

Clitheroe St James' C of E



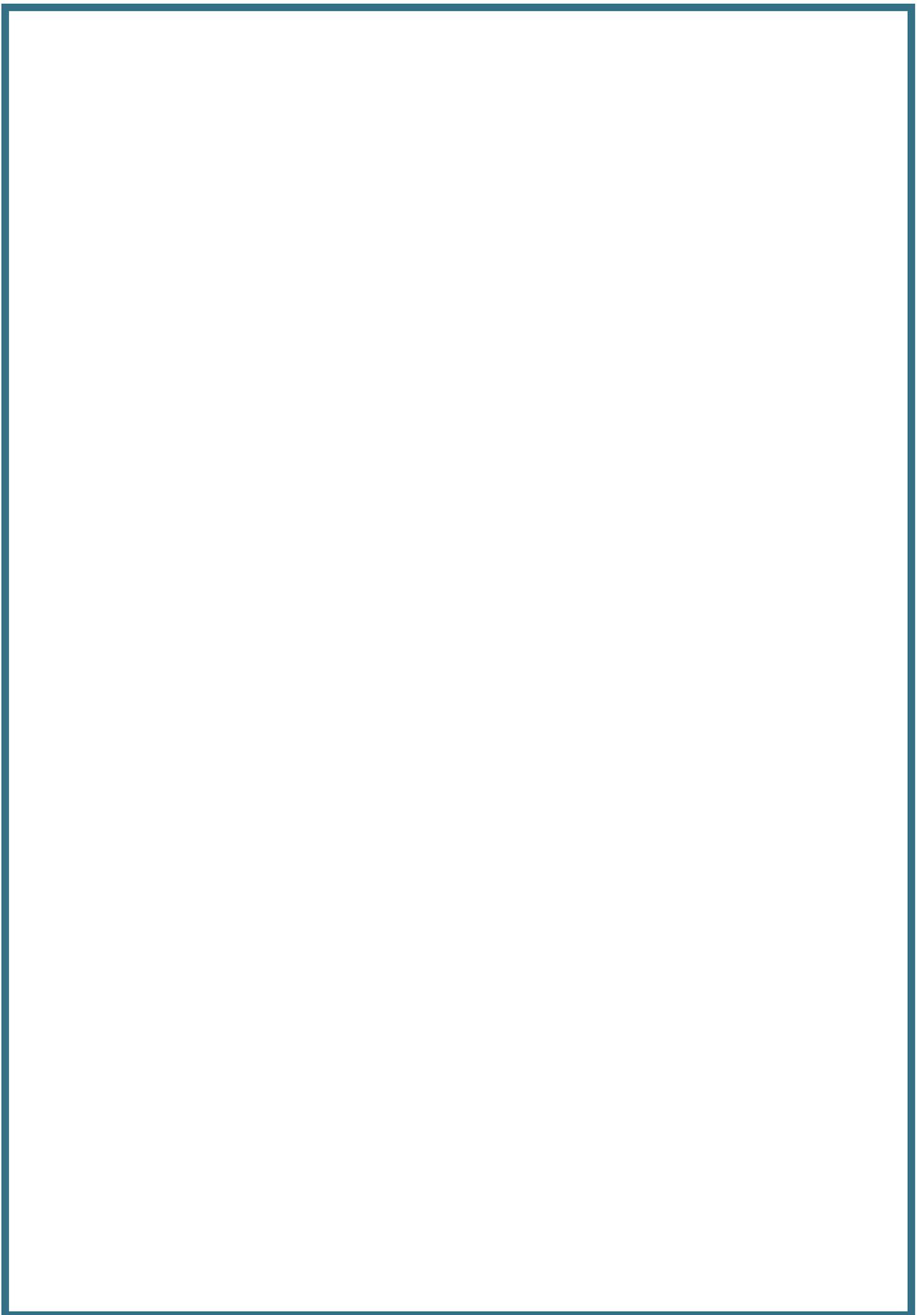
All Children Can Succeed

Behavioural Policy

September 2020

Important coronavirus (COVID-19) update

[An appendix](#) to this policy, provides details on how we can manage pupils' behaviour during the coronavirus (COVID-19) pandemic.



