

**JESSIE YOUNGHUSBAND SCHOOL**



**Behaviour Policy**

**Updated Autumn 2022  
Review Autumn 2023**

Aspire ~ Respect ~ Enjoy

## **Legislation and statutory requirements**

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

- Behaviour and discipline in schools;
- Searching, screening and confiscation at school;
- The Equality Act 2010;
- Keeping Children Safe in Education;
- Use of reasonable force in schools;
- Supporting children with medical conditions at school.

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property;
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

## **Aims**

- To provide a consistent approach to behaviour management;
- To define what we consider to be unacceptable behaviour, including bullying and discrimination;
- To outline how children are expected to behave;
- To summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- To outline our system of rewards and sanctions;
- To ensure a safe and happy environment, where everybody in the school community feels valued and respected;
- To promote behaviour that allows all children to achieve their fullest potential through high quality teaching and learning;
- To promote the personal, social, moral and emotional development of each child.

## **Behaviour Statement from Governors**

The Department for Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst children. The document Behaviour and Discipline in Schools Guidance for Governing Bodies (DFE – January 2016) has been used as a reference in producing this Statement of Behaviour Principles.

Jessie Younghusband School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy and the discipline policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

## **Definitions**

We believe that our school should:

- Provide a happy and safe environment where everyone is valued and respected;
- Seek to achieve good relationships with all those involved in the school through mutual support and open and honest communication;
- Encourage everyone to aim high and try to achieve their full potential, whether in academic work, sport or play;
- Collectively create a stimulating environment which fosters excitement and enthusiasm for learning;
- Encourage active participation and involvement in our local community and appreciation of our place in the wider world.
- Know that everyone has the right to be shown respect by everyone else but that with this comes responsibilities.

**Misbehaviour** is defined as:

- Disruption in lessons, in communal school space such as the library, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments;
  - Sexual jokes or taunting;
  - Physical behaviour like interfering with clothes;
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism;
- Theft;
- Fighting;
- Racist, sexist, homophobic or discriminatory behaviour.

**The fundamental rights for every member of the JYS school community are:**

- The right to LEARN (and for staff to teach);
- The right to be treated with dignity and RESPECT;
- The right to feel SAFE (physically and emotionally).

**Rights have corresponding responsibilities. A few examples are:**

- Manners e.g. please, thank you, please may I borrow...?;
- Caring for property;
- Moving appropriately around all areas of the school;
- Being ready to learn or teach and making the most of the opportunities by trying our best.

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles;
- Reviewing this behaviour policy in conjunction with the Headteacher;
- Monitoring the policy's effectiveness;
- Holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body;
- Approving this policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring that the policy is implemented by staff consistently with all groups of children;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

### **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for children;
- Establishing and maintaining clear boundaries of acceptable children behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular children;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly;
- Challenging children to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate;
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Children**

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- The pastoral support that is available to them to help them meet the behavioural standards.

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-year arrivals.

## **School Code of Conduct and Shared Expectations**

Our positive school ethos comes from successful classroom practice. Most children accept the need for a common guiding framework and most will accept readily the sort of values we seek to promote. We expect high standards of behaviour. We do this through our Code of Conduct which has been agreed through involvement of the staff and children.

At the beginning of the academic year, the class teacher and the children discuss and agree class rules. These are displayed in every classroom and are referred to as appropriate. Class rules are closely aligned to the school Code of Conduct.

The school Code of Conduct is attached at the end of this policy.

### **We also implement this Behaviour Policy through our:**

- School ethos;
- Agreed and shared values and learning behaviours;
- Expectations of the school community;
- PSHE Curriculum and assemblies;
- Agreed playtime Code of Conduct;
- School systems;
- Rewards;
- Sanctions;
- Support systems for individual children needs which may involve working with outside agencies;
- Liaison with parents.

### **Management of Behaviour**

Classroom management – and in particular the quality of teaching and learning – is the key to managing children's behaviour effectively. Classroom management skills include: detailed planning and preparation to ensure that children are engaged in relevant and appropriate tasks; involving children in stimulating active learning; grouping children in ways that minimise disruption; anticipating problems and dealing appropriately with incidents before they escalate. Regard should always be had for the message any inappropriate behaviour may be conveying from the child.

Teachers employ skills of 'positive correction' to deal with low-level misbehaviour. This occurs in the short-term and is immediate. It is balanced with preventative management, built around a framework of rules and routines.

