



# **Behaviour Policy**

Date for renewal: Autumn Term 2021

## **Statement of intent**

Drayton Junior School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

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

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## 1. Roles and responsibilities

1.1. The governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- 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.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
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1.2. The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
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1.3. The SENCO lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural 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.
- Collaborating with the headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Advising on the deployment of resources, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies.
- Referring pupils with SEMH-related behavioural difficulties to external services, to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on SEMH and behaviour.

1.4. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- 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 have the opportunity to study the full national curriculum.
- 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 SENCO up-to-date with any changes in behaviour.

1.5. 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 headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

1.6. Pupils are responsible for:

- Their own behaviour, both inside school and when representing the school out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

1.7. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

## 2. Definitions

- 2.1. 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 disability, race, religion or belief, sex, and sexual orientation
  - **Bullying** – a type of harassment which involved criticism, personal abuse or ***persistent*** actions which humiliate, intimidate, frighten or demean the individual
  - Possession of banned items – see below
  - Truancy
  - Refusing to comply with disciplinary sanctions
  - Theft
  - Swearing or threatening language
  - Fighting or aggression
- 2.2. 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
  - Lack of correct equipment
  - Refusing to complete homework, incomplete homework, or arriving at school without homework
  - Graffiti
- 2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.
- 2.4. “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 senior staff member

### 3. Smoking and controlled substances

- 3.1. 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.
- 3.2. 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. Prohibited item

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. Prohibited items are:

- knives or weapons
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person.
- Authorised staff can also search for any item banned by the school

The following items are banned from the school premises:

- Mobile phones
  - Liquid correction fluid
  - Chewing gum
  - Offensive materials (i.e. homophobic, racist, etc.)
  - Aerosols including deodorant and hair spray
- 4.1. 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.
  - 4.2. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
  - 4.3. 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.

- 4.4. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 4.5. The school is not liable for any damage to, or loss of, any confiscated item.
- 4.6. The police may be contacted if any weapons or knives are discovered.
- 4.7. It is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 4.8. Parents will be informed of any confiscated item and may be required to collect the item from the school office.

## **5. Effective classroom management**

- 5.1. The school understands that well-managed classrooms:
  - Start the year with clear sets of rules and routines that are understood by all pupils.
  - Establish agreed rewards and positive reinforcements.
  - Establish sanctions for misbehaviour.
  - Encourage respect and development of positive relationships.
  - Make effective use of the physical space available.
  - Have well-planned lessons with a range of activities to keep pupils stimulated.
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- 5.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to:

Conduct themselves around the school premises in a sensible 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.
- Report unacceptable behaviour.
- Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
  - Routines
  - Praise
  - Rewards
- 5.3. 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.
  - 5.4. Teachers ensure that classroom rules are always clear, comprehensive and enforceable.
  - 5.5. 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”.
  - 5.6. Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.
  - 5.7. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
  - 5.8. 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.

### **Routines**

- 5.9. 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.
- 5.10. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- 5.11. Once a routine has been established, the teacher models this for pupils to ensure they understand it.
- 5.12. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

## 6. Praise

- 5.13. The school recognises that praise 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.
- 5.14. 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.
- 5.15. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

### Rewards

- 5.16. 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
- 5.17. The school uses three different categories of rewards – these are:
- **Social** – praise and recognition.
  - **Physical** – material rewards, e.g. certificates.
  - **Activity** – activity-based rewards, e.g. extra play, free time.

## 6. Positive relationships and approach

- 6.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.
- 6.2. Staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:
- Welcoming pupils as they enter the classroom.
  - Ensuring pupils understand what is expected of them.
  - Creating a positive environment where every pupil feels comfortable and respected.
  - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.

- Engaging with pupils during lessons
  - Focussing on using positive language when interacting with pupils.
- 6.3. 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.
  - Reminding pupils to treat others with respect
  - Informing pupils of the importance of treating others the same way they like to be treated.
- 6.4. 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.
- 6.5. The school aims to promote resilience as part of a whole-school approach, using the following methods:
- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum and the social and physical environment
  - **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
- 6.6. Positive mental wellbeing will be promoted through:
- Teaching in SHRE
  - Positive classroom management
  - Developing social skills
  - Working with parents
  - Peer support
- 6.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## 7. The classroom environment

- 7.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.
- 7.2. Teachers employ strategic seating arrangements to prevent poor behaviour and to enable peer support – this includes:

Seating children in cooperative Learning groups of four who will regularly complete activities together which encourage peer interaction

- Seating those who frequently model poor behaviour closest to the teacher.
- Seating those who frequently model poor behaviour away from each other.