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Statement of Intent

We will try to show that Jesus Christ is central to the work and life of the school where the gospel values of trust, respect, truth, tolerance and honesty are promoted.

PHILOSOPHY

As members of a Church of England School, **all** adults in school are involved in developing a caring, friendly, supportive atmosphere which fosters respect of the individual and of each other.

Therefore we believe that all members of our school community should

- Treat each other with respect
- Look after property
- Feel safe and secure
- Be given opportunities to develop self-esteem, self-reliance, self-discipline and self-control

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

2. Roles and responsibilities

2.1. The **Governing Body** has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.

2.2. The **Head teacher**

2.3. is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.4. The **SENCO** is responsible for:

- Collaborating with the **governing board**, and **head teacher** as part of the SLT, to determine the strategic development of behavioural policy and provisions in the school.
- Undertaking overseeing responsibilities for the successful operation of the behavioural policy to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties. (Social Emotional and Mental Health)
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the **SENCO** and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum, (within the remit of a main stream primary school)
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour both verbally and through the CPOMS recording system. The relevant figures of authority include: HT and Deputy DSL's.

- 2.6. All members of staff, volunteers and support staff are responsible for:
- Adhering to this policy and ensuring that all pupils do too.
 - Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
 - As authorised by the head teacher implementing consequences for pupils who display poor levels of behaviour. This responsibility the HT having the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- 2.7. Pupils are responsible for:
- Their own behaviour both inside school and out in the wider community.
 - Reporting any unacceptable behaviour to a member of staff.
- 2.8. Parents are responsible for the behaviour of their child inside and outside of school.

3. Definitions

- 3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
 - **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
 - **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
 - **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Peer on peer abuse as defined in the CP Policy.

3.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- vandalism

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

3.4. “Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

4. Smoking and controlled substances

- 4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 4.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 4.3. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 4.4. The school has a zero-tolerance policy on illegal drugs and legal highs.
- 4.5. Any incident of drug use or possession of illegal drugs on school premises will be reported to the police immediately. The police will deal with it in line with their agreed protocols. School will with other agencies seek to support the adult /pupil involved as and where appropriate.
- 4.6. The school will not hesitate to name the person from whom the drugs were taken to the police, and a full incident report will be completed.
- 4.7. Any further measures will be undertaken in line with the school's **Child Protection and Safeguarding Policy**.

5. Prohibited sexual harassment

- 5.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.
- 5.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
 - Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
 - Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
 - Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
 - Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
 - Taking, displaying, or pressuring individuals into taking photos of a sexual nature
 - Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
 - Purposefully cornering or hindering an individual's normal movements
 - Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication
- 5.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the **Child Protection and Safeguarding Policy**; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.
- 5.4. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
- 5.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

6. Items banned from the school premises

- 6.1. The following items are banned from the school premises:
- Fire lighting equipment:
 - Matches, lighters, etc.
 - Drugs and smoking equipment:

Except medicines covered by the prescribed medicines procedure

- Weapons and other dangerous implements or substances:

- 6.2. All members of staff can use their power to search without consent for any of the items listed above.
- 6.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 6.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 6.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 6.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 6.7. The school is not liable for any damage to, or loss of, any confiscated item.
- 6.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 6.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 6.10. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 6.11. The head teacher will always be notified when any item is confiscated.

Effective classroom management and role model

All adults in school will show respect for our pupils in the way they are treated and spoken to, setting a consistent example for children to follow. All adults will model this behaviour in their relationships with each other.

All members of staff will endeavour to create a pleasant, stimulating school environment for our pupils ensuring that school equipment and children's belongings are stored/ used effectively to foster a caring attitude.

Systems will be consistently implemented to ensure the safety and security of everyone in our school.

All aspects of school life will help build

- High self esteem
- Self confidence
- Self control
- A sense of value for others
- A sense of responsibility for others

All adults will

- Trust, listen, give a chance, encourage, praise, 'like' every child
- If a child does something wrong the child will know that it is the behaviour that is disliked and not him/her.
- Treat with courtesy e.g. not raise voice
- Be consistent
- Recognise children's fears
- Be positive
- Show that we care
- Not jump to conclusions but deal with each incident afresh
- Help children understand their fear, difficulties, etc are not unique
- Appreciate how well children cope with their personal problems
- Ignore secondary behaviour
- Have well planned lessons with a range of activities. Have a well-managed classroom.

7. 1 Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school rules as discussed at the start of the year. These include but are not exclusive to

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.

- Hand in homework at the time requested.
- Show respect for the school environment.

Classroom rules

- 7.1. Teachers establish classroom rules on an **annual** basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.
- 7.2. Teachers ensure that classroom rules are always clear, comprehensive and enforceable.
- 7.3. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.
- 7.4. Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.
- 7.5. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
- 7.6. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.
- 7.7. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.
- 7.8. All rules are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

Routines

- 7.9. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.
- 7.10. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- 7.11. Routines may include activities such as the following:
- 7.12. Once a routine has been established, the teacher models this for pupils to ensure they understand it.
- 7.13. Timetables are visible in all classes ,where age appropriate, may include visual timetable

- 7.14. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.
- 7.15. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise/ physical reward

The school recognises that praise/rewards is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

Class Award

Each week every class teacher will choose children from their class to receive the class award which will be presented in Assembly, these may be but are not exclusively for behaviour. The children's names will be mentioned in Assembly and the child's name will be mentioned in the weekly newsletter. The class award could be for a specific educational achievement and or for generally good behaviour etc. All of these children will have their name put on a Golden Ticket in the Golden box. Names will be draw out each term for additional rewards gained through the school council these may include: trips to local play centres farms etc. for their family. "In it to win it" box.

Staff will try and ensure that every child in their class has an achievement recognised at least once.

In the Monday Assembly there will be a Christian theme introduced for the week that the children can try to live up to throughout the week. Eg, respect, patience. This is reinforced in worship throughout the week. This will reinforce the behaviours expected in school

Team points

All children in KS2 are be divided into 4teams/houses, Mars, Saturn, Venus and Jupiter. Children will be rewarded for good behaviour by getting merit points. These will be recorded. Each week the points will be collected and displayed in a whole school Assembly. The Team with the most points over a term will receive a trophy for the next term and have an extra playtime other reward as appropriate.

Golden Time

Each week all the children will be entitled to Golden Time for 45 minutes on Friday afternoon. In KS2 they can choose from a menu of activities what they would like to

do. In KS1 children will receive a group special activity. Breaking of our school rules can result in loss of Golden Time as appropriate

In addition:

- Praise
- Stickers from all adults working in school
- Sharing work with another class.
- Sent to Head teacher
- Work displayed
- Physical contact e.g. handshake
- Comment on book
- Verbal comments to parents and carers.
- Inviting parents to see work
- Certificates

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

7.16. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

7.17. Praise that is given is always sincere and is never followed with immediate criticism.

7.18. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

7.19. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

- 7.20. The school uses different categories of rewards – these are:
- **Social** – praise and recognition, e.g. a positive phone call or chat with a parent
 - **Physical** – material rewards, e.g. tokens, stickers or certificates.
 - **Activity** – activity-based rewards, e.g. extra play, free time.
- 7.21. Teachers may implement different types rewards as they see appropriate for their class, with approval from the HT; however, as a general rule, the following rewards are used:
- Tokens and stickers
 - Raffle tickets
 - Certificates
 - Free time
 - Positions of responsibility, e.g. School ambassador
 - Class celebrations
 - In it to win it box
 - Phone calls and emails home
 - Extra breaktime
- 7.22. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:
- Acknowledging and giving praise when a pupil demonstrates good manners.
 - Encouraging pupils to treat others with respect by modelling the desired behaviour.
 - Informing pupils of the importance of treating others the same way they like to be treated.
 - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
 - Establishing a politeness policy to help pupils understand basic manners and respect.
 - Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.
- 7.23. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

- 7.24. The school aims to promote resilience as part of a whole-school approach, using the following methods:
- The St James' Journey with 3 strands of Behaviour, Values and Learning.
 - **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
 - **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- 7.25. Positive mental wellbeing will be promoted through the school s curriculum and use of TLG and other services as and where appropriate:
- 7.26. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. Including but not exclusive to use of TLG counsellors ELSA support and Behavioural support in 1:1 or small group sessions

8. The classroom environment

- 8.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

9. Understanding behaviour

- 9.1. Where pupils frequently display negative behaviour, the school uses the 'Time out sheet' which helps the pupil and the adult focus on the why,where when and how to improve the behaviour.
- 9.2. Staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- 9.3. Staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the pupil's behaviour?
 - Where and when does the pupil display this behaviour?
 - What are the triggers of the behaviour?
 - What acceptable behaviour can the pupil use to ensure their needs are met?
 - What strategies can be implemented for behaviour change?
 - How can the pupil's progress be monitored?

- 9.4. A Behaviour Contract is developed for each pupil displaying challenging this outlines the expectations of the pupil and the support required.
- 9.5. Necessary staff members will be familiar with the pupil's **Behaviour Contract** to ensure staff are equipped to deal with instances of negative behaviour.
- 9.6. Pupils and their parents are involved in the development of the **Behaviour Contract**, and this is reviewed on a regular basis as agreed in meeting with pupil and parent, by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

10. De-escalation strategies

- 10.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:
- Appearing calm and using a modulated, low tone of voice
 - Using simple, direct language
 - Avoiding being defensive, e.g. if comments or insults are directed at the staff member
 - Providing adequate personal space and not blocking a pupil's escape route
 - Showing open, accepting body language, e.g. not standing with their arms crossed
 - Reassuring the pupil and creating an outcome goal
 - Identifying any points of agreement to build a rapport
 - Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
 - Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

11. Intervention

- 11.1. In line with the school's **Physical Restraint and Reasonable Force Policy**, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring

themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

11.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

11.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

11.4. All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

11.5. Any physical intervention used will be conducted in line with the **Physical Restraint and Use of Reasonable Force Policy**.

11.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

11.7. After an instance of physical intervention, the pupil will be immediately taken to the **HT** and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

11.8. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It

is at the discretion of the head teacher as to what behaviour constitutes for an exclusion.

- 11.9. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

12. Managing behaviour

Level 1

Breaking class or playground rules - reprimand with look word or gesture

Level 2 Class/in school

- Breaking class rules again – put name on board, remind child of consequences of behaviour
- And again - send to another class for 5/10 mins,(age appropriate) Time out sheet to be completed during this time.

Level 2 Lunchtime

- **The same as for class/inside** - reprimand with look or gesture
- **Breaking rules again** - Remind child of consequences of behaviour
- **And again** send to senior lunchtime supervisor or member of the SLT DHT/Head .Time away from outside.

Level Three

- Annoying others on purpose
- Harming others on purpose
- Stopping others from working
- Stealing
- Vandalism
- Damaging property on purpose
- Swearing
- Racist abuse
- Leaving classroom without permission
- Bullying

Report to Mrs Pattison HT via the Red Letter system, Parents will be contacted if more than 1 Red letter is received in a week or persistent Red letters are received. Incident is record in behaviour record. Adult administering Red Letter to record incident in CPOMs under General category. Repeated issue of a Red letter will result in the parent/s will being invited into school to discuss their child's behaviour and a behaviour contract may be drawn up between parents, child and school.

Level 4

- Serious challenges to authority, including displays of temper, running out of school, shouting at teachers, repeated refusal to do as asked, threatening or violent/physical assault of another pupil or adult in school
- Repeated level 3 behaviour

Report to head, who will contact parents and consider exclusion.

- transport arrangements are inconvenient to the parents.

13. Behaviour off school premises

- 13.1. Pupils at the school must agree to represent the school in a positive manner.
- 13.2. This applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 13.3. Staff can administer consequences for pupils for misbehaviour outside of the school premises.
- 13.4. Staff may discipline pupils for misbehaviour off the school premises when the pupil is:
- Wearing school uniform.
 - Travelling to or from school.
 - Taking part in any school-related activity.
 - In any way identifiable as being a pupil at the school.
- 13.5. Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school.
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
 - Could disrupt the orderly running of the school.
- 13.6. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Behaviour policy
- 13.7. The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 13.8. In all cases of misbehaviour outside of the school premises, staff will impose any behaviour sanctions once the pupil has returned to

the school premises or when under the supervision of a member of staff.

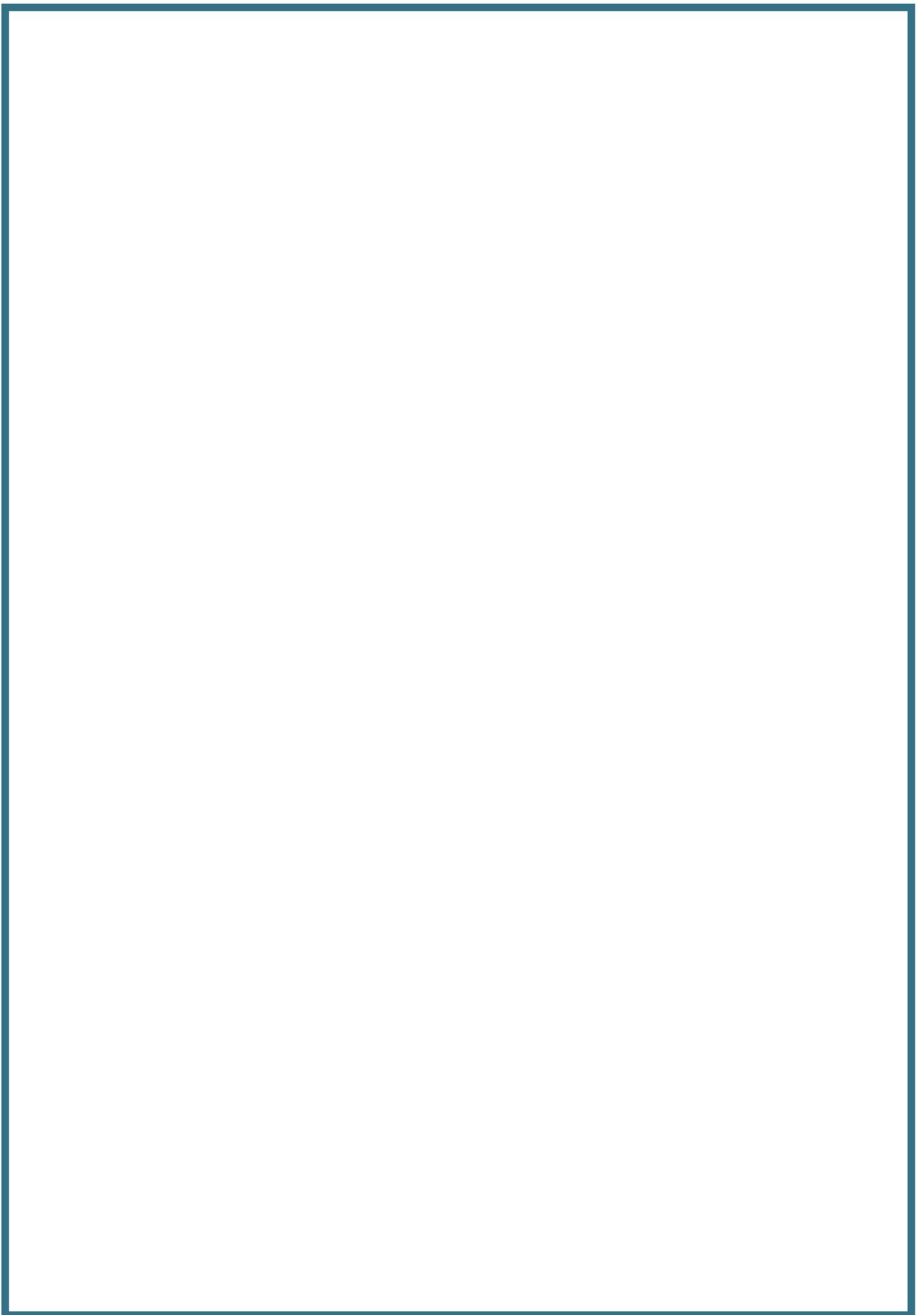
- 13.9. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Behaviour policy.

14. Staff training

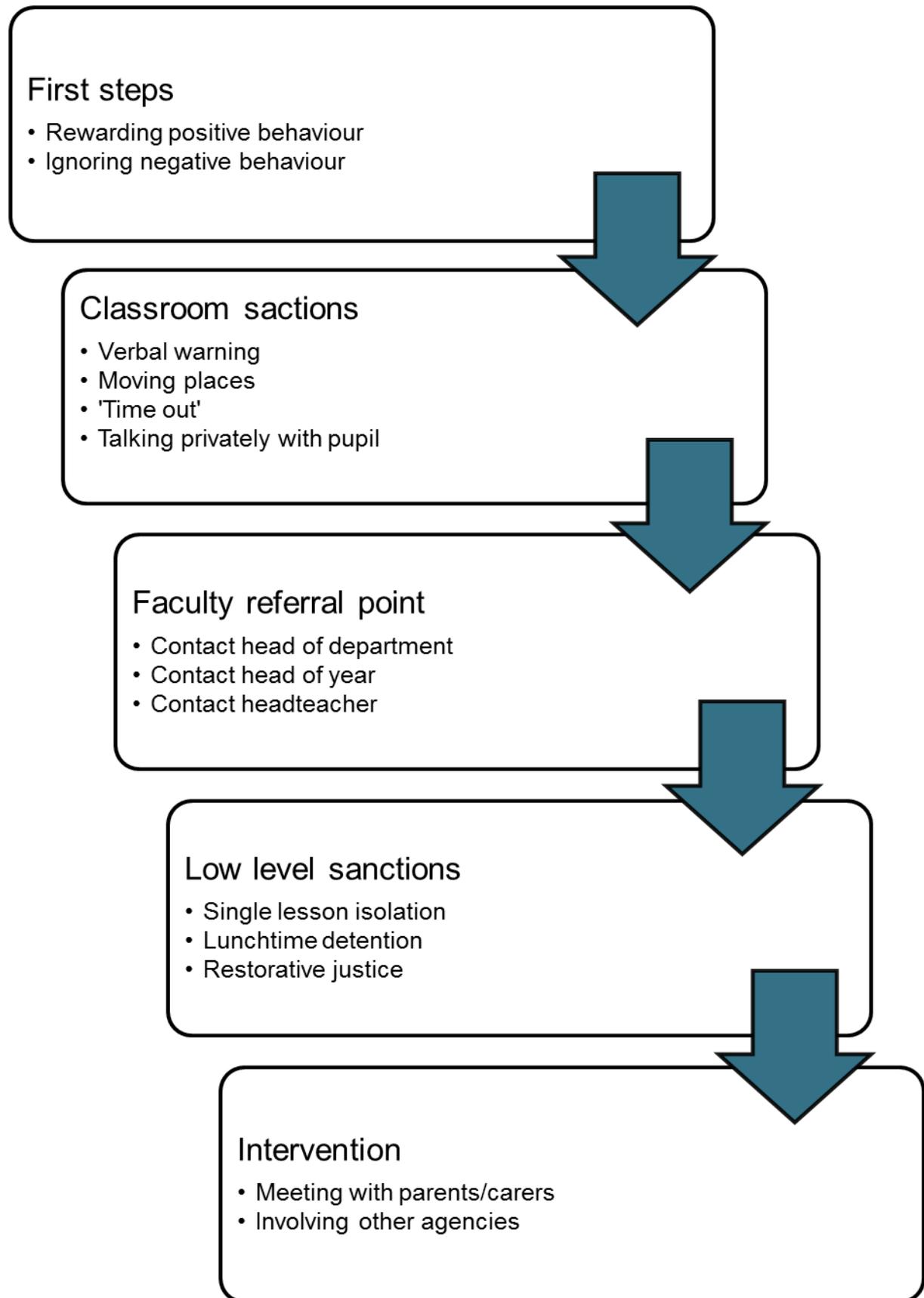
- 14.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- 14.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 14.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour
- 14.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 14.5. Designated staff members are trained in the approved methods of physical intervention in line with the school's Positive Handling Policy
- 14.6. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.
- 14.7. Teachers and support staff will receive regular and ongoing training as part of their development.

15. Monitoring and review

- 15.1. This policy will be reviewed by the **HT/SLT** and GB on an **annual** basis, who will make any necessary changes and communicate these to all members of staff.
- 15.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.
- 15.3. The next scheduled review date for this policy is **September 2021**.



Managing In-Class Incidents Flowchart



Agreed Sanctions for Unacceptable Behaviour



Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1.

2.

3.



When I demonstrate challenging behaviour, you can help me by:

1.

2.

3.



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

Classroom Rules Agreement

Our classroom rules



Our class, class number/name, has created this agreement so that all pupils know how to behave when they are in class and around the school. Together, we have created our rules and agreed

that we will stick to them. This will make sure our whole class is happy and we can get on with our work.

Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

I will:

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher claps their hands twice.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

I understand that if I don't follow the rules there may be consequences:

[Outline the sanctions your school imposes for breach of classroom rules – examples are below]

1st warning: The teacher tells me to stop the behaviour. I should stop doing what I'm doing.

2nd warning: The teacher asks me to leave the classroom. I must calm down before I come back in.

3rd warning: The teacher tells me to stay behind at breaktime or after school. I must think about why I am acting this way and make sure it does not occur tomorrow.

Pupil name: _____ **Date:** _____

Behavioural Incident Form

Name of pupil:		Year group:	
Date:		Time:	
Location of observation:		Name of staff member:	

Before the incident: what led to the behaviour?

During the incident: what did the pupil do?

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After the incident: what were the consequences of this behaviour?

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Additional comments

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Behavioural Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

--

Are our existing management systems effective?

--

What achievable targets could we implement for the pupil to work towards?
What are the pupil's strengths?
What effective strategies could we implement to help the pupil achieve their targets?
Additional comments

[Updated] Behavioural Management During the Coronavirus (COVID-19) Pandemic

[This appendix has been created to help schools outline the behaviour management procedures and rules they will put in place once schools reopen. We have created this appendix in accordance with the latest government guidance surrounding schools' full opening in September 2020. Please amend this appendix as necessary to ensure it suits your school's circumstances.]

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules

- 1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2. Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3. The school informs parents of any changes to provision outlined in this policy.
- 1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7. The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. [New] Attendance

- 2.1. Attendance is mandatory for all pupils from September 2020.
- 2.2. The attendance register is taken as usual, in line with the [Attendance and Truancy Policy](#).
- 2.3. Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.
- 2.4. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a [weekly](#) basis by the [headteacher](#).
- 2.5. If a pupil cannot attend school for any reason, their parent must get in touch with [the school office](#). If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- 2.6. Non-attendance is managed in line with the [Attendance and Truancy Policy](#), which includes specific provisions that will be followed during the coronavirus pandemic.

- 2.7. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

3. Arrival and departure

- 3.1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 3.2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 3.3. The school expects pupils to move immediately to their learning area after washing their hands upon arrival.
- 3.4. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

4. Hygiene and infection control

- 4.1. The school's [Coronavirus \(COVID-19\): Risk Assessment for Full Opening in September](#) is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- 4.2. **[Updated]** The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- 4.3. **[Updated]** Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 4.4. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
 - When they return from breaks.
 - When they change rooms.
- 4.5. **[New]** Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.
- 4.6. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

- 4.7. Pupils are expected to dispose of tissues using the litter bins provided.
- 4.8. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 4.9. Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 4.10. The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 4.11. **[New]** The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.
- 4.12. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 4.13. Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 4.14. Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.
- 4.15. **[New]** Pupils are not expected to wear face coverings on the premises. If a pupil comes to school in a face covering, e.g. because they have had to travel on public transport to get to school, they are asked to remove the covering safely upon entering the premises. When removing a face covering, pupils must:
 - Not touch the front of their face covering during use or when removing them.
 - Wash their hands immediately on arrival to school.
 - For temporary face coverings, dispose of them in a covered bin.
 - For reusable face coverings, store them in a plastic bag.
 - Wash their hands after removing the face covering.

