

Positive Behaviour at Stamshaw Junior (COVID -19)



1. Aims

With consideration of the new safety measures in place in response to COVID 19, 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](#)
- [Guidance for schools: coronavirus \(COVID 19\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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
- **Any non-compliance towards the rules put in place to minimise the spread of infection**

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- **Deliberate act of spreading the virus (e.g. coughing or spitting at someone)**
- 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

At Stamshaw Junior School, when dealing with the bullying of children in school, we believe that

- No one deserves to be bullied whilst at the academy
- All of us should feel safe and secure in the academy
- Everybody should have the opportunity to talk to somebody if they feel they have a problem
- All adults in school should deal with bullying in the same way

- If everyone works together, we can stop bullying

Please see separate anti bullying policy

5. Roles and responsibilities

5.1 The governing board or IEB

The governing board or IEB is responsible for reviewing and approving the written statement of behaviour principles (

The governing board or IEB 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.

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5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the IEB 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.

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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 (serious incidents are recorded on CPOMS)

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
- Adhere to our schools values and school motto

6. Pupil code of conduct

Pupils are expected to:

- Follow our school values and respect our school motto '**Be kind. Do your best. Achieve together.**'

- 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

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Headteacher sticker
- Use Marvellous Me to inform parents & carers
- Table Trophy Race (adapted to new seating guidance e.g. children sat in rows of teams)
- Stamshaw Piggy Bank
- Celebration Assembly
- Wall of Fame
- Special responsibilities & privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour but should follow the stages of sanctions when appropriate:

- A verbal warning
- Moving a pupil to a designated table (Reflection Zone) within the classroom to reflect on behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime – in class and supervised by a member of staff from the class bubble (NB detention is more effective when used sparingly)
- Behaviour Report
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Internal or external exclusion
- ELSA Support

All serious cases are logged onto CPOMS

Stages of behaviour sanctions

Stage 1	Verbal Warning
Stage 2	Move to the 'Reflection Zone' class (30 mins)
Stage 3	Detention @ Lunchtime. Class teacher must monitor detention in class Inform parent
Stage 4	Place child on 'Behaviour Report' for 5 days Inform parent
Stage 5	Internal or external exclusion Inform parent

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 or on the bus on the way to or from school.

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.

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
- **Model and be responsible for the consistent upholding of bubble rules and regulations**
- 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 linked to our school values & motto
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Raised voice rather than a 'shouty' voice is more effective when needed.

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

8.3 Confiscation

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 has two qualified ELSA's (Emotional Literacy Support Assistants) ELSA's support children with social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. They are also there to sign post parents and carers to the correct agency.

The school's Head of Inclusion or Headteacher 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.

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
- 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 or IEB also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Revised by School	July 2020
Responsible Person	Rob Jones Headteacher
Responsible Committee	LGB
Next Review	Post COVID-19