

## **BEHAVIOUR POLICY**

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/Education and Inspections Act 2006/Health Act 2006/Voyeurism (Offences) Act 2019/The School Information (England) Regulations 2008/DfE (2016) 'Behaviour and discipline in schools'/DfE (2021) 'Keeping children safe in education 2021'/DfE (2021) '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'/DfE (2018) 'Searching, screening and confiscation'

In our school we believe that good behaviour is integral to effective learning and our behaviour systems and pastoral support, together with our robust curriculum, enables each and every child to reach their full potential.

Our policy is based on the belief that:

- Good relationships and a strong rapport with our children, together with a full understanding of their needs, consistently enable a stronger, shared understanding of the value of good behaviour.
- School is a safe place for our children where they will be listened to and challenges discussed openly.
- Staff have a collective responsibility to support all of our children and that as a team we are more likely to create effective solutions and strategies.
- When things go wrong, children are an integral part of establishing a solution, so they are able to learn from the situation.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

## **ROLES AND RESPONSIBILITIES**

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

**The headteacher is responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- 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 policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**The mental health lead is responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

**The SENCO is responsible for:**

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff are responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their 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 behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Entering incidences of poor behaviour on the school's CPOMS system.

**All members of staff, including teaching and support staff, and volunteers are responsible for:**

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

**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.

**Parents are responsible for:**

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

For the purposes 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.

For the purposes 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.

**MANAGING BEHAVIOUR**

Staff establish and maintain consistent expectations with regards to acceptable behaviour and reinforce these through our consistently applied **GOOD TO BE GREEN BEHAVIOUR SYSTEM**, positive expectations, praise and rewards

**GOOD TO BE GREEN LEVELLED RESPONSE**

**Stage 1: First Incident:** Verbal warning and name written on board.

**Stage 2: Yellow Card:** Second incident: Pupil kept back in class for 5 minutes with Class Teacher. Parents will be informed verbally. This will be recorded on CPOMS. This will be shared at parents evening. If a child is persistently receiving yellow cards, the class teacher will inform the Headteacher.

**Stage 3: Red Card:** Third/Repeated Incident: Red Letter will be sent home with a request for a discussion with parents. Class teacher will record in diary and inform SLT via email. Pupil attends lunchtime detention.

**Violent/Serious Incident or Second Red Card:** This will be recorded on CPOMS. A meeting will be arranged with: Head Teacher/Assistant Head Teacher, Class teacher, Parent and Child. The child will be put onto a HT Report card for 1 week. Any further incidents will be referred directly to head teacher. Other agencies will be contacted for advice/support as appropriate.

If during a school activity a child's behaviour endangers the safety of others, the activity is stopped immediately and the child cannot take part for the rest of that session. Children may subsequently be banned from the same activity if staff are not confident that this behaviour will not re-occur. A record is made on CPOMS.

**SEXUAL ABUSE & DISCRIMINATION**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling such instances are detailed in the Safeguarding Handbook.

**SMOKING AND CONTROLLED SUBSTANCES**

The school has a zero-tolerance policy on illegal drugs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Safeguarding Handbook.

**PROHIBITED ITEMS, SEARCHING PUPILS AND CONFISCATION**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

**MONITORING & REVIEW**

This policy will be reviewed by the Governors and Senior Leadership Team on an annual basis; they will make any necessary changes and communicate these to all members of staff.