

Behaviour policy

PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

Primary Advantage



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Revisions

Date	Summary of changes
September 2021	Updates to reflect brought in by Keeping Children Safe in Education 2021

This policy has been written after consultation with staff, parents¹, pupils, governors and outside agencies. Some parts of this policy have been written specifically for children; other parts are for adult guidance.

1. The Aims of the Behaviour Policy

We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

Our aims are:

- To support the educational aims and ethos of the school.
- To prevent bullying and tackle bullying if it occurs
- To ensure that our schools have an anti-bullying culture whereby no bullying will be tolerated. This includes peer on peer bullying
- To ensure that the conduct of all members of the school community is consistent with the values of the federation.
- To ensure all pupils have the maximum motivation and opportunity to learn positive social behaviour.
- To provide a calm, safe and happy environment for all children.

2. Related Policies & Documents

This policy links with a number of other school policies:

- Governors Statement of Behaviour Principles
- Positive Handling (Hackney Learning Trust)
- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Online Safety and Acceptable Use Policy
- Equalities Policy

3. Expectations of Behaviour set by the DFE

The Department of Education (DFE) outlines the expectations of what a school behaviour/pupil discipline policy should entail. In their guidance; Behaviour and Discipline in schools, they advise that:

1. The Headteacher must set out measures in the behaviour policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work; and which
 - regulate the conduct of pupils.
2. When deciding what these measures should be, the Headteacher must take account of the governing body's statement of behaviour principles. The Headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and

¹ References to parent or parents are to mothers, fathers, legal guardians and carers

- pastoral care for staff accused of misconduct.

3. The Headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils.

4. Federated Governing Board's Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. The Behaviour Policy should ensure that functions are carried out with a view of safeguarding and promoting the welfare of pupils.

The Governing Board's statement of behaviour principles can be found as appendix 1 and on the school websites.

5. The Key Principles of Behaviour Management

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school communities.

5.1 Being Inclusive

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The disregulated behaviours of some vulnerable pupils need to be tackled with an understanding of individual pupil needs.
- Our schools have to have due regard to the Equalities Act and the need to proactively make reasonable adjustments in applying their policies
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

5.2 Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

5.3 Being Assertive

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.

- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour including sexual harassment or peer on peer abuse in the classroom, online or anywhere in the school or beyond the school gates.
- We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. We know that when left unchallenged, ‘lower level’ incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

6. Making Sense of Behaviour

Our Behaviour Policy is founded upon the following assumptions:

- All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child. Behaviour related to sexual harassment, violence of peer on peer abuse will not be tolerated or unchallenged, perpetrators will not be demonised. Our schools’ response will be:
 - Proportionate (as set out in paragraph 464 of KCSIE 2021)
 - Considered
 - Supportive
 - Decided on a case-by-case basis
 - Challenging behaviour includes behaviour that:
 - prevents participation in appropriate activities;
 - isolates the pupil from his/her peers;
 - affects the learning & functioning of other pupils;
 - drastically reduces the pupil’s opportunities for involvement in ordinary community activities;
 - makes excessive demands on staff resources;
 - places the pupil or others in physical danger;
 - makes the possibility for future placement difficult;
 - perpetuates low self-esteem.
 - results in sexual harassment or violence (including the ‘lower level’ behaviours identified by OfSTED).

7. Classroom Management

Each school has rules. The school rules form the basis of whole school and classroom behaviour management and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies. Please see appendices 2-9 for further information on school behaviour strategies.

8. Managing Behaviour in a Positive Way

8.1 Clear Expectations

If we want our pupils to learn to behave in a particular way, we are all responsible for making it clear to them how we want, and more importantly, how we expect them to behave.

Many of our pupils have difficulties at one time or another in understanding what is required of them. This may be because of:

- Language delay or impairment
- Cognitive or sensory impairment
- Emotional disturbance
- Confused, chaotic or simply unfamiliar social situations or contexts
- Or, in many cases, simply confusing messages or expectations from adults.

When we are establishing new routines, when established routines are disrupted or when we are dealing with 'one-off' situations, or disturbed or distressed pupils, then we need to make sure that our instructions or expectations have been communicated and received clearly, by:

- Checking that we have the pupils' attention and that eye contact is established. Where possible and appropriate – with younger or smaller pupils, bending or crouching down to the pupil's level if necessary.
- Speaking slowly, gently and clearly, breaking complex instructions down into simple, single-stage commands if necessary.
- Reinforcing our verbal communication with appropriate gestures/signs.
- Repeating our instructions if necessary or asking pupil to repeat back what is required of them.
- Modelling the desired behaviour.
- Using a physical 'prompt' only if the pupil is calm enough and always in accordance with school policy.