- 7.3. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

## **8. De-escalation strategies**

- 8.1. 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
- 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. giving them a choice of actions they could take
- 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”

## **9. Intervention**

- 9.1. In line with Department for Education guidelines -Use of reasonable force -, 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.

- 9.2. 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
- 9.3. 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.
- 9.4. All staff will attempt to use the 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.
- 9.5. The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:
- Knives
  - Weapons
  - Stolen items
  - Pornographic images
  - Any articles that have been used, or could be used, to commit an offence or harm
- 9.6. Though members of staff can search for all the items listed in section 6 of this policy, reasonable force will only be used, if necessary, to search for the items listed in 12.5.
- 9.7. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 9.8. 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 headteacher as to what behaviour constitutes for an exclusion.
- 9.9. 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.

## **10. Managing behaviour**

- 10.1. Misbehaviour should not be accepted. It is important that children understand why their behaviour may be of concern. They should be given choices so that they develop self-discipline and begin to take responsibility for their actions. Children should initially be rebuked or reprimanded but when persistent or more serious misbehaviour is concerned, the following strategies should be considered:
- Rebuke or reprimand
  - Loss of privilege
  - Break-time/lunchtime detention

- Behaviour book
- Time out
- Involvement of parents
- Involvement of Headteacher or Deputy Headteacher

10.2. Staff will aim to:

- Reinforce positive behaviour and attitudes
- Take care not to punish groups or classes for behaviour of individuals
- Target the behaviour and not the child's personality
- Deal with present and not past behaviour
- Remember we cannot control, only influence a child's behaviour
- Adopt a consistent approach

10.3. Class teachers will keep a record of incidents where a child's behaviour is of particular concern

10.4. Class Teachers, the Deputy Headteacher and the Headteacher will ensure that parents are kept informed when a child is frequently exhibiting unacceptable behaviour- see below.

## **11. Consequences**

11.1. There are underlying principles behind consequences:

- Consequences will be given in a calm, professional manner.
- Where possible the consequence will be timely so that the poor behaviour can be addressed whilst it is still in the child's mind
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour
- Children choose to misbehave if their behaviour is 'conscious'.
- Every day is a fresh start.

- 11.2. Staff at Drayton Junior School make every effort to keep parents informed, if their child has behaved in a manner of particular concern. Where they have judged this to be the case either the class teacher or member of the senior leadership team will contact all relevant parents.
- 11.3. Should a child's behaviour continue to be an issue then parents will be invited into school to meet with the headteacher and/or deputy headteacher so that an agreed plan can be put in place.
- 11.4. We value the support of parents in addressing their child's behaviour and understand that behaviour issues are best addressed by parents and the school working together.
- Although challenging behaviour does not necessarily mean a pupil has SEND needs, an assessment will be carried out to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- 11.5. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

## **12. Isolation**

- 12.1. The school may decide to move pupils to a separate room away from other pupils for a limited period as an alternative to a fixed term exclusion.
- 12.2. The school will only move pupils to isolation where absolutely necessary, due to the disruption caused to others if they were to remain in class or where their behaviour has been serious enough to consider a fixed term exclusion
- 12.3. The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.
- 12.4. The amount of time that a pupil spends in the isolation is up to the school to decide. This could be for more than one school day.
- 12.5. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.
- 12.6. The pupil's class teacher(s) sets them appropriate work to complete.
- 12.7. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

### **13. Behaviour off school premises**

- 13.1. Pupils at the school must agree to represent the school in a positive manner.
- 13.2. Staff may discipline pupils for misbehaviour off the school premises when the pupil is:
  - Travelling to or from school.
  - Taking part in any school-related activity.
- 13.3. Complaints from members of the public about misbehaviour by pupils at the school will be dealt with in accordance with this policy.

### **14. Staff training**

- 14.1. Staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour.
- 14.2. 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.
- 14.3. Staff members are trained in the approved methods of desolation and physical intervention in line with local authority “Step On training”
- 14.4. Under this training staff will use “sideways on hugging” when a child approaches, wanting to be comforted.
- 14.5. Where a staff member has joined the school, post whole school Step On training, the above strategies will be shared with them as part of their induction.

### **15. Monitoring and review**

- 15.1. This policy will be shared with the wider community via the school’s website – [www.draytonjunior.norfolk.sch.uk](http://www.draytonjunior.norfolk.sch.uk)– with paper copies available upon request.

