



ENHANCE ACADEMY TRUST

# BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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### 1. Aims

This policy aims to:

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

**St Giles is not just a place, it's a feeling.**

**A feeling that is part of you and stays there forever.**

**A feeling of respect: a hope for the future.**

**A feeling that fills you with the confidence to achieve anything.**

**A feeling of faith, love; where we grow together.**

### 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](#)
- [Keeping Children Safe in Education](#)
- [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:

- 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

This policy complies with our funding agreement and articles of association.

### 3. Definitions

#### Low Level Disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

#### Serious Incidents

- In our view, a 'serious incident' is defined as one of the following:
  - Swearing
  - Deliberate and malicious physical violence towards another person
  - Stealing
  - Deliberate and provocative racist, sexist, homophobic or discriminatory comments
  - Refusal to co-operate with a member of staff
  - Running away
  - Rudeness or Insolence to a member of staff
  - Deliberate damage to property (vandalism)
  - Any form of bullying
  - Possession of any prohibited items. These are knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or any item a staff member 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)
  - Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting, Physical behaviour like interfering with clothes.

## 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

### Ethos

We are committed, as a school, to maintaining a positive ethos in school where everyone feels valued, listened to, respected, successful and safe. A bullied child is a very unhappy child and their social development and academic progress can be considerably hindered by this. We encourage children to inform staff if they witness bullying or fall victim to it themselves. Any incident of bullying is treated seriously and swift action will always be taken to rectify the situation.

### Action to be taken

- Any incidents of bullying or suspected bullying should be referred immediately to the Headteacher (Deputy Headteacher in the absence of the Head)
- Children who witness bullying or fall victim to it themselves are encouraged to inform a member of staff (or their parents). They will be taken seriously and the problem dealt with immediately in line with LA protocol.

- Parents are asked to bring any concerns or suspicions of bullying to the Class Teacher or Headteacher, so that the problem can be dealt with immediately

A meeting/discussion between the Headteacher and the parents of the child who is displaying aggressive/bullying behaviour will be arranged to discuss strategies of working together to improve the child's behaviour if it is felt that this would be profitable.

If the parents of the child who is bullied are unaware that this is happening, then the Headteacher will make arrangements to talk to them to inform them and also explain the strategies of the school to ensure the safety of the child while they are in school. Parents are alerted so they can also take action, as necessary, to ensure the safety of their child on the journey to and from school

- All relevant staff will be informed of bullying incidents, by the Headteacher, so that the situation can be monitored, both to protect the child from further problems and to prevent the perpetrator from continuing such behaviour
- The child who is bullied and the bully will need support. In some situations, other children may be involved in this. Strategies in each case will differ and will be worked out through discussion with the children and adults involved
- A 'safe place' option can be provided in school for the child who is bullied, if this is appropriate
- Within the curriculum time is given to teach children about relationships, consideration for the feelings of others, strategies for resolving conflict, support, care and respect for others.
- The Headteacher may survey the class to ascertain their confidential opinions if an incident occurs. Survey enclosed.

### **Behaviour and Anti-Bullying Co-coordinator**

The Headteacher, is responsible for the co-ordination of behaviour and discipline throughout school. Any incidents, which are of a serious or persistent nature, should be referred to him. The Headteacher/Deputy Headteacher will support staff in their duties regarding behaviour and discipline as appropriate including continued professional development. The Headteacher will keep under review the Behaviour and Anti-Bullying Policy, in consultation with staff, Governors and the school community. Staff and governors will regularly undertake training in regards to bullying and the best way to prevent, monitor and record.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour 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 using the school electronic recording system.

The senior leadership team will support staff in responding to behaviour incidents providing actions when needed.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the school vision and values.
- 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

### St Giles School Code of Conduct (Our behaviour principles)

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- We will remember that the reputation of St Giles Academy depends on our behaviour both inside and outside school.
- All pupils, staff and visitors are free from any form of discrimination
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- 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

**Pupils developing independence:**

Pupils will be encouraged to use the ‘5 finger rule’ to develop independence and less reliance on adult support when solving social problems. All adults working with pupils in school will be ask pupils if they have used the 5 finger rule before they intervene in a conflict resolution.

*Pupil Behaviour Management  
Guide*

**‘5 finger rule’:**

1. Ignore behaviours.
2. Blank behaviours.
3. Ask politely to stop.
4. Warn you will tell.
5. Tell the teacher.



Adults will be given a prompt card to support their conversation with pupils. This will include lunchtime supervisors who support children in social situations more than others.

**HOW TO BE A GREAT TRUSTED ADULT**

1. *When a child brings a problem to you, you are their **TRUSTED ADULT**. This is a privilege.*
2. *Listen. Help them solve the problem. Do not dismiss them or tell them to ignore an issue.*
3. *Ask them if they have used the 5 Finger Tell.*
  - Ignore behaviours.
  - Blank behaviours.
  - Ask politely to stop.
  - Warn you will tell.
  - Tell the teacher.
4. *Ask them which one and ask them what they would like you to do to help them.*
5. *If they haven't used it ask them if they could use one.*
6. *Go with them and model / help them to use the right one with the other child.*
7. *Talk to the other child to ensure they understand why you are using the ‘5 Finger Tell’.*



## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

We recognise that the most effective way to promote good behaviour is to highlight and reward it. The following describes our whole school approach to rewarding good behaviour and sanctioning unacceptable behaviour.