5. Social distancing

General

- 5.1. Pupils adhere to the social distancing measures put in place by the school, which are fully set out in the school's [**Social Distancing Policy**](#).

- 5.2. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- 5.3. Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned bubbles.
- 5.4. Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 5.5. Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.
- 5.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 5.7. Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 5.8. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the canteen

- 5.9. The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.
- 5.10. Pupils are allocated specific time to use the canteen to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

- 5.11. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 5.12. Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

- 5.13. The school does not permit close-contact sports, play or activities at this time.
- 5.14. Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- 5.15. Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

- 5.16. Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.
- 5.17. **[Schools that have prayer room facilities or equivalent]** Pupils must form an orderly queue when using prayer rooms and related facilities and are permitted to enter **one** at a time.

5. Moving around the school

- 5.1. The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- 5.2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 5.3. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- 5.4. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- 5.5. Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

6. Ill health and infection

- 6.1. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the **Anti-Bullying Policy**.
- 6.3. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

- 6.4. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

7. The school premises

- 7.1. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 7.2. Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

8. Breaktime and lunchtime arrangements

- 8.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

9. School uniform

- 9.1. The school expects all pupils to wear uniform while in school, in line with the [School Uniform Policy](#).
- 9.2. **[Updated]** Parents do not need to clean their child's uniform any more often than usual.
- 9.3. Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.
- 9.4. **[Please amend to suit your school's uniform policy]** Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:
- [They are plain in colour](#)
 - [They are practical for school](#)
 - [They do not display words, logos or graphics that are considered offensive](#)

10. Managing the behaviour of remote learners

- 10.1. **[New]** While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.
- 10.2. Pupils who are learning remotely off-site are expected to adhere to this policy and the [Pupil Remote Learning Policy](#), where applicable.

- 10.3. **[We understand that schools and other educational settings have different arrangements in place for remote learners. Please amend this section to outline the behaviour your school expects of these pupils. An example has been provided for you.]** The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
- Attend remote classes or group sessions on time.
 - Complete the work that has been set and return it on time, to the best of their ability.
 - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
 - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
 - Report any issues, including harassment or bullying from their peers, to their teacher.
- 10.4. The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in [section 13](#) of this policy may be in place.
- 10.5. Where discipline must be deferred until the pupil returns to school, the [headteacher](#) informs the pupil's parent via [letter](#) and the pupil will be disciplined when it is safe to do so.

11. [New] Support for pupils

- 11.1. The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.
- 11.2. Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- 11.3. The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.
- 11.4. Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- 11.5. The [SENCO](#) works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.

- 11.6. The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.
- 11.7. Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- 11.8. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- 11.9. Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

12. Rewards and discipline

- 12.1. Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with [section 10](#) of this appendix.
- 12.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 12.3. The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 12.4. Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

13. Exclusions

- 13.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 13.2. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 13.3. The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the [Exclusions Policy](#), where practicable.
- 13.4. **[New]** Permanent exclusion is only be used as a last resort.
- 13.5. **[New]** Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

- 13.6. The [headteacher](#) liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 13.7. The timeframes set out in the [Exclusions Policy](#) remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- 13.8. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the [governing board](#) decides whether any meetings should be delayed.
- 13.9. The [governing board](#) takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

14. Close contact behavioural management

- 14.1. Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the [Positive Handling Policy](#).
- 14.2. The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 14.3. Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 14.4. If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

15. Monitoring and review

- 15.1. **[New]** Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.
- 15.2. **[New]** Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.
- 15.3. This appendix is reviewed in reaction to any new government advice by the [headteacher](#).
- 15.4. The date of the next review is [date](#).
- 15.5. Once the school resumes regular activity, and if deemed appropriate by the [headteacher](#), all sections within this appendix will expire.