

Cannon Park Primary School

Encouraging Excellence



Behaviour Policy and Statement of Behaviour Principles

<u>Review Programme:</u>	
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1. Aims

This policy aims to:

- Provide a **consistent, positive approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave following our school values**
- 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/cloakrooms between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform
- Unkind words to others, including 'banter'

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting or physical aggressive behaviour towards children or staff
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items – mobile phone, knife, stolen items

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, sexual violence, sexual harassment, 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
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Signs of bullying

Signs of Bullying Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. Parents are directed to online safety workshops to raise awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Responding to Bullying

All cases of alleged bullying should be reported to the head teacher or assistant head teacher.

In any case of alleged bullying, either the class teacher, the head teacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the head teacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the head teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

5. Roles and responsibilities

5.1 Governor Behaviour Principles

The Governors at Cannon Park Primary School have the highest expectations of behaviour. These expectations are shared by all members of the school community and we are extremely proud of our school. They are underpinned by three key principles:

1. All members of the Cannon Park community have the right to be safe and feel safe at all times.
2. We welcome the ideas of everybody. We are tolerant and listen, showing respect for different points of view.
3. We believe in actively teaching our pupils to learn self-discipline and accountability for their own behaviour, following our school's values and the Rule of Law.

The Governing Board will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

5.2 The Head Teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles. The head teacher will also approve this policy.

The head teacher 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

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

Staff receive a summary sheet of the school Behaviour Policy to keep in the classroom.

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

Pupils are expected to follow the school values:

Our Values

Teamwork	Together everyone achieves more.
Respect	Treating others how you would like to be treated.
Integrity	Doing the right thing, even when no one is looking.
Enjoyment	Having fun, but not at the expense of others.
Discipline	Doing what needs to be done, even when you don't feel like doing it.

7. Behaviour Rewards and Consequences

7.1 In-school behaviour

Throughout the day, we expect children to model our school values. We reward these values with:		
Verbal praise	Sharing the good news with parents/carers	Recognition in assembly
Recognition from another adult in school	additional jobs and responsibilities	stickers and certificates
If a child does not model our values or acts in a way, which goes against our values, the following actions may be taken:		
Verbal warning	Warning card, resulting in 5 – 15 minute reflection time during break or lunch 30 minutes	Time in another classroom to calm down and reflect on our school values
Conversation between teacher and parents/ carers	Restorative conversation Mr Ray, Mrs Amphlett or Mr Kelley	Support from Mrs Smith, our Learning Mentor

Some children, including those with SEN, who have specific needs relating to behaviour, may find it difficult to foster our values. Individual strategies will, therefore, need to be implemented to support them. Parents may be involved in supporting the school in managing their child's behaviour issues. It may also be appropriate for external agencies to be involved with the child.

If a child displays behaviour, which endangers any member of the school community, this may lead to a fixed term/permanent suspension.

7.2 Suspensions and Permanent Exclusions

The Headteacher has the authority to suspend a child in accordance with the Education Act 2006. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm and supportive environments. The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A child may be suspended for one or more fixed term periods, up to a total of 45 days in any one school year. If the suspension is longer than 5 days the school has a duty to arrange suitable full time educational provision from and including 6th consecutive day of the exclusion, this can be at a shared provision or 'off site' venue. Where a Looked after Child is excluded, provision should be in place from the 1st day of exclusion.

Following the period of suspension, a reintegration meeting will take place on their return led by the Headteacher or Assistant Headteacher. The purpose of this is to remind them of the school's expectations and that they must demonstrate that they are making every effort to improve their attitude and conduct. The reintegration strategy will offer the pupil a fresh start; help them understand the impact of their behaviour on themselves and others; teach them how to meet the high expectations of behaviour in line with the school culture; foster a renewed sense of belonging within the school community; and build engagement with learning. In extreme cases, a child may be permanently excluded from school in accordance with the Department for Education (DfE) and the Local Authority (LA).

Examples of behaviour, which may result to a suspension or permanent exclusion:

Physical aggression to staff
Physical aggression to children
Threatening behaviour or intimidation
Deliberate and serious damage to school property
Vandalism
Fighting
Repeated breaches of the school values

Please note, this list is not exhaustive.

For more information on exclusions and suspensions, please see the exclusion and suspension policy.

7.3 Off-site behaviour

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

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

Aims

- To promote an environment where we teach our pupils to regulate their behaviour in a positive way
- To create a calm and ordered learning environment
- To encourage consideration for others in the community by promoting our school values
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour
- To build a partnership with parents/carers so that they can support the school in promoting our values

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. The school prides itself on the whole school community following the school values TRIED.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values - TRIED
- 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 through our school values
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Positive Handling

Very occasionally, situations may arise in which positive handling may be required. Should a child need positive handling to ensure their own and others' safety, a member of staff who has been 'Team Teach' trained may use such strategies as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others' personal safety at risk

Practical methods to defuse the situation should always be considered before positive handling is used, including keeping calm, offering verbal prompts or retreat. Team Teach is based on the principle of 95% de-escalation and staff should ensure that all possibilities are explored prior to positive handling being implemented. All staff will receive at least training on how to avoid being required to use positive handling methods and when to seek help.

'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent 'side effect' of ensuring that a service user remains safe' (George Matthews, Team Teach director) If possible (unless safeguarding requires immediate intervention), a member of the Senior Leadership Team should be sent for before any form of physical intervention is used.

All instances where positive handling has been used are recorded on CPOMS and parents should be informed as part of their feedback about their child's behaviour. Staff will be supported appropriately and individually following the need for positive handling.

8.3 Confiscation

Any prohibited items 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 are 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.

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. 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. Behaviour management will also form part of continuing professional development - all staff are trained to use Team Teach.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and Governing Body every year. At each review, the policy will be approved by the head teacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions and Suspensions policy
- Safeguarding policy