### Headteacher Awards

Children will be nominated for a Headteacher's award for an exemplary display of our core values.

Respect

Love

Hope

Faith

Confidence

These awards are made at the weekly Celebration of Achievement assembly.

Special Termly value Headteacher certificates, linked to our school's Christian values will be awarded to children from each class for consistently up holding the schools core values. These awards will be presented at the final celebration assembly of each term.

### Dojo Reward System

Our school reward system works through Dojo points and it is directly linked into our behaviour policy.

Dojo points will **be awarded daily** when children display positive behaviour in all aspects of school, academic and non-academic.

Dojo points will be counted in class and shared with parents.

When children reach milestones with their Dojo points they will earn a reward.

Each half term Dojo points will be reset to encourage fresh starts and new chances to earn rewards.



### Attendance & Punctuality Awards

Good attendance and punctuality are celebrated verbally and through rewards and incentives. The class with the best weekly attendance is given an attendance trophy at the Celebration of Achievement Assembly. Individual pupil names are entered into a random selector to be drawn weekly and receive prizes. Pupils with 100% termly and annual attendance will be awarded special certificates and prizes. Parents who support the attendance of their children will also be rewarded.

## Rewards Summary

	Attendance	Behaviour
Daily	<ul style="list-style-type: none"> <li>➤ Senior Leaders will make daily checks on attendance and congratulate classes with 100% on a weekly basis. See the attendance reward strategy for more details.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stickers are awarded for correct choices in regards to the school values and general behaviour and attitudes towards their learning and the learning of others. Stickers in books for positive work.</li> <li>➤ Dojo points are awarded daily for positive behaviour relating to the behaviour policy.</li> </ul>
Weekly	<ul style="list-style-type: none"> <li>➤ The classes with the highest attendance are awarded with the Attendance Trophy and SAM the teddy to display in class. · The class with the highest attendance for the week spin the lucky wheel in celebration assembly. Prizes include class film time, extra playtime, sweet</li> <li>➤ Individual prizes awarded by the Attendance officer.</li> <li>➤ Winning class looks after SAM the dog and his puppies for the week.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A special <i>Headteacher's award</i> is given to one child from each class by the teacher based on exemplary work towards the core values. This award is presented by the Headteacher in the celebration assembly. The child will give a quick summary of why they have been chosen to receive the award.</li> <li>➤ Excellent manners at lunch time as well as consistent positive behaviour will be rewarded by the awarding of Dojo points.</li> <li>➤</li> </ul>
Termly	<ul style="list-style-type: none"> <li>➤ Colour coded letters are sent home to all parents indicating child's attendance. ·</li> <li>➤ A seasonal prize is awarded for those children who have achieved 100% attendance for the term. For example</li> <li>➤ a selection box, an Easter egg. · The parents of children who have achieved 100% attendance are entered into a raffle to win a £20 Morrisons voucher. ·</li> <li>➤ The class with the highest attendance over the term are awarded with a non-uniform day.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Special Headteacher certificates will be awarded and presented by the Headteacher at the final assembly of each half term. The certificates will be awarded to children who have <b>consistently</b> upheld the schools core values throughout the half term.</li> <li>➤ Governors will monitor behaviour at Standards committee meetings to assess patterns and impact of behaviour.</li> </ul>

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

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school

- 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'

See appendix 4 for sample letters to parents about their child's behaviour.

### 7.2 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 [[Link to the safeguarding policy](#)].

### 7.3 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).

### 7.4 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 policy [\[Link to our safeguarding policy\]](#) for more information on responding to allegations of abuse against staff or other pupils.

## 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
- 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

### 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
- A pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)

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 on CPOMS and reported to parents via a face to face conversation or a telephone call.

Many of the school staff have received positive handling training through this our aims are: The promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. For further information, please refer to our Positive handling policy.

### When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- the power to search a pupil without consent for 'prohibited items' and confiscate, retain or dispose of such items as required.
- A pupil behaves in such a way that seriously disrupts a lesson.

As stated in DfE documentation, Behaviour and discipline in schools, January 2016; *Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. 39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.*

### 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.

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.

### 8.5 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](#).

## 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.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint if this is relevant to their job role in school.

Behaviour management will also form part of continuing professional development and will take the form of staff training opportunities.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the senior leadership team and full governor board annually. At each review, the policy will be approved by the headteacher.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding 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
- We will remember that the reputation of St Giles Academy depends on our behaviour both inside and outside school.
- All pupils, staff and visitors are free from any form of discrimination
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- 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 2: Behaviour log example for incident recording on CPOMS**

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):	