It is extremely important that we have high but realistic expectations of what is acceptable behaviour in schools and within the wider community, and that we constantly seek to raise those expectations amongst staff, amongst governors, with pupils and with parents/carers. In this way we will also be able to raise expectations of appropriate social behaviour amongst people in the wider community.

8.2 Use of Behaviour Modelling and Physical Prompts

For some of our younger (or developmentally younger) pupils, the use of behavioural modelling and physical prompts will be necessary to assist communications regarding expectations, and encourage an action/behaviour by physical means. This may include:

- helping a child carry out a particular action e.g. tracing/copying letter;
- guiding a child towards a desired behaviour e.g. 'hands down'; 'look at me'; 'sit down' – as part of a 'calming' routine;
- motivating a child to comply with requests and follow routines;
- avoiding external danger to the child e.g. holding hand while crossing the road;
- diverting a pupil from destructive or disruptive behaviour;
- discouraging destructive or disruptive behaviour e.g. by holding to reassure;
- modelling the required behaviour, or drawing attention to behaviour modelled by other, perhaps older, (or developmentally older) pupils;
- use of a member of staff's physical presence to obstruct or restrict pupil's movement e.g. to prevent a young (or developmentally young) child running out of school.

8.3 Firm Boundaries

Having communicated our expectations clearly, we may well find that some of our pupils do not comply with requests boundaries. This may be because:

- They are testing the boundaries to see if we really mean what we say;
- The task that they are being asked to perform is too difficult for them;
- The task that they are being asked to perform is too easy for them, or is not intrinsically interesting/motivating to them;

- They are upset by something that has happened (or that they think may happen) outside the present situation e.g. at home, in the playground;
- They are upset by something that has happened (or that they think may happen) within the present situation e.g. dispute with, or bullying from, other pupils;
- They hope to attract or retain adult or peer group attention by not observing boundaries for acceptable behaviour i.e. they are 'attention-seeking';
- Boundaries are inconsistently maintained;
- The child perceives the sanction as unfair or unjust;
- They have low confidence and/or self-esteem
- They have a very short attention span and are unable to remember what they should be doing;
- There may be some biological/medical condition that reduces their ability to control their behaviour;
- They have difficulty in coping with authority or with conflict and/or dealing with their own fears or anxieties;
- They have poorly developed social skills;
- They have learned inappropriate behaviours.

However, one of the important skills we should hope to develop in our pupils is the ability to negotiate. We need to always listen to pupils who are challenging boundaries and be very clear about which boundaries need to be 'non-negotiable'.

8.4 Matching Learning Targets/Tasks to Individual Pupil Needs and Interests

If we are working to achieve this kind of match, then the next focus for our attention and one of the prime responsibilities of all teachers, needs to be the matching of learning targets & tasks to individual pupil needs. Some questions we should always ask ourselves (and each other) about learning targets & tasks are:

- Is the target shared with the pupil? Do they feel committed to achieving it?
- Does the task challenge them appropriately – i.e. not too hard or easy, pitched at a level that enables them to experience success?
- Is it relevant to their lives/interest?
- Is the context for learning meaningful to the pupil or made meaningful by some means?
- Does it require practical engagement – i.e. do they actually have to do something practical or use concrete materials?
- Does it have a strong multi-sensory element – i.e. does it require as wide a range of sensory engagement (sight; hearing; touch; smell etc.) as possible?
- Is it presented (whenever possible) in 'game' format?

It will rarely be possible on all occasions to meet all these criteria, but their inclusion as features of planned learning activities can contribute to a better match with pupil needs/interests/styles and lead to a reduction in disaffected behaviour. They also contribute to improving achievement by pupils with learning difficulties, lead to increases in self-esteem and support the development of each pupil's positive self-image as a learner. Both of these enhance his/her ability to take advantage of the learning opportunities offered.

8.5 Praise is the most powerful form of influencing children's behaviour

Types of behaviours that will be praised:

Keeping the school rules and class rules

Completing work to the best of ability

Being kind or considerate
Remaining on task

Moving around the school sensibly

Showing improvement

Demonstrating a positive attitude

Continued good behaviour

Being helpful

Lining up sensibly

Being polite

Meeting a target

Listening well

Setting a good example

9. Policy on Exclusions

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Management Team, in line with the Borough's 'Exclusion Guidelines'. The federation schools have adopted the Hackney Learning Trust guidelines on exclusion

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds.

