Behaviour Policy

Primary Advantage

PRIMARY ADVANTAGE

SCHOOLS ACHIEVING MORE TOGETHER

Table of Contents

3

Revisions

Date	Summary of changes
September 2021	Updates to reflect brought in by Keeping Children Safe in Education 2021
September 2022	Updates to reflect changes brought in by Keeping Safe in Education 2022 and Dfe Behaviour guidelines Sept 2022
	Language change from 'peer on peer' to 'child on child' abuse
	Additional section on staff induction and training
	Policy on detention
	Policy on removal from class
	Banned items and screening, searching and confiscation
	Guidance on supporting pupils following a sanction

This policy has been written after consultation with staff, parents, pupils, governors and outside agencies. Some parts of this policy have been written specifically for children; other parts are for adult guidance.

1. THE AIMS OF THE BEHAVIOUR POLICY

We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

Our aims are:
- To support the educational aims and ethos of the school.
- To prevent bullying and tackle bullying if it occurs
- To ensure that our schools have an anti-bullying culture whereby no bullying will be tolerated. This
- includes child on child bullying
- To ensure that the conduct of all members of the school community is consistent with the values of
- the federation.
- To ensure all pupils have the maximum motivation and opportunity to learn positive social
- behaviour.
- To provide a calm, safe and happy environment for all children.

2. RELATED POLICIES & DOCUMENTS

This policy links with a number of other school policies:
- Governors Statement of Behaviour Principles
- Positive Handling (Hackney Learning Trust)
- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Online Safety and Acceptable Use Policy
- Equalities Policy

3. EXPECTATIONS OF BEHAVIOUR SET BY THE DFE

The Department of Education (DFE) outlines the expectations of what a school behaviour/pupil discipline policy should entail. In their guidance; Behaviour and Discipline in schools, they advise that:

1.   The Headteacher must set out measures in the behaviour policy which aim to:
- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils.

2.   When deciding what these measures should be, the Headteacher must take account of the governing body's statement of behaviour principles. The Headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous
- disruptive behaviour; and
- pastoral care for staff accused of misconduct.

5

3.   The Headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4.   Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

5.   The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils.

4.   FEDERATED GOVERNING BOARD'S STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. The Behaviour Policy should ensure that functions are carried out with a view of safeguarding and promoting the welfare of pupils.

The Governing Board's statement of behaviour principles can be found as appendix 1 and on the school websites.

5.   THE KEY PRINCIPLES OF BEHAVIOUR MANAGEMENT

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school communities.

5.1 Being Inclusive
- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The disregulated behaviours of some vulnerable pupils need to be tackled with an understanding of
- individual pupil needs.
- Our schools have to have due regard to the Equalities Act and the need to proactively make
- reasonable adjustments in applying their policies
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents, governors about which expectations are
- non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes
- and procedures. We should seek to adapt these to fit our diverse population.

5.2 Being Positive
- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the
- wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them
- how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

5.3 Being Assertive
- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly,

- safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour including sexual harassment or
- peer on peer abuse in the classroom, online or anywhere in the school or beyond the school gates.
- We recognise that children are capable of abusing their peers. Abuse will never be tolerated or
- passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child on child abuse. However, all child on child abuse is unacceptable and will be taken seriously. We know that when left unchallenged, 'lower level' incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated.
- Staff require support from each other and outside agencies in order to support individual pupils
- through learning and making changes in behaviour.

6. MAKING SENSE OF BEHAVIOUR

Our Behaviour Policy is founded upon the following assumptions:
- All behaviour is a form of communication. It gives us information about the child that should not be
- ignored, but which can be interpreted and used to shape our response to the child. Behaviour related to sexual harassment, violence of peer on peer abuse will not be tolerated or unchallenged, perpetrators will not be demonised. Our schools' response will be:
- Proportionate (as set out in paragraph 464 of KCSIE 2021)
- Considered
- Supportive
- Decided on a case-by-case basis
- Challenging behaviour includes behaviour that:
  - prevents participation in appropriate activities;
  - isolates the pupil from his/her peers;
  - affects the learning & functioning of other pupils;
  - drastically reduces the pupil's opportunities for involvement in ordinary community activities;
  - makes excessive demands on staff resources;
  - places the pupil or others in physical danger;
  - makes the possibility for future placement difficult;
  - perpetuates low self-esteem.
  - results in sexual harassment or violence (including the 'lower level' behaviours identified by OfSTED).

