Behaviour Policy

DATE OF GOVERNOR APPROVAL	**September 2025**
REVIEW FREQUENCY	**Annually**
REVIEW DUE	**September 2026**
STATUTORY REQUIREMENT	**YES**
AMENDMENTS	
Date	**Summary of Amendment/s**
Summer 2021	Equality Impact Assessment completed
November 2021	Updated to reflect KCSIE changes Sept 2021
September 2022	Updated to reflect Step On CPD 1/2nd Sept 22

September 2023	Updated parental responsibilities to monitor online activity and report concerns.
September 2024	Updated to include wearing school uniform in relation to behaviour off school premises.
September 2025	Addition of behaviour letter and report card process.

Statement of intent

Drayton CE 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.

School Vision:

–"In whatever you do, don't let selfishness or pride be your guide. Don't be interested only in your own life, but care about the lives of others too" - Philippians 2:3-4

Cherishing each individual

Aiming for everyone to flourish

Relationships rooted in care and respect

Embracing collaboration and compassion

At Drayton CE VC Junior School, we are committed to fostering a community rooted in humility and respect. Guided by the principle of honouring others, as well as ourselves, we strive to cultivate an environment where everyone flourishes. We encourage our learners to care for one another, embracing collaboration and compassion in all they do. Together, we aim to create a supportive and inclusive atmosphere that nurtures not only academic excellence but also the spiritual, moral and cultural development of every individual.

As a school we are fully committed to:

- Promoting high standards of behaviour that support social and educational development.
- Encouraging good self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect and care for others.
- Ensuring equality and fair treatment for all.
- Acknowledging, 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/carers.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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

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, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

- **Teaching**: The curriculum is used to develop pupils' knowledge about health and wellbeing, supporting pupils to develop self-awareness while learning strategies to take care of their mental health.

- **Community engagement:** The school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Roles and responsibilities

1.1. 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 Policy.
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1.2. The Headteacher is responsible for:

- The monitoring and implementation of this policy & behaviour procedures in school. This includes addressing any SEND related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules/behaviour expectations and any disciplinary sanctions for breaking them.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of the policy.

1.3. The SENCO is responsible for:

- Collaborating with the Headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEND and SEMH policies and provisions for the school.
- Advising on the deployment of resources, to effectively meet the needs of pupils with SEND-related behavioural difficulties.
- Providing professional guidance to colleagues about SEND difficulties and the links with behaviour, and working closely with staff, parents and other agencies.
- Referring pupils with SEND, including 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 through discussions with pupils and teaching staff.
- Liaising with parents of pupils with SEND-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 related to SEND and a smooth transition is planned.
- Leading CPD on SEND and behaviour.

1.4 The Mental Health Champion 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.

1.5 Teaching staff are responsible for:

- Planning and reviewing support for pupils with SEND-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 SEND-related behavioural difficulties will have the opportunity to study the full national curriculum wherever possible.
- Being responsible and accountable for the progress and development of the pupils in their class.

1.6 All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and supporting all pupils to adhere to it too.
- 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.
- Keeping the Headteacher/Deputy/SENCO/Class Teacher up to date with any change in behaviour.
- As authorised by the Headteacher, managing the behaviour of pupils who display poor levels of behaviour in accordance with the principles of Step On.

1.7 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.

1.8 Parents are responsible for:

- Supporting their child in adhering to the school rules/behaviour expectations.

- Informing the school of any changes in circumstances that may affect their child's behaviour.

- Monitoring their child's online activity
- Reporting any unacceptable behaviour to a member of staff

Parents will be expected to work in partnership with the school to ensure high standards of behaviour. They should help the children to understand the school's rules and the need for rules in society. They will support the school's systems of rewards and sanctions.

2. Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage/civil partnership, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves 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 banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member.

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

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness

- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission from school staff
- Graffiti

"Low level unacceptable behaviour" may be escalated as "serious unacceptable behaviour", depending on the severity of the behaviour.

3. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding & Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

4. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. See the Safeguarding Policy for further details.

5. 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. All members of staff can use their power to search without consent.

6. Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. Drayton Junior School staff employ time and energy into forming these relationships to allow teaching staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Staff may employ a number of strategies to establish positive relationships with their pupils such as:

- Greeting and welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them and praising when it is achieved.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes/dislikes, their family.
- Engaging with pupils during lessons through a range of communication strategies.
- Focussing on using positive language when interacting with pupils.

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.

7. Effective classroom management

Well-managed classrooms are paramount to promoting good standards of behaviour preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- 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.
- Establish clear responses for handling behavioural problems.
- 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.

Subject to reasonable adjustments, e.g., those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive at class on time, with the required equipment if appropriate.
- 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.

Classroom rules and routines

Each classroom has an established set of rules (visible in classrooms) and routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing. Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these when necessary. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain

clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

Drayton CE Junior School understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

Drayton CE Junior School appreciates that recognition and praise are key to ensuring pupils feel valued and their work and efforts are celebrated. When giving praise, teaching staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour (or at the earliest time).
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance, resilience and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun, and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that 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.
- **Explicit** – ensure children know precisely what they are being rewarded for.

The school has several options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, stickers, trophy and activity-based rewards, e.g. additional play time.

8. Managing unacceptable behaviour

At Drayton CE Junior School instances of unacceptable behaviour are taken seriously and dealt with immediately or at the soonest possible opportunity.

After an initial incident of negative behaviour, the following steps may be implemented:

Preliminary Step

- The class teacher or TA gives the child a verbal warning.
- The child's behaviour is managed at the class level, and a sanction is applied. This may include missing part, or all the next available break or lunchtime.
- The class teacher sends the child to the Headteacher or the most senior SLT member on site to receive a verbal warning. This step might include reset time, withdrawal to another class, or missing part/all or break/lunchtime.

