Drayton CE VC Junior School Behaviour Policy Summary (2025-26)

Vision and Ethos

- Rooted in the biblical principle from Philippians 2:3-4: “Don’t be interested only in your own life, but care about the lives of others too.”
- Core values: CARE - Cherishing each individual, Aiming for everyone to flourish, Relationships rooted in care and respect, Embracing collaboration and compassion.
- The school fosters a community based on humility, respect, and honouring others, promoting academic excellence alongside spiritual, moral, and cultural development.

Statement of Intent

- Acceptable behaviour is essential for effective teaching and learning.
- Behaviour may be influenced by educational, mental health, or other vulnerabilities; the school uses an individualised graduated response.
- Commitment to promoting high standards of behaviour supporting social and educational development.
- Encourages self-esteem, self-discipline, respect for authority, and positive relationships.
- Ensures equality and fair treatment for all pupils.
- Aims to provide a safe environment free from disruption, violence, discrimination, bullying, and harassment.
- Promotes positive relationships with parents and early intervention with pupils.
- Whole-school approach to promoting resilience and mental health through culture, teaching, and community engagement.
- Specific support provided for vulnerable pupils to promote positive mental health.

Roles and Responsibilities

- **Governing Board:** Ensures non-discrimination in policy, promotes a calm and structured culture, and handles complaints.
- **Headteacher:** Oversees policy implementation, sets behaviour standards, manages disciplinary sanctions, publishes the policy, and reports to governors.
- **SENCO:** Collaborates strategically on behaviour and SEND/SEMH policies, advises on resources, guides staff, liaises with parents and external agencies, and leads CPD.
- **Teaching Staff:** Plan and review SEND-related behavioural support, set high expectations, ensure access to full curriculum, and are accountable for pupil progress.

- **All Staff:** Model high standards, promote supportive environments, manage behaviour per policy, and communicate behaviour changes.
- **Pupils:** Responsible for their behaviour on and off school premises and reporting unacceptable behaviour.
- **Parents:** Support school rules, inform about behavioural changes, monitor online activity, and work in partnership with the school.

Behaviour Definitions

- **Serious Unacceptable Behaviour:** Includes discrimination, harassment, bullying (persistent and cyberbullying), possession of banned items, truancy, refusal to comply, theft, verbal abuse, aggression, persistent disobedience, violence, behaviour threatening safety, and others requiring immediate staff attention.
- **Low-Level Unacceptable Behaviour:** Includes lateness, low-level disruption, incomplete work, rudeness, unauthorised mobile phone use, and graffiti. These may escalate to serious behaviour depending on severity.
- **Sexual Abuse and Discrimination:** Prohibited in all forms; complaints handled promptly under safeguarding policy, with appropriate disciplinary action.

Positive Relationships and Classroom Management

- Emphasis on positive teacher-pupil relationships through greeting pupils, clear expectations, praise, and engagement.
- Classroom rules and routines are clearly established, visible, explained, and consistently reinforced.
- Well-structured classroom environment with strategic seating to prevent and monitor poor behaviour.
- Praise is specific, immediate, varied, sincere, and effort-focused; peer praise is encouraged.
- Rewards are immediate, consistent, achievable, fair, and explicit, including certificates, stickers, trophies, and extra playtime.

Managing Unacceptable Behaviour

- Behaviour incidents are addressed promptly with a graduated response:
    - **Preliminary Step:** Verbal warning by class teacher or TA; possible sanction such as missing break time; referral to Headteacher or senior staff for further warning.
    - **Level 1:** Formal warning letter from Headteacher; parental notification with policy copy; SLT monitors progress.
    - **Level 2:** Letter to parents; pupil placed on behaviour report with check-ins; possible meeting with parents, Headteacher, and class teacher.
    - **Level 3:** Behaviour plan created with realistic targets and reasonable adjustments; multi-agency support offered; renewed behaviour report; parents informed of risk of suspension; sanctions may include time out or isolation.

- **Level 4:** Possible fixed-term exclusion for repeated or serious incidents; SEND assessment initiated if needed; Individual Behaviour Plan updated; disciplinary decisions made by authorised staff; all actions comply with Equality Act 2010.

- Serious behaviour records stored on CPOMS and shared with relevant staff.

Prevention and De-escalation Strategies

- Staff trained in de-escalation techniques (Step On/Up training), including calm tone, simple language, distraction, non-defensive posture, personal space, positive body language, reassurance, limited choices, and positive phrasing.
- Physical intervention used only as a last resort, proportionate and necessary, with support from a second staff member where possible.
- Violent or threatening behaviour may lead to immediate fixed-term exclusion.
- Vulnerabilities of pupils with SEND or medical conditions are considered when using reasonable force.
- Use of calming spaces/rooms is carefully managed to ensure safety and meet additional needs, with time limits on isolation.

Consequences

- Consequences are delivered calmly, timely, linked to behaviour, and aim to be restorative.
- Consequences may be educational or protective.
- Positive behaviour is praised immediately after consequences to encourage change.

Behaviour Off School Premises

- Pupils are expected to represent the school positively when travelling, during school activities, in uniform, or when identifiable as a pupil.
- Misbehaviour complaints from the public are handled per policy.
- Behaviour outside school is considered in line with DfE suspension and exclusion guidance.

Staff Training and Monitoring

- Staff receive training in de-escalation and managing challenging behaviour, refreshed as needed.
- Training includes approved physical intervention methods and comforting techniques like “sideways on hugging.”
- New staff receive behaviour management training promptly.
- Policy is published on the school website and reviewed annually.

Appendix 1: Behaviour Report System

- Three levels of report:
    - Level 3: Highest support with 3 daily check-ins; staff mark targets met (2) or unmet (1).
    - Missing free time (5-10 mins) if targets not met.
    - After 5 days with 60%+ success, pupil moves to Level 2 (2 check-ins daily).
    - After success at Level 2, pupil moves to Level 1.
- Before exiting report, staff discuss if individual reward systems or class rewards are needed.
- Targets and support reviewed and adjusted if targets not met.