7. CLASSROOM MANAGEMENT

Each school has rules. The school rules form the basis of whole school and classroom behaviour management and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.
Please see appendices 2-9 for further information on school behaviour strategies.

8. STAFF INDUCTION AND TRAINING

Behaviour and behaviour management expectations are explicitly shared through the staff portal or staff handbook. Behaviour management expectations are shared with new staff and refreshed with existing staff at the start of each academic year and implemented through the 'establishment phase' in the first 2 weeks of the year. Where appropriate, Headteachers may decide to implement a shorter establishment phase at the start of each term. New staff will receive training as part of their induction.

9.   MANAGING BEHAVIOUR IN A POSITIVE WAY

9.1 Clear Expectations

If we want our pupils to learn to behave in a particular way, we are all responsible for making it clear to them how we want, and more importantly, how we expect them to behave.

Many of our pupils have difficulties at one time or another in understanding what is required of them. This may be because of:
- Language delay or impairment
- Cognitive or sensory impairment
- Emotional disturbance
- Confused, chaotic or simply unfamiliar social situations or contexts
- Or, in many cases, simply confusing messages or expectations from adults.

When we are establishing new routines, when established routines are disrupted or when we are dealing with 'one-off' situations, or disturbed or distressed pupils, then we need to make sure that our instructions or expectations have been communicated and received clearly, by:
- Checking that we have the pupils' attention and that eye contact is established. Where possible and
- appropriate – with younger or smaller pupils, bending or crouching down to the pupil's level if necessary.
- Speaking slowly, gently and clearly, breaking complex instructions down into simple, single-stage
- commands if necessary.
- Reinforcing our verbal communication with appropriate gestures/signs.
- Repeating our instructions if necessary or asking pupil to repeat back what is required of them.
- Modelling the desired behaviour.
- Using a physical 'prompt' only if the pupil is calm enough and always in accordance with school
- policy.

It is extremely important that we have high but realistic expectations of what is acceptable behaviour in schools and within the wider community, and that we constantly seek to raise those expectations amongst staff, amongst governors, with pupils and with parents/carers. In this way we will also be able to raise expectations of appropriate social behaviour amongst people in the wider community.

9.2 Use of Behaviour Modelling and Physical Prompts

For some of our younger (or developmentally younger) pupils, the use of behavioural modelling and physical prompts will be necessary to assist communications regarding expectations, and encourage an action/behaviour by physical means. This may include:
- helping a child carry out a particular action e.g. tracing/copying letter;
- guiding a child towards a desired behaviour e.g. 'hands down'; 'look at me'; 'sit down' – as part of a
- 'calming' routine;
- motivating a child to comply with requests and follow routines;
- avoiding external danger to the child e.g. holding hand while crossing the road;
- diverting a pupil from destructive or disruptive behaviour;
- discouraging destructive or disruptive behaviour e.g. by holding to reassure;
- modelling the required behaviour, or drawing attention to behaviour modelled by other, perhaps
- older, (or developmentally older) pupils;
- use of a member of staff's physical presence to obstruct or restrict pupil's movement e.g. to prevent

- a young (or developmentally young) child running out of school.