With agreement of parents, a pupil may be excluded from the school for a period of time and asked to work in another school within the Primary Advantage Federation.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

The Federation aims to make minimal use of exclusions and our exclusion rates are always very low. However, we are fully aware of the disproportionality in the exclusion of pupils from a Black and Minority Ethnic background across the borough and in other aspects of society. Careful consideration will always be given to exclusion of a pupil. However, Federation leaders have undertaken training to raise their awareness of unconscious bias in the implementation of the behaviour policy and the policy on exclusions.

10. Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking used in each school will provide the Senior Leadership Team with an overview of pupil progress. If a pattern of dysregulated behaviour emerge, staff will begin a series of interventions.

Parents will be sent a letter/invited to a meeting to inform them that we have concerns about their child's behaviour. The Senior Leadership Team/SENCo/Pastoral Manager will discuss with parents strategies to further support their child's behaviour. These may include:

- Home school books
- Behaviour charts
- Individual Education/Behaviour Plans
- Support from the REU (Re-engagement Unit).
- Pastoral Support Programmes

The schools will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

10.1 Monitoring and tracking behaviour

Information regarding behaviour incidents is collected in all schools and passed to the senior leaders. The data is monitored and necessary action taken.

11. Positive Handling

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Our federation of schools has adopted the Hackney Learning Trust Positive Handling Policy.

Agencies involved with our schools:

- Educational Psychology Service
- Education Welfare Service
- New Regents College (PRU)
- Advisory teacher for Inclusion
- The Hackney Learning Trust
- Child Adolescent Mental Health Services (CAMHs)
- Re-engagement Unit

The schools will follow the guidance set out in Safeguarding Children and Safer Recruitment in Education. We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation should immediately inform the Headteacher or other senior member of staff. If the allegation is against the Headteacher, the Executive Principal must be notified. If the allegation is against the Executive Principal, the Chair of Governors must be notified. In all cases the Local Authority Designated Officer (LADO) at The Safeguarding Children Board must be notified and a HR Advisor from the Human Resources Department. (For further information please refer to Safeguarding Children and Safer Recruitment in Education 2010). Further advice can be obtained from the LADO or the Safeguarding in Education Team at Hackney Learning Trust.

12. Anti-Bullying

12.1 What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE “Preventing and Tackling Bullying”, October 2014)

Bullying is defined as dominance or one pupil by another or a group of others. It is pre-mediated and part of a pattern rather than an isolated incident. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SENDCO/Inclusion Leader since further action e.g. counselling or referral to Social Services may be appropriate.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disability.
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to gender, transphobic or sexual orientation.
- Bullying related to adoption, children in care, young carers or otherwise related to home circumstances.
- Cyber-bullying via text messages or the internet.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

“A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way. This is a definition of bullying that is meant to be read to children (Olweus 1991).

12.2 Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking or damaging belongings; producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages or offensive and/or degrading images by phone, text, Instant Messenger, through websites and social media sites and apps.

12.3 The Effects of Bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

12.4 Strategies in Use to Address Bullying

Preventative Strategies:

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has a weekly PHSE session which allows children to talk about feelings in a safe context and to bring out bullying issues.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play areas.
- Provide pupils with training (e.g. peer mediation) to resolve problems with peers.
- For children who are prone to bullying others a circle of friends may be used to help him/her resolve the problem.
- Regular and high quality training for all staff

Once a Bullying Incident has occurred:

- The children are constantly encouraged to tell someone.
- We involve parents of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- Bully victims are given the space to say how they would like the incidents dealt with (children vary – some like to talk to the bully face to face with a teacher, some like to have a member of the staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) – it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are alright.

Advice to Children about Bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No one deserves to be bullied – remember, you have a right for this not to happen to you.

Advice to Parents/Carers about Bullying:

If your child is being bullied, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Look less happy
- Come home with cuts and bruises
- Not want to wear their glasses
- Take things from home without you knowing
- Avoid certain children or activities, and/or
- Be reluctant to come to school.

If your child is bullying, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Come home with toys and things you have not bought for them, and/or
- Have money that you cannot account for.

How can Parents help to Prevent Bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims.

All incidents should be reported to the Headteacher. The Headteacher is responsible for reporting incidents to the LEA if appropriate.

The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects.

Appendix 1: FEDERATED GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

We believe that everyone in the school has rights and responsibilities and that all pupils have the opportunity to make positive choices about their behaviour. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Key Principles of Behaviour Management

There are three key principles of behaviour management.

Being Inclusive

- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The disregulated behaviours of some vulnerable pupils need to be tackled with an understanding of individual pupil needs.
- Our schools have to have due regard to the Equalities Act and the need to proactively make reasonable adjustments in applying their policies
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour including sexual harassment or peer on peer abuse in the classroom, online or anywhere in the school or beyond the school gates.
- We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of

unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. We know that when left unchallenged, 'lower level' incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated.

- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

In addition:

- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it will also provide guidance on use of reasonable force
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behavior
- The Behaviour Policy will clearly reflect the school's approach to exclusions.
- Pastoral care will be provided to any member of staff when an allegation has been made of misconduct.
- The Behaviour Policy explains to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Beyond the School Gate

The Behaviour Principles outlined in this statement applies to pupils, when in school; engaged in extracurricular activities; when travelling to and from school; on educational visits and when being educated in any school-organized/related activity off site, and in the community.

Our schools are inclusive schools; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

Review

This statement and our Behaviour Policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review.

Appendix 2: Behaviour Management at De Beauvoir

De Beauvoir Behaviours



We are respectful and use kind words and actions

We are confident and aim high

We are inclusive and celebrate everyone's differences

We are tenacious and never give up



Stay on Green

We use the 'Stay on Green' system to manage behaviour positively inside and outside the classroom.



Each class has a 'Stay on Green' chart, with pupils' names beneath a coloured card. At the start of each lesson the card is green. Behaviour, including learning behaviour, results in pupils 'staying on green', moving 'up' to bronze, silver or gold or 'down' to yellow or red. The aim of our behaviour system is to encourage all children to demonstrate green behaviour all the time and not strive for gold.

We regularly talk about the importance of 'staying on green' and recognise pupils who are achieving this.

Positive Recognition

- Stickers;
- Verbal praise;
- Staying on green or moving to bronze, silver or gold;
- Certificates in Celebration Assembly;
- Phone calls home;
- Mentions in the weekly school newsletter.



Stepped Sanctions



Reminder: non verbal

Caution: Verbal Warning with reason

Visual warning: Yellow

Last Chance: Red – reflection time and teacher should speak/call parents/carers.

Time Out: Second Red - SLT intervention and class teacher/SLT will contact parents as necessary. Child may need time outside the classroom or reflection time away from their peers.

Reflection and restorative conversation

Consequences for red behaviour will be discussed with the child and/or their parents/carers. Red behaviour is monitored very closely and pupils may require a personalised plan, in conjunction with parents, to support a pupil's behaviour. A behaviour plan might include the introduction of a Target Card, Individual Behaviour Plan or Pastoral Support Plan.



Zones of Regulation



We use Zones of Regulation to support children in understanding their emotions and help the children learn self-regulation. By using concepts and visuals to help students learn to recognise their feelings and this supports with problem-solving, understanding how their behaviours influence their thoughts and repairing and restoring relationships.

All adults will:

- Have high expectations for all
- Model being respectful through their actions and words
- Build trusting relationships by supporting students to be the best they can be
- Be calm, kind and positive at all times
- Support pupils when things go wrong to support repairing and rebuilding
- Teach about appropriate social behaviour



THE ZONES OF REGULATION



Appendix 3: Behaviour Management at Gainsborough

Gainsborough Primary School Behaviour Support

Gainsborough Keeps

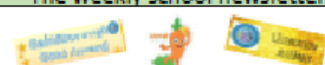
We encourage children to continually show excellence in these areas, to support them as life-long learners and responsible citizens:

- Keep Safe
- Keep Healthy
- Keep Connected
- Keep Giving
- Keep Green
- Keep Kind

**Celebrating Positive Behaviour**

We celebrate using:

- Verbal praise
- Parent / carer communication
- Carrot Rewards
- Gainsborough Gold Awards
- Celebration Assembly
- The weekly school newsletter

**Stepped Sanctions**

We use these reminders / sanctions:

1. Non-verbal reminder
2. Stay on Green blue – yellow – red visual reminder cards
3. Reflection time
4. Support from senior leaders
5. Parent communication
6. Behaviour plan
7. Pastoral Support Plan

Adults at Gainsborough will:

- Use the language of Zones of Regulation
- Ensure good communication with families at all times
- Model respect, tolerance and embracing of differences
- Ensure our minds and bodies are well looked after
- Provide a safe and caring environment at school and support for learning at home
- Make learning experiences the best they can be
- Keep green

Parents will:

- Give time and energy to home learning and school events
- Fuel their children's minds with positive attitudes and bodies with healthy food
- Work with the school to improve behaviour and attitudes
- Read school information, ask questions and raise concerns
- Model an open mind, respecting difference and caring for others
- Keep green

Pupils will:

- Communicate worries, concerns, wishes and dreams
- Value and care for others and respect our differences
- Contribute to a safe and positive learning environment
- Look after our minds and bodies
- Give 100% to learning and school life
- Keep green

Support: Zones of Regulation

We use Zones of Regulation to support pupils when developing their self-regulation and emotional control. Zones of Regulation uses colours to help children identify and categorise how they are feeling. Children use their 'Zones Toolbox' to support them when using strategies to move from emotions in the blue, yellow or red zone back into the green zone. The adults in school use language associated with the zones to support children to understand and regulate how they are feeling.

**Support: Restorative Justice**

We use restorative conversations to help children understand the impact of an incident and who has been affected. Staff help children to work closely with each other to identify how any problems with other children can be resolved.

Rights Respecting School

Gainsborough Primary School is a Rights Respecting School. We have achieved the Silver Award for our ongoing work and commitment to ensuring children's rights are heard and practised.

**Additional Support**

Where necessary, we seek additional support for pupils, in agreement with parent / carers.

- Re-Engagement Unit
- CAMHS
- WAMHS
- MHST
- Educational Therapy
- Speech and Language Therapy
- ASpace



Appendix 4: Behaviour Management at Holy Trinity

Holy Trinity Behaviour Blueprint



Our Rules: Ready, Respectful, Safe



Adults will:

- Have high expectations for all
- Build trusting relationships by supporting pupils to be the best they can be
- Be calm, kind and positive at all times

Pupils will:

- Be ready to learn
- Be respectful of themselves, those around them and the school
- Be taught how to make safe choices



Parents will:

- Prepare their child to be ready to learn
- Support their child to be respectful of themselves, those around them and the school
- Support the school in teaching their child how to make safe choices

Every learner: Empowered, Inspired Prepared

How we support pupils:

- We are in the WAMHS (Wellbeing and Mental Health in Schools) program, our WAMHS worker supports the delivery of mental health and wellbeing through PSHE
- We teach Zones of Regulation, to help pupils understand and identify emotions in themselves and others, encouraging positive problem solving
- We promote mindfulness to help pupils to develop self-esteem, manage stressful situations and skilfully approach challenges
- We listen, reach out to support and make links to other services when needed

How we celebrate:

- Class recognition boards – actively looking for selected behaviours in all pupils
- Whole class rewards – working collaboratively to achieve a set goal and reward
- Verbal praise and stickers
- Positive phone calls home
- Whole school assemblies
- Hot chocolate with the Head – recognition for going above and beyond

Stepped sanctions:

1. Reminder: non verbal
2. Warning: private verbal reminder
3. Last chance: the script
4. Reflection time: calm zone in class
5. Reflection time: calm zone in a partner class
6. SLT support
7. Contact with parents if necessary
8. Points chart
9. Pastoral support plan
10. Internal and external exclusions

The restorative conversation

*When things go wrong we have a restorative conversation**

- What happened?
- Who was affected?
- How has that made people feel? What needs to happen to put things right?
- How can things be different in the future?

*Prompts are given to support the conversation

"You are the light of the world. A city on a hill cannot be hid. No one after lighting a lamp puts it under a basket, but on the lamp stand, and it gives light to all. In the same way, let your light shine before others, so that they may see your good works and give glory your father in heaven."

Matthew 5:14-16. A condensed version of "Let Your Light Shine"

Appendix 5: Behaviour Management at Morningside



Morningside Behaviour Blueprint



Our Rules: Ready Respectful Safe

We are a rights respecting school

All adults will:

- Have high expectations for all
- Build trusting relationships by supporting students to be the best they can be
- Be calm, kind and positive at all times



How we celebrate

- Verbal praise and stickers
- Postcards home
- Gold discs
- Hot chocolate Fridays
- Positive phone calls
- Class recognition boards
- 'Stay on green', aim for bronze, silver or gold
- Star and Writer of the Week



Stepped sanctions:

1. Reminder: non verbal
2. Caution: private verbal reminder
3. Last chance: the script
4. Time out: calming space in class
5. Red disc: SLT
6. Contact with parents if necessary
7. Points chart
8. Pastoral Support Plan

Questions to repair and rebuild:

When things go wrong ask:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What do you need to do to make things right?

Appendix 6: Behaviour Management at Springfield

Managing Behaviour Positively at Springfield



Our VERSE: Voice, Everyone, Respectful, Safe, Effort

At Springfield, we follow these 5 learning and behaviour standards which are drawn from our Commitments and UNCRC Rights Respecting articles.

Pupils will:



- Follow instructions from all adults to respect their and others' right to learn
- Be eager and happy to learn, taking pride in their progress
- Have respect for each other, showing kindness and tolerance
- Make safe choices

Adults will:



- Model our VERSE
- Develop strong and trusting relationships with pupils
- Have high expectations so that every classroom is safe and respectful
- Apply expectations fairly, equally and consistently

Parents will:



- Uphold our Commitments at home
- Support their child in being respectful of themselves and those around them
- Work in partnership with the school to support positive behaviour choices

We manage behaviour positively at Springfield, in the following ways:

<p>Stay on Green</p>	<p>Stay on Green is used in every classroom to encourage positive choices. Every child starts every day on green.</p> <p>Children are always given a verbal reminder and a chance to fix poor choices before moving down a colour. That way, children have the knowledge and tools to fix a problem before a consequence is applied.</p> <p>If a child moves down a colour, they are supported to get back to green by making positive choices.</p>
<p>Support</p>	<p>We teach Zones of Regulation to help children understand and identify emotions in themselves and others, and supports self-regulation.</p> <p>We teach mindfulness techniques to help children sustain focus, manage difficult situations and feel calm and ready to make positive choices.</p> <p>All adults are approachable and listen, offering personalised support and making links to other services if needed.</p>
<p>Positive Reinforcement</p>	<p>Adults reinforce positive behaviours by making links to rights, our VERSE and our Commitments. This reinforcement takes the following forms:</p> <p>Precise, genuine verbal praise</p> <p>Marvellous Me badges sent to parents to celebrate successes.</p> <p>Weekly whole-school celebration assembly.</p> <p>Positive phone calls home.</p> <p>Showcasing learning to SLT.</p>



Stepped Sanctions

1. Verbal warning + fixing time
2. Blue card, verbal reminder + fixing time
3. Yellow card, verbal reminder + fixing time
4. Consequence
5. Red – referred to SLT
6. Reflection time
7. Contact with parents if necessary
8. Behaviour support plan
9. Engagement with external agencies



Reflection on impact

We guide children to reflect on how all their choices – both positive and negative – impact themselves and others.

When things go wrong, a member of SLT will lead a restorative reflection with the child.

What happened? Who was affected? How has that made people feel? What needs to happen to put it right? How can I do things differently in the future?

Learn Together, Grow Together

Appendix 7: Behaviour Management at St John & St James



It is EVERYONE'S responsibility at our school to model and promote excellent behaviour.

Adults will:

Have high expectations for all
Build trusting relationships by supporting pupils to be the best they can be
Be calm, kind and positive at all times

Pupils will:

Be ready to learn
Be respectful of themselves, those around them and the school
Be taught how to make safe choices

How we support pupils:

- We use 'Stay on green' which is a consistent approach used by all adults to reward children on a whole class and individual basis and allows children to reflect on their behaviour and make positive choices.
- We are in the WAMHs (Wellbeing and mental health) program which aims to support staff and parents improve the mental wellbeing of pupils.
- Our school day is set up to encourage children to talk about their feelings and have them validated, manage their emotions, and give space and time to be still and reflect
- We teach zones of regulation to help pupils understand and identify emotions in themselves and others, encouraging positive problem solving
- We promote daily mindfulness
- We work closely with a range of agencies to further support our pupils.

Consequences for not making positive choices:

1. Reminder: no verbal
2. Warning: private verbal reminder (blue)
3. Last Chance: verbal reminder and chance to get back to green (yellow)
4. Reflection time: calm zone in class (red)
5. Reflection time: calm zone in a partner class (red)
6. SLT support
7. Contact with parents if necessary
8. Behaviour monitored
9. Pastoral Support Plan
10. Internal and External exclusions with a restorative process



How we celebrate positive behaviours:

- 'Stay on green' – a principle that allows children to make positive choices and influence outcomes
- Stickers
- Verbal praise
- Gold awards
- Celebration assembly
- Postcards home
- Marvellous Me
- Cheers
- Class Green Time
- Celebrations in newsletter
- Afternoon Tea with the Head

Questions for children to reflect on:

- What happened?
- What rule have I broken?
- What zone am I in?
- What could I have done differently?
- What was I thinking and feeling at the time?
- Who has been affected by my behaviour?
- What am I going to do to fix things?