#### **Teachers plan for positive correction by:**

- Choosing the language of correction;
- Selecting the best strategy;
- Managing the correction in the least intrusive way.

#### **Positive correction is DIRECTIONAL BUT POSITIVE. It involves:**

- Ensuring appropriate tone and gesture;
- Pausing to ensure that attention is gained before giving directions;
- Using privately understood signals;
- Tactical ignoring of secondary behaviour to keep the focus on the primary behaviour;
- Distraction and diversion;
- Partial agreement - 'that may be so, but...'
- Question and feedback - what?, where?, how?, when? .
- Rule reminders;
- 'Take up time' which allows children enough time to do what has been asked and 'save face' avoiding unnecessary confrontation;
- Choice direction - convey that if a child continues to behave in an unacceptable way then there will be a consequence of some kind - immediate or deferred.

## **Promoting Good Behaviour**

It is all too easy to notice bad behaviour and take good behaviour for granted. If we want to promote positive attitudes to learning and a harmonious working atmosphere, we need to recognise those children who work hard, who are friendly and co-operative, courteous and kind. For example, if the noise level in the classroom is too high, it can often be lowered just as effectively by praising those children who are working effectively rather than admonishing those who are not.

### **Positive Behaviour Management**

We believe in promoting and recognising positive behaviour. The emphasis should always be on actively noticing positive behaviour and giving consistent rewards

#### **Rewards may happen in the following ways:**

- Verbal praise and a smile;
- Verbal praise to a parent in front of their child;
- Saying 'thank you';
- Stickers, badges or agreed in-class reward;
- Extra play time or choice of activity;
- Written comments in children books;
- Being awarded House Points – these contribute to the Teams House Points total – a cup is awarded each week to the winning house team in celebration assembly;
- Showing good work to another school adult, Deputy Headteacher, Headteacher;
- ARE certificate for showing one of the values – Aspire ~ Respect ~ Enjoy;
- Sharing work or an achievement in class;
- Celebration assembly;
- Termly Headteacher certificates;
- Individual rewards as determined by a Behaviour Support Plan for children in need of additional support;
- Privilege time.

**Sanctions** (which should be carefully timed for appropriate impact – e.g. once a child has calmed down before this, allow the child time to become calm and able to think about their actions) may include:

- A 'look' or non-verbal reminder;
- A verbal warning;
- **Recording the incident in the behaviour log;**
- Being asked to move to another place in the classroom or sit out for a short time at break time;
- Being asked to complete work at break time or lunch time (this should not mean missing lunch but that a break will be organised at an alternative time);
- Saying sorry or writing a letter of apology;
- Clearing up or helping someone to clear up a mess as a result of the behaviour;
- Time out of class working at a corridor table or working in another classroom for an agreed amount of time;
- Missing some or all of break time to reflect on the unacceptable behaviour;
- Detention;
- Parents being called by the class teacher;
- Parents being called by the Deputy or Headteacher for more serious incidents or if intervention by the other school adults has not resulted in an improvement.
- ***Where appropriate, we will always seek to use a restorative approach to address behaviour choices alongside an appropriate sanction.***

## **Class based behaviour management**

**Our system for managing behaviour is to discretely record unacceptable behaviour on BromCom.**

If a child is not following the Code of Conduct or class rules a reminder should be given. Verbal or non-verbal (e.g. a 'look') warnings should always be used first and may be repeated as often as needed at the professional discretion of the teacher. Care should be taken to ensure that this supports the child to make good choices but does not give the message that unacceptable behaviour is tolerated.

- Care should be taken to notice all children and not to focus on particular 'noticeable' children;
- Verbal reminder - occasionally, children will need a reminder of the behaviour expectations in school. This should first involve a verbal (or non-verbal) reminder of the expectations. More than one reminder may be appropriate;
- If a verbal reminder is not effective, give a reminder of the class rules. This should be done sensitively and not openly in front of all the children;
- If the unacceptable behaviour continues further consequences will arise – see the flow chart.

## **Inappropriate behaviour**

At JYS, our emphasis is on the child understanding why certain behaviours are unacceptable and on the child taking responsibility for themselves and their actions. Class teachers and teaching assistants should deal with incidents of inappropriate behaviour. All staff should take responsibility for behaviour across the school and be prepared to step in if, for example, while walking through the corridors, they see inappropriate behaviour. This ensures that children recognise that all adults have a shared expectation and have the authority to deal with the behaviour.