9.3 Firm Boundaries

Having communicated our expectations clearly, we may well find that some of our pupils do not comply with requests boundaries. This may be because:

- They are testing the boundaries to see if we really mean what we say;
- The task that they are being asked to perform is too difficult for them;
- The task that they are being asked to perform is too easy for them, or is not intrinsically
- interesting/motivating to them;
- They are upset by something that has happened (or that they think may happen) outside the
- present situation e.g. at home, in the playground;
- They are upset by something that has happened (or that they think may happen) within the present
- situation e.g. dispute with, or bullying from, other pupils;
- They hope to attract or retain adult or peer group attention by not observing boundaries for
- acceptable behaviour i.e. they are 'attention-seeking';
- Boundaries are inconsistently maintained;
- The child perceives the sanction as unfair or unjust;
- They have low confidence and/or self-esteem
- They have a very short attention span and are unable to remember what they should be doing;
- There may be some biological/medical condition that reduces their ability to control their
- behaviour;
- They have difficulty in coping with authority or with conflict and/or dealing with their own fears or
- anxieties;
- They have poorly developed social skills;
- They have learned inappropriate behaviours.

However, one of the important skills we should hope to develop in our pupils is the ability to negotiate. We need to always listen to pupils who are challenging boundaries and be very clear about which boundaries need to be 'non-negotiable'.

9.4 Matching Learning Targets/Tasks to Individual Pupil Needs and Interests

If we are working to achieve this kind of match, then the next focus for our attention and one of the prime responsibilities of all teachers, needs to be the matching of learning targets & tasks to individual pupil needs. Some questions we should always ask ourselves (and each other) about learning targets & tasks are:

- Is the target shared with the pupil? Do they feel committed to achieving it?
- Does the task challenge them appropriately – i.e. not too hard or easy, pitched at a level that
- enables them to experience success?
- Is it relevant to their lives/interest?
- Is the context for learning meaningful to the pupil or made meaningful by some means?
- Does it require practical engagement – i.e. do they actually have to do something practical or use
- concrete materials?
- Does it have a strong multi-sensory element – i.e. does it require as wide a range of sensory
- engagement (sight; hearing; touch; smell etc.) as possible?
- Is it presented (whenever possible) in 'game' format?

It will rarely be possible on all occasions to meet all these criteria, but their inclusion as features of planned learning activities can contribute to a better match with pupil needs/interests/styles and lead to a reduction in disaffected behaviour. They also contribute to improving achievement by pupils with learning difficulties, lead to increases in self-esteem and support the development of each pupil's positive self-image as a learner. Both of these enhance his/her ability to take advantage of the learning opportunities offered.

9

9.5 Praise is the most powerful form of influencing children's behaviour
Types of behaviours that will be praised:

Keeping the school rules and class rules

Completing work to the best of ability

Being kind or considerate
Remaining on task

Moving around the school sensibly

Showing improvement

Demonstrating a positive attitude

Continued good behaviour

Being helpful

Lining up sensibly

Being polite

Meeting a target

Listening well

Setting a good example

9.6 Sanctions

Schools list the sanctions they use on their school based behaviour appendix. This is shared with parents and pupils and published on the school's website. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:
- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate

Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

10. POLICY ON REMOVAL FROM CLASS

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

10

Parents should be informed on the same day if their child has been removed from the classroom.
Removal should be used for the following reasons:
a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
c) to allow the pupil to regain calm in a safe space.
Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Headteachers should:
a) make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour;
b) maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;
c) make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
d) outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;
e) ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
f) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Schools will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Schools should make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches (see the section on initial intervention in paragraphs 95 - 99), a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

Separately, schools should analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics (see also paragraphs 107-109.)

11.   POLICY ON DETENTION
A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.
When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

Matters schools should consider when imposing detentions.
Parental consent is not required for detentions that satisfy the conditions mentioned in paragraphs 65 - 66.
With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

12.   POLICY ON EXCLUSIONS

If a serious incident occurs, pupils may be excluded or suspended (previousy referred to as fixed term exclusion) from the school by the Headteacher, in line with the Borough's 'Exclusion Guidelines'. The federation schools have adopted the Hackney Learning Trust guidelines on exclusion

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion' (see previous section on removal from class) . Pupils may also be excluded from lunchtimes/playgrounds.

With agreement of parents, a pupil may be excluded from the school for a period of time and asked to work in another school within the Primary Advantage Federation.