Level 1

- The Headteacher issues a formal warning letter.
- A member of SLT informs the parent via letter that the school has ongoing concerns about their child's behaviour. A copy of this policy is included, along with a request for parental support.
- A member of SLT monitors the situation and reviews progress regularly. If improvements are observed, no further action is taken. The child is praised and encouraged to continue making positive choices.

Level 2

- A member of SLT writes to the parents to inform them of the decision to move the child to Level 2 and explains the reasons.
- The child is placed on a behaviour report (see Appendix 1).
- A meeting involving the Headteacher, class teacher, and parents may be arranged.

Level 3

The approach remains positive, focusing on support and behaviour modification.

- A behaviour plan is created for the child, ensuring it is realistic and appropriate.
- Documentation outlines all strategies being implemented and specifies reasonable adjustments made to support the child.
- A multi-agency meeting, such as an Early Help Assessment Plan, is offered.
- Support from external agencies may be sought.
- A further letter is issued, to the parents advising the child is at level 3, and the child begins the behaviour report process again.
- Parents/carers are informed that their child is now at risk of suspension or exclusion.
- Sanctions may be employed, including missing part or all of break/lunchtime, time out of the classroom to reflect and reset, working in isolation for part or all of the day.

Level 4

- Following repeated incidents of unacceptable behaviour or a significant serious incident, the following sanctions may be considered:
- The Headteacher may decide to exclude the pupil for a fixed term and determine the length of the exclusion.
- While unacceptable behaviour does not necessarily indicate SEND, the SENDCo may initiate an informal or formal assessment to identify any undiagnosed learning, communication, or mental health needs, as required
- If SEND including SEMH-related difficulties are identified, SEND support will be provided based on the child's needs, available resources, and priorities.
- If SEND is not identified but support is still deemed necessary, an Individual Behaviour Plan will be created or updated accordingly.
- Disciplinary decisions are made by a paid member of staff or someone authorised by the Headteacher.
- These decisions are made on school premises or while the pupil is under staff supervision, such as during trips or visits.
- All disciplinary actions are reasonable and non-discriminatory, in line with the Equality Act 2010.

Behaviour records for serious incidents will be stored on CPOMS and shared with the appropriate members of the teaching team.

9. Prevention strategies and sanctions for unacceptable behaviour

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation employing strategies shared on Step On/Up training.

This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Using agreed scripts (Step On)
- Using distraction techniques
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route unless it presents a danger to them.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering limited choices
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Phrasing requests positively e.g. "if you return to your seat, I can help you with your work" rather than, "if you don't return to your seat, I won't help you with your work" becomes

Physical intervention

Physical intervention will only be used as a last resort, based on a balance of risk, and when reasonable, proportionate, and necessary. Wherever possible, staff will ensure that a second member of staff is present to provide support.

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.

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.

Calming Space/Room

The school may decide to move pupils to a separate room or space away from other pupils for a limited period .The school will only move pupils to where absolutely necessary. The school will ensure that pupils' health and safety is not compromised during time away from the classroom environment, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends out of the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not kept in an isolated space any longer than necessary.

10. 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. If this is not possible, consequences will be put in place at the earliest possible opportunity.
- Consequences will be linked to the negative behaviour, used as a learning opportunity, aiming to be restorative.
- Consequences may be educational or protective.
- After a pupil receives a consequence, the first opportunity to praise should be found, encouraging their change of behaviour

11. Behaviour off school premises

11.1. Pupils at the school must agree to represent the school in a positive manner.

11.2. Staff may address the misbehaviour of pupils off the school premises when the pupil is:

- Travelling to or from school.
- Taking part in any school-related activity.
- Wearing school uniform.
- Identified as a pupil of the school

11.3. Complaints from members of the public about misbehaviour by pupils at the school will be dealt with in accordance with this policy.

11.4. Behaviour out side of school can be considered in line with the DFE Guidance: Suspensions and permanent exclusions guidance.pdf

12. Staff training

12.1. Staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour.

12.2. 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.

12.3. Staff members are trained in the approved methods of de-escalation and physical intervention in line with local authority "Step On training" and "Step Up training".

12.4. Under this training staff will use “sideways on hugging” when a child approaches, wanting to be comforted.

12.5. Where a staff member has joined the school, post whole school Step On training, the above strategies will be shared as soon as possible.

13. Monitoring and review

13.1. This policy will be shared with the wider community via the school’s website – www.draytonjunior.norfolk.sch.uk– with paper copies available upon request.

14. Appendices:

Appendix 1 –

- There are 3 levels of report. When children first go on report, they will start on level 3 which is the highest level of support and they will have 3 check-in points a day.
- The class teacher/staff member teaching the class for the session will assess if the child has met their target. If they have met the target, they write a 2. If they have not met the target, they write a 1.
- Whenever the child gets a 1, they will miss some of their next free time (usually around 5/10 minutes) with a member of the SLT.
- You should send the child to a member of the SLT at each check in point throughout the day. At the end of the day if the child has number 2, they will get a sticker or a house point.
- After 5 days if the child has achieved over 60% at level 3, they will move to level 2. The above process will repeat with 2 check-ins each day. If the child achieves over 60% on level 2 then they will move to level 1.
- Before children come off the report system the staff who work with the child will discuss if the child needs an individual reward system to support them in the classroom or careful use of the class reward systems.
- If children are not meeting the 60% then the target should be looked at closely and adjusted if necessary. Staff will also look at the support that has been put in place for the child and check if further teaching is needed to support the child in moving towards the target.