Children whose behaviour needs more individual support will be identified and the agreed way of managing their behaviour shared with all staff. Where there is a known likelihood of challenging behaviour a risk assessment and behaviour management plan will be written and shared with all involved.

Where warnings have not resulted in the desired change in behaviour, or where there is a risk of harm or injury to the child or others, more rigorous action is needed. The process for this is set out in the attached appendix.

## **Responding to misbehaviour from children with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a children's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a children's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled children caused by the school's policies or practices ([Equality Act 2010](#)).



- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014).
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the children concerned.

Our approach may include examples such as:

- Short, planned movement breaks for a children with SEND who finds it difficult to sit still for long;
- Adjusting seating plans to allow a children with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a children with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism;
- Use of separation spaces where children can regulate their emotions during a moment of sensory overload.

### **Adapting sanctions for children with SEND**

When considering a behavioural sanction for a children with SEND, the school will take into account:

- Whether the children was unable to understand the rule or instruction?
- Whether the children was unable to act differently at the time as a result of their SEND?
- Whether the children is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the children for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a children displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a children 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 children, 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.

### **Children with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a children with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. We would liaise with WSCC in any such event.

## **Trauma informed approach**

JYS is committed to ensuring that we develop a Trauma and Mental Health Informed Approach which will protect our school community members – staff, children and parents – alike.

There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- Support children to make sense of their experience(s);
- Find ways to manage their emotions and feelings;
- Create an environment of safety, connection and compassion at all times;
- Build a school network of strong, positive, supportive relationships through training;
- Ensure children maintain the capacity to learn, despite difficult events that may occur.

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however individualised support is offered to those having difficulty meeting those expectations.

Examples of the way JYS support behaviour in a trauma informed manner include:

- Ensuring rules are easier to remember;
- Greater emphasis on processes that support children emotional regulation and reflection;
- Consideration of how rewards and consequences are implemented; for example, not banning playtime as a punishment, 'golden time' can be accessed by anyone;
- A suggested script for staff to use with children to address behaviour;
- Greater emphasis on the use of praise to encourage desired behaviours;
- Discussing incidents individually rather than in front of the class.

## **Restorative practice**

At JYS, we have started to use Restorative Approaches to improve behaviour and build community. Our Learning Mentor / ELSA is available to support children in finding a positive solution in a variety of situations and can also provide work to support with self-esteem, friendships and other issues as they arise.

Restorative approaches help develop a happier school where the focus is on learning not conflict. We endeavour to create a school community where every child feels safe and respected, enjoys coming to school and is confident that when things go wrong we will do everything we can to help put it right.

Restorative approaches encourage children to think about how their behaviour has affected others. It helps children to develop respect, responsibility and honesty.

We do not blame children for incidents therefore; we do not ask 'why' a child has done something. This is a pointless question that doesn't help the child understand the results of an action. Instead we talk about the behaviour being unacceptable. The behaviour is the reason that a relationship has been broken and we make the child understand that it is the behaviour that needs to change.

When we discuss incidents with the children we use a specific structure;

**Qualify the relationship**– Always use a calm voice. If you start shouting, children will not want to open up and talk to you about the incident and will therefore not learn from their actions. Make sure that the children are calm and they understand that they are valued and that you care about them.

This may be by providing a calm quiet space, time and a talk-down.

This is a very important step. Without creating an environment of calm the children will not be open and honest to learning from their actions. Do not allow the children to scream at each other. Make sure that both children are calm.

You can often start this section with an 'I' statement. E.g. "I am really worried that your wellbeing is low..." or "I thought you were friends ..."

**Find Out**– Start with the wrong-doer and ask 'Can you tell me what happened?'

Ensure that the children are aware that you expect truth and honesty.

Listen to both sides of the story. Tell the children back what they have told you happened.

It is often useful to draw the events with the children in a social story.

**Effect**– This is the part of the discussion where the children learn how the behaviour has affected others.

How did that make them feel? How do you feel about that? What will happen to our school resources if that happens? What will your teachers and school friends think about that?

**Solution** – What are you going to do to fix the problem? How are we going to mend our relationship?

Think outside the box, this is often more than just saying sorry for example; it could be taking the child to the first aid station if they have been hurt.

We link this to our behaviour chart. E.g. "As a consequence of that action you are not showing us expected behaviour an appropriate consequence may be...."

