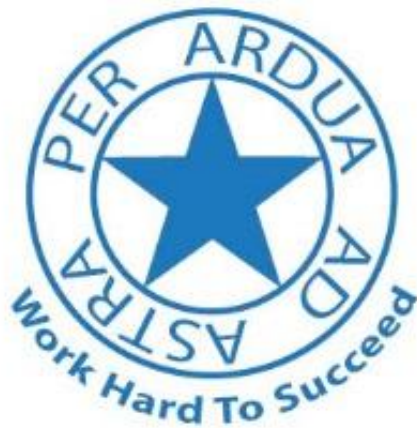


Garden Suburb Junior School



Behaviour Policy

Statement of intent

We expect all **staff** working in the school to have an impact on all aspects of behaviour through:

- Following the guidelines in this policy to reward and sanction behaviours
- Presenting themselves in a positive manner showing how non-verbal communication creates the impression of confidence, reassurance and enthusiasm
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Having high expectations of behaviour and being proactive in and out of the classroom, when moving around the building eg after playtimes/lunchtime, going into the cloakroom, going to assemblies
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect, equality and fair treatment for all
- Providing a safe environment, free from disruption, aggression, discrimination, bullying and any form of harassment
- Working in partnership with parents/carers and outside agencies
- Identifying children who continue to need additional support with improving their behaviour to providing early intervention

We expect all **pupils** to follow our Code of Conduct which requires them to:

- Conduct themselves around the premises in a safe, sensible and respectful manner
- Arrive at school on time in the correct uniform and with a coat
- Be fully prepared with: a water bottle, snack, homework, in PE Kit if relevant
- Follow instructions given by teachers and support staff both in the classroom and during playtime and lunchtime
- Follow classroom rules and procedures
- Use appropriate voice levels and language
- Show respect for the opinions and beliefs of others
- Show respect for the school environment
- Report unacceptable behaviour
- Share any worries or concerns with an adult

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy
- 1.4. The Head Teacher is responsible for the day-to-day implementation and management of this policy and the procedures of the school
- 1.5. All staff are responsible for following the policy and ensuring it is implemented fairly and consistently
- 1.6. All staff are responsible for creating a supportive learning environment, promoting positive behaviour for learning through 'Building Learning Power' (See appendix 1)
- 1.7. Parents/carers are expected to take responsibility for the behaviour of their child(ren) inside and outside of school
- 1.8. Parents/carers are expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home
- 1.9. Staff and parents are responsible for their own behaviour and conduct both inside school and out in the wider community eg parking at drop off and pick up times
- 1.10. Pupils are responsible for their social and learning environment and are encouraged to report any inappropriate behaviour.

2. Definitions

- 2.1. For the purpose of this policy, the school defines "low level unacceptable behaviour" as: behaviour which may disrupt pupils' learning including, but not limited to:
 - Not following classroom rules
 - Repeated lack of correct equipment eg PE Kit
 - Inappropriate body language with others eg eye rolling, tutting, shoulder shrugging
 - Rudeness to adults or other children
 - Refusing to respond to an adult
 - Shouting out in class
 - Swinging on chairs
 - Throwing items either in the classroom or on the playground
 - Refusal to complete given tasks for no acceptable reason
 - Distracting others
 - Failure to follow instructions
 - Not accepting responsibility for inappropriate behaviour
 - Refusing to complete homework, incomplete homework, or arriving at school without

- Disruption on public transport
- Lateness
- Inappropriate use of mobile phones
- Graffiti
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

2.2. 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:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involves 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
- Child-on-child abuse
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Deliberately damaging school property or property of someone else
- Throwing furniture or equipment with intent to cause harm
- Spitting and biting
- Failure to respond to adult direction
- Refusal to discuss an incident with an adult
- Refusal to discuss their behaviour with an adult

Any incidents of bullying – including online bullying/racism/homophobia/ must be recorded as soon as possible using the appropriate forms on Arbor on the server and filed. See Anti Bullying policy for further details

2.3. Child-on-child abuse

For the purposes of this policy, “**child-on-child**” is defined as abuse between children.

- The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy

- All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.
- All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.
- Child-on-child abuse can be manifested in many different ways, including:
 - Inappropriate touching.
 - Sexualised language.
 - Playing games involving sexualised behaviour.
 - Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
 - Abuse in intimate personal relationships between peers.
 - Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
 - Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
 - Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
 - Causing someone to engage in sexual activity without consent.
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Up skirting.
 - Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.
- All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
- All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.
- All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

- The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy, where relevant.

3. Rewards and Sanctions

We celebrate good behaviour and learn from mistakes.

We set high expectations of behaviour and reinforce appropriate behaviour with the children through assemblies, the PSHE curriculum and praise and rewards.

We reflect on mistakes and sanction inappropriate behaviour according to the guidelines in this policy.

Rewarding good behaviour

3.1. Pupils are rewarded for good behaviour with:

- Certificates
- Golden Time
- Head Teacher awards
- Learning behaviour awards/stickers
- House Points
- Verbal praise
- Stickers
- Prizes
- Class rewards

It is important that golden time takes place every week so that the children are encouraged to behave appropriately and are rewarded for doing so. It is also important to ensure that every child receives a good behaviour/good work certificate each year and to ensure this, a record of this should be kept by the class teacher.

4. SANCTIONS:

All classes should have:

- 'Golden Minutes' chart
- 'The Steps Chart' displayed
- 'Traffic Light' warning system in their class
- Record of warnings / lost minutes / time out
- 'How big is my problem?' poster for self-regulation

The Step Chart below enables staff to monitor inappropriate behaviour more specifically and reminds children of the consequences of their actions.

This procedure is meant as a guidance for staff and will be implemented taking into account each individual case and situation. Where a serious incident occurs, the steps may be escalated.

Steps 1 – 3 will be recorded on the classroom behaviour tracking sheet.

Step 1

Use the class Traffic Light system. Move the child from green to orange and warn them that if they repeat their behaviour or continue to behave inappropriately they will move to red and lose 2 Golden Minutes.

Step 2

Move the child from orange to red and cross off 2 Golden Minutes on the chart. Remind the child of what the next step will be if they continue to make the wrong choice.

Step 3

If low level unacceptable behaviour continues in the same session, move the child to sit near someone else, or alone, or on the carpet or other identified area as appropriate. Remind the child of what the next step will be if they continue to make the wrong choice.

Steps 4 – 7 will be recorded on Arbor.

Step 4

Send child to another class, preferably that of the Year Group Leader, for time out in another classroom. Later, they must complete a behaviour reflection form (masters of these are in the group room cupboard). The child should join the class and must not sit outside the room in the corridor. If appropriate, set a task to make amends e.g. writing a sorry letter to someone they have hurt or offended etc. Class teachers, as well as PPA teachers (if relevant), must inform parents at the end of the day.

Step 5

If the behaviour continues the Year Group leader meets with the child, class teacher and parent to set goals to encourage improved behaviour. Records of this should be kept in the class teacher's SEND folder. Class teachers must notify the parents.

Step 6

If the behaviour does not improve the Deputy Head and Class Teacher meets with the child and the parent. An appropriate sanction is agreed. Deputy Head to discuss ways forward and set behaviour targets with parents. Any targets set should be recorded and a copy put in the SEND Folder.

If low level incidents of unacceptable behaviour become persistent, interventions need to be put in place to monitor and support the child. The following strategies may be used:

- Individual behaviour charts to praise good behaviour and monitor inappropriate behaviour
- Rewards/recognition of improved behaviour
- Feedback to parents on a regular basis
- Where relevant, outside agencies e.g. CAMHS, BICS and Early Help etc will be involved

Step 7

If unacceptable behaviour persists, parents will be required to meet the Headteacher and a fixed term suspension may be sanctioned. Home learning will be provided. Parents/carers are informed in writing of the reasons for the suspension and their right to appeal. In these cases borough and national guidelines are followed by the Head Teacher. Parents will be required to attend a return to school meeting with their child after the fixed-term suspension.

Educational Visits

If a pupil has had recent incidents of refusing to respond to adult direction, for reasons of health and safety, they will not be able to participate in off-site educational visits. In this case, the pupil will remain in school and be educated in another class. Any relevant information and or work sheets on the activity will be shared with the parents.

In the playground

If inappropriate behaviour occurs the child should be given some 'thinking time' in a dedicated area to reflect. For more serious incidents of unacceptable behaviour e.g. swearing at another person or physically hurting someone else, move straight to Step 4. If the serious behaviour is repeated by a child who has previously behaved in the same manner, moving straight to Step 5 or 6 would be appropriate.

Children with SEND

Children with particular needs may have an additional programme of guidance and strategies. All staff, including meal time supervisors, will be aware of children with particular behavioural difficulties and the strategies in place to support them. If a child is giving cause for concern, the SENCO is approached and the difficulties of a particular child are discussed. Additional advice may be sought from outside professional agencies.

5. PHYSICAL RESTRAINT/USE OF FORCE

Physical restraint of a pupil is used as a last resort and to show a child that we care enough about them not to let them be out of control. Staff are trained in the use of restraint, where appropriate. If restraint is used on a pupil, the parent is always contacted and is expected to come into school to discuss the way forward in the best interest of the pupil.

The Education Act 1996 allows all teachers the use of reasonable force to prevent a pupil from

- 1) Committing a criminal offence
- 2) Injuring themselves or others
- 3) Damaging property
- 4) Acting in a way that is counter to maintaining good order and discipline at the school.

Staff other than teachers and volunteer helpers are also able to use reasonable force if necessary, provided they have been authorised by the Head Teacher to have control or charge of pupils. Adults with such authorisation include teaching assistants, welfare officers, those accompanying pupils on visits etc. The Head Teacher will keep an up to date list of authorised people and may provide training or guidance to ensure that everyone is clear on the policy. Specific skills training will be provided at regular intervals.

Detailed records are kept of any incident/s where force is used. These are reported and filed with the Head Teacher. Parents are always informed and asked to discuss the incident and steps forward.

Records of incidents include the following information:

- The name of the person applying the use of restraint
- The name (s) of the pupil(s) involved
- When and where the incident took place
- How long the pupil was restrained for
- Why the use of force was deemed necessary

Details of the incident, including all steps taken to diffuse the situation and resolve it without force, and the nature of the force used

- The pupil's response
- The outcome of the incident
- A description of any injuries suffered by the pupils or others and/or any property damaged during the incident ***What is reasonable force?***

There is no legal definition of reasonable force so it is not possible to set out comprehensively when it is reasonable to use force or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case as well as the age of the pupil.

There are two relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore, physical force could not be justified to prevent a pupil from committing a minor misdemeanour or in a situation that clearly could be resolved without force.
2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

6. Items banned from school premises

6.1. Fire lighting equipment:

- Matches, lighters, etc.

6.2. Drugs and smoking equipment:

- Cigarettes
- Vapes
- Tobacco
- Cigarette papers
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

6.3. Weapons and other dangerous implements or substances:

- Knives
- Razors

- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

6.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Mobile phones, without permission
- Any other toys which are deemed hazardous.

7. Smoking and drug policy

- 7.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, car parks, playgrounds, playing fields and sheltered areas.
- 7.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils.
- 7.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 7.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.
- 7.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

8. Searching

- 8.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks and classroom trays.
- 8.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Head Teacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 8.3. Following a search, the Head Teacher will contact the parents/carers to advise them of the procedures which were undertaken.

9. Confiscation

- 9.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 9.2. If the pupil has possession of illegal items, this may be reported to the police.
- 9.3. Parents/carers 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.

10. Outside school and the wider community

- 10.1. Pupils at the school must agree to represent the school in a positive manner.
- 10.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, including public transport, particularly if the pupil is dressed in school uniform.
- 10.3. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

11. Monitoring and review

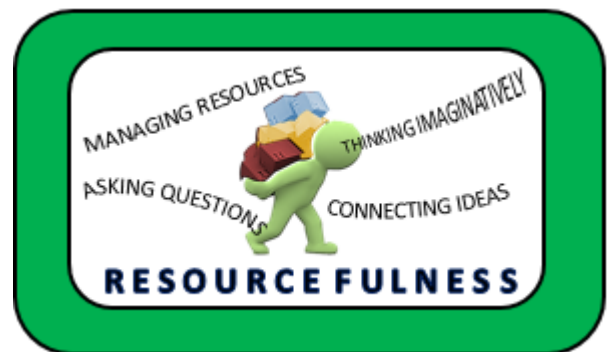
- 11.1 Impact of the behaviour policy is an agenda item at SMT and the termly SEND and Inclusion committee meetings.
- 11.2 The number of serious behaviour incidents, use of internal exclusion, external exclusion, racist or prejudice based incidents plus allegations against staff are reported termly to the governing body.
- 11.3 This policy will be reviewed by the Head Teacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1

Building Learning Powers

Resourcefulness

Asking questions
Connecting ideas
Thinking imaginatively
Managing resources



Resilience

Staying focussed
Tackling challenges
Taking notice
Overcoming difficulties



Reflectiveness

Planning steps
Evaluating learning
Revisiting experiences
Understanding how we learn



Respectfulness

Empathising with others
Being encouraging
Working together
Listening carefully

