they come into contact with.

Warning signs

If at any time, you think your child is being bullied, please contact the school on the office email address. The signs to look out for include: changes in behaviour, being frightened or unwilling to go to school, becoming withdrawn or anxious, lack of concentration and focus, the need for extra pocket money, changes in sleeping patterns or having nightmares, comes home with clothes torn or books/equipment damaged, has possessions which are damaged or continually 'lost', unexplained cuts or bruises, becomes aggressive, disruptive or unreasonable, stops eating, is afraid to say what's wrong.

Support

As a parent, you can help by building your child's confidence and listening to their concerns. Some bullies are victims – unhappy children who can find no other way of attracting attention to

themselves. Families are always included as part of the support for children who are bullied and who are considered 'bullies'.

Roles and responsibilities

The governing board

The role of the Board of Governors is to promote good behaviour and discipline among pupils attending the school in order to safeguard their welfare and facilitate their educational progress at school.

The Board of Governors should ensure:

- That the school has policies about the promotion of good behaviour and discipline and the use of reasonable force.
- Have a written statement of 'general principles' about pupil behaviour and discipline (see appendix 4).
- That the school has appropriate procedures for dealing with the issue of bullying and about complaints about bullying.
- That the school has procedures for fixed term and permanent exclusion of pupils in accordance with legal requirements.

Parents/carers can expect the school to:

- Provide educational opportunities in a structured environment.
- Provide regular reviews of pupils' progress.
- Provide information about the curriculum being followed by the school.
- Provide opportunities for consultations between parents/carers and staff.
- Provide general information about education and school life.
- Provide opportunities for parents/carers to become involved in the work of the school.

Pupils can expect school to:

- Provide a safe and secure environment.
- Respect them as individuals.
- Provide opportunities for them to further their learning through advice and support.

The school expects parents/carers to:

- Support the school's behaviour management policy.
- Ensure that their child attends school regularly informing the school promptly in any cases of absence or lateness.
- Provide information which may be required by the school for the purpose of education and as required by law.
- Actively encourage their child to follow the rules of the school.

- Respond to invitations to attend the school for consultations, reviews and meetings relevant to their child.

The school expects pupils to:

- Do the work that is set and allow others to do the same.
- Arrive at the right time and ready for work.
- Respect property, whoever it belongs to.
- Treat others (pupils, staff and visitors) with fairness and respect.

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 discipline the pupil 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 discipline the pupil 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 for more information on responding to allegations of abuse against staff or other pupils.

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.

Training

Staff will be offered opportunities to complete behaviour management training, including proper use of restraint, as needed.

Behaviour management will also form part of continuing professional development (see appendix 5 for training log).

Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the local governing body annually. At each review, the policy will be approved by the Principal.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

Appendix 1: reflection sheet

What I did...

What I need to improve next time.....

What I need to say....

Has the person accepted my apology?

For the adult to fill in:

Is there a need for a behaviour plan/review by SLT?

Does the child need a pastoral follow up?

Appendix 2: letters to parents about pupil behaviour

Behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our school rules, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our school rules.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Principal, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Appendix 3: 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?	

PUPIL'S NAME:

IS ANY FOLLOW-UP ACTION
NEEDED? IF SO, GIVE
DETAILS

PEOPLE INFORMED OF THE
INCIDENT (STAFF,
GOVERNORS, PARENTS,
POLICE):

Appendix 4: written statement of behavior 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.

Appendix 5: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE