# Behaviour Policy

*"Children learn that self-respect and respect for others is a cornerstone to good relationships. Embedding self-belief, alongside the ability to listen, take part, and understand that others have a right to their views, is key to becoming a confident, happy citizen. Respect for their school, and community is an integral part of our vision. Taking pride in themselves, in their work, friends, school and surroundings, enables learners to engage with their world in a confident, thoughtful way".*

*The Six Pillars of the Huish Academy Trust*

**Version information**

**Policy Review**

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**Policy Ratification**

| Role | Name | Electronic Signature | Date |
|---|---|---|---|
| **Chair of Directors** | Jackie Bachrach | *Jackie Bachrach* | 6/2/2023 |
| **Chair of Local Board** | Shaun Kitto | *Shaun Kitto* | |

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| | | |
|---|---|---|
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| Version 2023-25 | Updated in line with new guidance regarding Searching, Screening and Confiscation | January 2023 |
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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Outline our system of **rewards and sanctions**
- **Define** what we consider to be unacceptable behaviour.

All children will at some point make wrong choices but it is our intention that through this policy our pupils can be given clear guidelines on how to behave, as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) including

- Behaviour and Discipline in Schools;
- The Equality Act 2010
- Use of Reasonable Force in Schools
- DfE Searching, Screening and Confiscation - Advice for Schools Document (2022)

It is also based upon SEND Code of Practice

## 3. Code of Conduct

Our Code of Conduct is supplemented by both the School Aims and the School Rules. It is expected that all members of our school community (children, staff, parents, carers, visitors and governors) will act with courtesy and consideration to others at all times.

**3.1 Movement around the school will be controlled, quiet and courteous**

**3.2 Everyone should be addressed politely and with respect**

**3.3 Everyone has the right to a sympathetic, supportive working environment**

**3.4 Everyone should work to promote a positive image of the school**

**3.5 Everyone should work hard in lessons, ensuring all valuable learning time is used well**

## 4. Behaviour management

### 4.1 Whole School Management

We use a Restorative Justice approach to encourage children to reflect on and change their behaviour. Staff and children will be familiar with and use Restorative Justice questions:

- What are you doing?/What has happened?
- What is the rule about that?
- How is it affecting others?
- What is the best choice you can make now?

It is important to remember before we resort to our sanctions, that we ensure a child, who has misbehaved in some way, is given the opportunity to make amends and experience forgiveness.

### 4.2 Classroom management

All 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 Golden Rules and their own classroom rules, if they have them
- Ensuring classroom displays reinforce positive attitudes such as recognition boards, star of the week etc.
- 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
  - Have a "recognition wall" display

***"Children need to be in a learning environment which fosters a sense of worth and an understanding of how the right attitudes enable us to learn. Because we teach children what good behaviour looks like, as well as reinforce it in all aspects of their school lives, all learners understand why poor behaviour is not tolerated".***

***The Six Pillars of the Huish Academy Trust***

## 5. Rewards

Recognising good behaviour is a vital element in the daily efficiency of the school. Identifying positive behaviour and creating opportunities to raise self-esteem is much more effective than identifying poor behaviour and then creating regular opportunities to punish children at the school.

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| a | **Verbal and Non Verbal Praise** | Praise – This can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. Praise should not be given for things that do not deserve praise. We must always make clear to the child why we are praising them when we do so. This not only makes them properly aware, it also sends clear signals to other children. |
| b | **Dojo Awards** | These are given in recognition of positive attitude, right choices and good work for example. |
| c | **Praise In Front Of Peers/Stickers** | Praising children in front of their peers is a central element in raising the self-esteem of children within the classroom. |
| d | **Minor Privileges** | These are given to recognise individual, group or class efforts. |
| e | **Sent to another member of staff** | Sending individual children to other members of staff to be praised is a useful strategy that will be used to off-set the negative image that some children may have created. Raising |

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| | | their profile in a positive manner in other year groups will aid the creation of a positive atmosphere around the school |
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| f | **Sent to the Head of School and Deputy Head** | When children complete exceptional pieces of work, they are sent to the Head or Deputy Head of School to share this. |
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| g | **Praise In assembly/ certificates / wristbands / merit awards awarded** | Teachers will award a certificate each fortnight to a child who has tried hard and persevered with their learning or demonstrated good behaviour. Maths, Reading and Wonderful Work awards are also given fortnightly in assembly. At the end of each half term, three children per class will be awarded a 'values' wristband for consistently demonstrating our school values. In addition, annual merit awards are given to two or three children in each class to recognise those who have excelled in the classroom. |
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| f | **Public display of work** | In a bid to raise the profile and self-esteem of children within our school, staff will continue to publicly display the work of children. It has been agreed that the children in our school would really enjoy having their name placed on any work that is displayed in class or around the school. |

All adults should have access to the rewards system and ensure that every child experiences some degree of successful recognition throughout the year.

Positive behaviour and self-esteem will also be effectively promoted through PSHE sessions within class.

## 6. Sanctions

For unacceptable behaviour, the following sequence will be used:

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| **Praise** | Given to those children who are showing appropriate behaviour at all times in order to try to encourage a change in the unwanted behaviour demonstrated by others. |
| **Non-verbal** | Signal or shake of the head, look etc (the aim being to cause as little disruption as possible to learning. Positive second opportunity to do the right thing) |
| **Verbal** | A reminder of School Rules and clear discussion about what needs to happen to put the situation right to avoid possible sanctions. |
| **Missed free time/ sanctions** | If poor behaviour persists after verbal warnings a sanction or missed playtime may result. |
| **Time out** | Is the final action that results from poor behaviour following previous reminders. This may mean they spend time with another teacher, in another class or in the well-being rooms. The child may have to spend some free time catching up with missed work. The teacher will notify and explain the consequences to the parents of the child. Missed work will also be sent home if appropriate. This should be logged on BromCom. If the pupil is looked-after, |

ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

The school will ensure that pupils are properly reintegrated in line with Government guidance.

**Persistent Misbehaviour**

For persistent misbehaviour, incidents will, in the first instance, be passed on to one of the Assistant Heads of School. They will liaise with staff to put a variety of measures in place to help the child in question.

The SENCo and/or Assistant Heads of School will be informed and behavioural advice sought if relevant. A Behaviour Plan can be put into place if appropriate.

Fast Track with involvement of the SENCo and outside agencies may be considered.

The parents of a child who frequently misbehaves will be invited to a meeting with the class teacher and Assistant Head of School/SENCo to discuss the school's expectations and the strategies being put in place.

If persistent misbehaviour continues after such measures have been put into place, the Head of School or Deputy Head may become involved with the child and parents in question.

This may result in the involvement of the SENCo or Deputy Head, who will monitor and work with some children who display persistent misbehaviour. This can include being a point of contact for sanctions and rewards outside the classroom, as well as for parents.

Persisitent misbehaviour will be recorded on BromCom. The Deputy Head will monitor behaviour on BromCom to look for signs of persistent misbehaviour.

**Serious Incidents**

Some behaviour may be considered so serious that it warrants referral to the Assistant Heads of School, Deputy Head of School or Head of School.

Serious incidents can include:-

i peer on peer abuse including bullying
ii defiance/use of bad language
iii damaging school or others' property
iv assaulting a member of staff - verbal or physical
v assaulting a pupil – verbal or physical
vi fighting
vii leaving the school grounds without permission
viii behaviour which causes an accident/Health and Safety issue
ix racist or homophobic behaviour

Where an incident has not been witnessed by an adult, all children involved are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage the parents will be contacted.

Children may be excluded from planned visits due to their behaviour.

With reference to the exclusion policy, the Head of School may decide upon an internal exclusion where the child works away from their class for a period of time e.g. Half a day/Full day. The following disciplinary code may be considered.

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, and may necessitate an interview with the class teacher, the parents and the child.
2. An interview between a Senior Leader and the parents of the child. This may result in a reporting system which will involve the parents.
3. If all the above measures fail, and another serious incident occurs, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, will apply a suspension or permanent exclusion (see HAT Exclusions Policy).

Any serious incidents will be recorded on BromCom.

## 7. Children Beyond

Occasionally some children may not respond to normal incentives and sanctions. They may be very unhappy and have a low self-esteem. In cases like this the SENCo may be involved. Their parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy. Should behaviour difficulties remain long term, the school may contact outside agencies for support and further guidance.

## 8. 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 and follow safe handling principles.**
- 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 reported to parents and recorded on EEC Live

Key members of staff have been trained to use safe handling principles of physical restraint however, all staff and volunteers would be expected to use physical restraint in order to keep a child safe (Section 93 of the Education & Inspections Act 2006)

Please refer to HAT Restraint Policy for further information.

## 9. 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 recognises that beause a pupil has SEND, it may affect their behaviour on a particular occasion.

The school's SENCo 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.

## 10. Ongoing Behaviour Monitoring

The Assistant Heads of School, SENCo or Deputy Head will monitor BromCom and other behaviour logs regularly in order to analyse any trends in individual pupil's behaviour. They will also liaise with teachers to keep a record of individual strategies (eg sticker charts) used in the classroom. Together this data will be used to help enhance transition and target pupil support.

## 11. Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session 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.

## 12. Child on Child Abuse including Bullying

Child on child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, child-on-child exploitation, online abuse, serious youth violence, sexual bullying or harmful sexual behaviour.

All staff should acknowledge and respond appropriately to any report that children have abused their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Child Protection Policy. We recognise that this may occur within school or outside of school hours.

Concerns regarding the welfare of pupils and any subsequent support process will be recorded and kept securely on the their safeguarding file.

At Milford Junior School:

- We have a zero tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- Child-on-child abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully.
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. Please see separate Anti-Bullying Policy for the HAT approach to this issue.

## 13. Searching and Confiscation

If staff feel that the need to search or confiscate an item from a child arises, they will do so in accordance with the Department of Education's Searching, Screening and Confiscation – Advice for Schools Document (2022).

The list of prohibited items in the above document are as follows:-

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to property of, any person, including a pupil.
- Tobacco or cigarette papers
- Fireworks
- Pornographic images

In addition to the items listed in this document, the school considers vapes and e-cigarettes as prohibited items.

Swiss army knives, pen knives or multi-tool (ie Leatherman) are also prohibited items.

Acceptable use of smart technology is outlined in our Online Safety Policy.

The school reserves the right to confiscate devices which are being used inappropriately or, which are not allowed on the school premises.

## 14. Searching Pupils

In the event that a member of staff suspects a prohibitive item maybe concealed on a child's person or within their belongings, the Head of School, or designated person in their absence, will be approached to authorise a search.

## 15. Behaviour off the school's premises

If poor behaviour occurs off the premises either in school uniform, or in a manner that affects children wellbeing in school, then staff will speak to the child and to the parents. Further actions, such as restorative justice, may take place based on the outcome of these.

## 16. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of continuing professional development.

## 14. Monitoring arrangements

This behaviour policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who work in the school whether staff or pupils. If it is to be effective everyone must use it with confidence and **consistency**. Throughout, it is the principle of always promoting good behaviour. It will be reviewed by the Senior Leadership Team, Excecutive Headteacher and Board of Directors every 2 years.

## 15. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti Bullying Policy
- Online Safety (eSafety) Policy
- Relationships and Sex Education Policy
- Physical Intervention (Restraint) Policy