Appendix 8: Behaviour Management at St John the Baptist

St John the Baptist

Behaviour Support



11/21

Our vision:
We Achieve
We Believe
We love our neighbour as ourselves. Matthew 22:37-39

Our Rules:
Be Safe - Be Ready - Be Respectful
 We aim for everyone to see themselves as part of a happy working community. We have very high expectations of behaviour.
We Achieve. We Believe.


We are a Rights Respecting School.

We have 5 SJB Beliefs

- **Celebration:** We welcome, celebrate and care for each other to make our school a safe and happy place. *'Rejoice with those who rejoice' Romans 12:15*
- **Cooperation:** Co-operate, help and listen to each other so we can learn from each other and settle disputes peacefully. *'How good and pleasant it is when God's people live together in unity!' Psalm 133:1*
- **Determination:** Work hard and try our best so we can be proud of ourselves and our work. *'Christ gives me the strength to face anything.' Philippians 4:13*
- **Honesty:** Be honest and tell the truth so we can trust each other. *'Giving an honest answer is a sign of true friendship.' Proverbs 24:26*
- **Respect:** Look after the school and our belongings so we have a pleasant place to work. *"Love your neighbour as yourself." Matthew 22:37-39*

We believe children should be encouraged to have respect and sensitivity for themselves, for others and for their school.



Celebrating Successes

We celebrate with:

- Verbal praise and stickers
- Postcards home
- 'Marvellous Me' messages
- Golden tea on Fridays
- Positive phone calls
- Class recognition boards
- 'Great to be green', and bronze, silver or gold
- Star of the Week
- Golden Cup
- Class green points
- Dining hall top trumps



When needed we support all children to accept and understand their behaviour choices to prevent future inappropriate actions. We help children recognise their feelings and emotions and use zones of regulation. We use stepped sanctions.

- Reminder: non verbal
- Caution: private verbal reminder
- Last chance: the script
- Reflection time: calming space in class
- Additional Support req.: SLT
- Contact with parents if necessary
- Pastoral Support Plan
- Internal and external exclusions with restorative processes



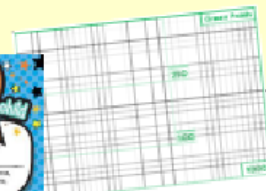
Our Role Adults and Children

Adults in the school community are role models for the children who depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school community has a part to play. All adults will:

- Have high expectations for all
- Build trusting relationships by supporting students to be the best they can be
- Be calm, kind and positive at all times
- Support children in a consistent way and model expected behaviours
- Nurture each other's and our children's self-esteem

Children are learning to be citizens of our world. This begins here at SJB. Children will:

- Show respect to all others
- Arrive promptly, regularly and be a role model for others
- Wear full school uniform and bring the right equipment
- Play an active role in their learning
- Observe the school's rules
- Complete all work to the best of their ability
- Do as asked by any adult in school
- Inform an adult if they have any worries



Appendix 9: Behaviour Management at St Matthias



St Matthias CE Primary School Behaviour Strategy

'Love our neighbour as we love ourselves'



Our Vision: St Matthias EmpowerED Our identity, Our world, Our voice, Our Future

At St Matthias we are committed to empowering our children to become independent life-long learners who:

Know who they are, ask questions about the world around them, use their voices to make a difference and aspire to greatness. Our Christian values nurture a safe, caring and inclusive environment where Together we *'have faith, hope and love. But the greatest of these is love'*.

Our Values



Kindness



Respect



Service



Forgiveness



Collaboration



Resilience

Celebrating Our Rights @



My Identity

I know who I am



My World

I ask questions about the world around me



My Voice

I use my voice to make a difference



My Future

I aspire to greatness

St Matthias EmpowerED



We use stay on Green:

Every child starts the day on green

Positive behaviours are rewarded with children moving through bronze, silver and gold

Negative behaviours see children receiving a yellow or red card

This is a visual system that is consistent across all classes

Children on red fill out a reflection sheet that links to zones of regulation, school values and gives them the opportunity to think about which behaviours would help them improve

All red reflection sheets go to SLT

Our Role:

Children will ensure they are making the right choices about their behaviour- staying safe and learning effectively
All staff will support the children in a consistent way and model positive behaviours.

Stepped sanctions:

Verbal reminder
Yellow- time out in own classroom
Red- time out in buddy classroom
Repeated red- SLT restorative conversation
Phone call home
Meeting with parents
Behaviour support plan
Internal exclusion
Partnership placement
External exclusion

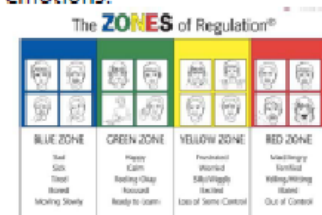
Partnerships we engage with to support positive behaviour:

Reengagement unit
Young Hackney
Hackney Learning Trust
New Regents partnership
A Space
WAMHs
SWAPA

How we celebrate positive behaviour:

Certificates for learning behaviours
Values Ambassadors
Phone calls home
Text messages home
Gold Awards in assembly
Showcasing of learning to SLT
Weekly green time

We use zones of regulation to help children regulate their emotions:



Appendix 10: Behaviour Management in relation to covid-19

Hackney Learning Trust has issued the following guidance:

Schools should adapt their behaviour policies to take account of the change in circumstances.

Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children and young people with a social worker, the expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home. Further guidance will be provided regarding the use of exclusions, which, as always, should only be the used as a last resort.

The DfE has issued guidance about exclusions during the COVID period but this mainly addresses timescales for IRPs etc.

It is my proposal that Governors adopt the approach suggested in the HLT guidance requiring schools to carry out a risk assessment for any pupils who may not be able to understand or adhere to the arrangements put in place to protect staff and children currently in school. This may include:

- Pupils who run or leave classrooms without permission
- Pupils who spit or bite
- Pupils who need restraint or positive handling
- Pupils who are unable to understand the risks of maintaining a reasonable distance from others
- Pupils who are unable to understand other risks (eg, licking or putting objects in or close to their mouth).

Schools will consider specific systems to manage behaviours. For example, if a pupil has a tendency to leave the classroom during an incident of heightened emotion but they are able to go to a specific, alternative safe space in school (and does not intrude into other 'bubbles'), the Headteacher may risk assess that the pupil can attend school. However, Headteacher must put the safety of staff and pupils at the forefront of decision making.

Heads or SENDCOs will liaise closely with parents about their decision making.

Exclusions will then be used in the usual way.

Appendix 11: Responding to Sexual Harassment and Sexual Violence

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. We know that when left unchallenged, ‘lower level’ incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated.

Behaviour related to sexual harassment, violence or peer on peer abuse will not be tolerated or unchallenged, however, perpetrators will not be demonised.

Our schools’ response will be:

- Proportionate (as set out in paragraph 464 of KCSIE 2021)
- Considered
- Supportive
- Decided on a case-by-case basis

The **sanctions** schools will consider using when responding to sexual harassment:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

FAQs

https://docs.google.com/document/d/1Q8w4Cf2Qy0sDCXVW_JEyNj8lg1mB47FT/edit?usp=sharing&oid=115139589201248001309&rtpof=true&sd=true

Talking to pupils about sexual harassment and sexual violence or assault

https://docs.google.com/document/d/1Q8w4Cf2Qy0sDCXVW_JEyNj8lg1mB47FT/edit?usp=sharing&oid=115139589201248001309&rtpof=true&sd=true

Appendix 12: Checklist for schools when developing school based approaches to behaviour

School based behaviour approaches should:

- Align with the Governing Board's Statement of Behaviour Principles as outlined in this policy
- Align with the school values or mission statement
- Outline the behaviours the school values (honesty, respect etc) and include the roles and responsibilities for adults and pupils (eg Adults will ... Pupils will... Parents will...)
- Outline any whole school approaches which support and celebrate positive behaviour and attitudes (eg mindfulness, zones of regulation, marvellous me, celebration assemblies)
- Outline the rewards and sanctions used by the school including the routes through any escalation processes. The rewards and sanctions should cover in class and out of class behaviours.

Policy first written:	June 2012
Amended/Updated:	June 2020
Updated to reflect changes in KSCIE 21	Sept 2021
Adopted by the Central Governing Board:	Sept 2021
Review date	June 2024

The Central Governing Board have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