### **Serious Incidents of Aggressive or Abusive Behaviour**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others it may be necessary to remove the other children from the room and allow the child time to calm down. In these situations, staff should allow the child space to calm down and not attempt to interact with them until they are ready.

If a child threatens, hurts or upsets another children, the staff member who receives notice of this deals with the situation in the first instance. This may be a teacher, teaching assistant or Midday Meals Supervisor (MMS). The incident is noted, if appropriate, with evidence gained from all parties involved, and then discussed with the class teacher and the Deputy Headteacher (where necessary). If this continues or anyone is hurt the Headteacher should be informed and may at that stage determine a further course of action – for example this could include contacting the child's parents. In any case of bullying, the Headteacher should be informed.

- If a child repeatedly acts in a way that disrupts or upsets others, the Deputy becomes actively involved.

- This may be referred to the Headteacher who will become involved in the most serious situations.
- If necessary, we contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Records of incidents should be kept. This will help in identifying the context of the problem and also for reference later.
- ***Where appropriate, we will always seek to use a restorative approach to address behaviour choices alongside an appropriate sanction.***

The above actions are set out in the flow chart attached to this policy to support all members of staff to deal with incidents of unacceptable behaviour in a fair and consistent way.

### **Banned items**

The Headteacher and teaching staff have the right to confiscate any item from a children which is deemed inappropriate to be in school.

The Headteacher and teaching staff have the right to search any children or children's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the children needs to be searched, two members of staff will be present.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol;
- drugs;
- stolen items;
- knives;
- weapons;
- cigarettes;
- pornographic material;
- anything else perceived to pose a threat to children at the school;
- fireworks.

### **Child-on-child abuse**

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond.

Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child will not be tolerated or passed off as part of "banter" or "growing up" and we understand that non recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child-on-child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation;
- Sexting or youth produced digital imagery;
- Bullying;
- Radicalisation;

- Abuse in intimate relationships;
- Children who display sexually harmful behaviour;
- Gang association and serious violence (County Lines);
- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy or child protection policy.

### **Guidance for Midday Meals Supervisors**

See appendix 3

### **Unacceptable Behaviour outside of school premises**

Teachers have the power to discipline children for misbehaving outside of the school premises “to such an extent as is reasonable” (DfE Guidance for discipline and behaviour in schools – February 2014). This includes non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline children for misbehaviour when the children is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a children at the school.

Teachers may also discipline misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another children or member of the public;
- Could adversely affect the reputation of the school.

In all cases for these types of misbehaviour, the teacher can only discipline the children on school premises or elsewhere when the children is under the lawful control of the staff member.

### **Involvement with outside agencies**

We do recognise and value all children as individuals and understand that there will be occasions when different strategies will need to be employed in order to achieve the most effective outcome.

Where children may exhibit aggressive or violent behaviour, there will be a risk assessment and positive handling plan put in place for them. These will always be shared with parents. Regular meetings will be held with parents in this situation so that school can work positively with the family to support the child.

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a children from:

- Causing disorder;
- Hurting themselves or others;
- Damaging property;

- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort;
- 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 recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the children, including SEND, mental health needs or medical conditions.

## **Bullying**

At JYS, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately and endeavour to prevent further occurrences of such behaviour.

Bullying may be described as a pattern of behaviour showing a conscious desire to hurt, threaten or frighten someone. Bullying can involve physical, psychological or verbal aggression (however, not all aggression is necessarily an act of bullying) and cyber-bullying. It often develops over a period of time and is persistent. Please refer to our Anti-bullying Policy for more information.

In extreme and persistent cases where all avenues to stop bullying have failed, the Headteacher may consider a fixed term exclusion or permanent exclusion for any children who is a persistent bully. However, all avenues of support will be explored and followed before this happens.

### **Responding to incidents of cyberbullying**

The school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

### **Responding to incidents of bullying which occur off the school premises.**

Bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. We believe that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school the school will follow the guidance outlined in this policy.

We encourage children to seek help and to tell us about incidents of bullying that happen outside the school so that we can:

- Raise awareness among the whole school community of possible risks within the community e.g. gangs/county lines
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

## **Suspensions and permanent exclusions**

These will be undertaken in accordance with Department for Education Regulations and West Sussex County Council Guidelines.

The Headteacher (or Deputy Headteacher, in the Headteacher's absence) has the authority to suspend a children, for a fixed-term or permanently exclude, taking into account all the circumstances, the evidence available and the need to balance the interests of the children against those of the whole school community. Suspensions or permanent exclusions are recorded on a children's individual record in the school's information management system (SIMS).

Whenever a Headteacher suspends or permanently excludes a children, the parents will be notified without delay, ideally by phone followed up by a letter. The letter will state the reason.

## **Malicious allegations**

Where a children makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the children in accordance with this policy.

Where a children makes an allegation of sexual violence or sexual harassment against another children and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the children in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the children who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

## **Children transition**

### **Inducting incoming children**

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing children for transition**

To ensure a smooth transition to the next year, children have transition sessions 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 children behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the children at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body termly.

The school keeps a variety of records of incidents of misbehaviour. The class teachers record minor classroom incidents and use an agreed format to identify patterns and reasons for behaviour. The Headteacher is informed when incidents occur involving the same child or group of children and also keeps a record of more significant incidents.





## Our Code of Conduct

**Aspire ~ Respect ~ Enjoy**



**At Jessie Younghusband School, we thread our school values throughout our curriculum and all that we do.**

### ASPIRE

**We all aspire to be the best that we can be through:**

- ✓ Focussing well and working hard to achieve highly;
- ✓ Developing our independent and collaborative learning skills;
- ✓ Having a 'can do' attitude – staying positive and persevering in everything we do.

### RESPECT

**We all value and respect each other, our school and the environment. We show our respect through:**

- ✓ Being helpful, honest, polite and courteous to everyone;
- ✓ Taking the time to listen and be supportive of each other;
- ✓ Leading by example and showing friendship, kindness and care to all.
- ✓ Taking responsibility for our actions and behaviours to keep ourselves and each other safe and well, in order to protect our community.

### ENJOY

**We are enthusiastic and positive in our approach to learning. We enjoy our learning through:**

- ✓ Developing our curiosity and exploring our creativity;
- ✓ Working for, and with, others;
- ✓ Making the most of every opportunity that we are given and having fun in what we do!

**Flow Chart for Managing Behaviour**

**Low Level Behaviour – including:**

**Interrupting learning (calling out; not listening; not following instructions; being disrespectful towards peers or staff; refusal to complete work; not getting on with / completing learning to the expected standard; lying to a member of staff; provoking peers to get a reaction; swearing; misuse of technology; minor vandalising of property. (This is not an exhaustive list.)**

**Action**

**REMINDER** - Give a reminder of the desired behaviour – refer to the Code of Conduct and what is expected.

If this continues, give a second reminder, including a limited choice consequence which will be put in place (i.e. Are you going to complete the task here or moving to a different table in the class (of the teacher's choosing)?)

**Behaviour continues or escalates \***

**Disruptive, Difficult or Dangerous Behaviour – including:**

**Using violence; repeatedly ignoring adult instructions; repeated swearing; prejudicial language; deliberately provoking other children to get a response. (This is not an exhaustive list.)**

**Action**

**FORMAL WARNING** – Discretely record the behaviour in the class blue folder

Praise if there is an improvement – this may not need to be too 'public'.

**Behaviour continues or escalates \***

**Consequence for not responding to the formal warning**

An appropriate consequence will be given (these may be used in the following order but should fit with the nature of the unacceptable behaviour):

- Work in another area of the classroom;
- Complete work at breaktime;
- Work in the corridor;
- Work in another classroom;
- Miss some or all of breaktime;
- Class teacher to speak to parents on the same day – arrange a meeting if needed;
- "Sticker / Smiley Face" Chart – to encourage reflection on behaviour.

**Behaviour continues or escalates \***

**Deputy Headteacher Involvement.** At this point, further consequences will be considered:

- Going on to a 'daily Report Card' for a week with the DHT;
- Having a breaktime or lunchtime detention;
- Further meetings with the child's parents.

**Behaviour continues or escalates \***

Headteacher to be involved. This may involve:

- Further meetings with parents;
- Referral to Outside agencies (only once a clear pattern of unacceptable behaviour is established and all strategies at the school's disposal have not had the desired impact);
- Exclusion (only where all other avenues have failed) – fixed term / permanent.

\* These stages must be recorded in the class blue folder.

An ABCC form should be used for any children where behaviour is identified as an on-

Copyright © 2019 Pearson Education, Inc.