Pupils may also be suspended from school or excluded permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of suspension parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

The Federation aims to make minimal use of suspensions and exclusions and our exclusion rates are always very low. However, we are fully aware of the disproportionality in the exclusion of pupils from a Black and Minority Ethnic background across the borough and in other aspects of society. Careful consideration will always be given to the exclusion of a pupil. However, Federation leaders have undertaken training to raise their awareness of unconscious bias in the implementation of the behaviour policy and the policy on exclusions.

Headteachers will follow the Updated guidance on exclusions and suspensions Sept 2022.

13.   VULNERABLE PUPILS

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking used in each school will provide the Senior Leadership Team with an overview of pupil progress. If a pattern of dysregulated behaviour emerge, staff will begin a series of interventions.

Parents will be sent a letter/invited to a meeting to inform them that we have concerns about their child's behaviour. The Senior Leadership Team/SENCo/Pastoral Manager will discuss with parents strategies to further support their child's behaviour. These may include:

- Home school books

- Behaviour charts
- Individual Education/Behaviour Plans
- Support from the REU (Re-engagement Unit).
- Pastoral Support Programmes

The schools will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

13.1 Monitoring and tracking behaviour
Information regarding behaviour incidents is collected in all schools and passed to the senior leaders. The data is monitored and necessary action taken.
Headteachers will track the impact of detention and removal from class

14.   POSITIVE HANDLING
In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Our federation of schools has adopted the Hackney Learning Trust Positive Handling Policy.

Agencies involved with our schools
- Educational Psychology Service
- Education Welfare Service
- New Regents College (PRU)
- Advisory teacher for Inclusion
- The Hackney Learning Trust
- Child Adolescent Mental Health Services (CAMHs)
- Re-engagement Unit

The schools will follow the guidance set out in Safeguarding Children and Safer Recruitment in Education. We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation should immediately inform the Headteacher or other senior member of staff. If the allegation is against the Headteacher, the Executive Principal must be notified. If the allegation is against the Executive Principal, the Chair of Governors must be notified. In all cases the Local Authority Designated Officer (LADO) at The Safeguarding Children Board must be notified and a HR Advisor from the Human Resources Department. (For further information please refer to Safeguarding Children and Safer Recruitment in Education 2010). Further advice can be obtained from the LADO or the Safeguarding in Education Team at Hackney Learning Trust.

15.   ANTI-BULLYING

15.1 What is Bullying?
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. **(DfE "Preventing and Tackling Bullying", October 2014)**

Bullying is defined as dominance or one pupil by another or a group of others. It is pre-mediated and part of a pattern rather than an isolated incident. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or

perceived differences. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SENDCO/Inclusion Leader since further action e.g. counselling or referral to Social Services may be appropriate.

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disability.
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to gender, transphobic or sexual orientation.
- Bullying related to adoption, children in care, young carers or otherwise related to home
- circumstances.
- Cyber-bullying via text messages or the internet.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

"A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way. **This is a definition of bullying that is meant to be read to children (Olweus 1991).**

15.2 Cyber-bullying
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking or damaging belongings; producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages or offensive and/or degrading images by phone, text, Instant Messenger, through websites and social media sites and apps.

15.3 The Effects of Bullying
All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

15.4 Strategies in Use to Address Bullying

Preventative Strategies:
- The school behaviour policy stresses making expectations clear to children about their behaviour
- with others and promoting positive behaviours.
- Each class has a weekly PHSE session which allows children to talk about feelings in a safe context
- and to bring out bullying issues.

- Constantly improving the school's grounds, creating more cooperative play space and variety in the
- environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play areas.
- Provide pupils with training (e.g. peer mediation) to resolve problems with peers.
- For children who are prone to bullying others a circle of friends may be used to help him/her resolve
- the problem.
- Regular and high quality training for all staff

Once a Bullying Incident has occurred:

- The children are constantly encouraged to tell someone.
- We involve parents of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- Bully victims are given the space to say how they would like the incidents dealt with (children vary
- some like to talk to the bully face to face with a teacher, some like to have a member of the staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) – it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are
- alright.

Advice to Children about Bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to.
- It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- No one deserves to be bullied – remember, you have a right for this not to happen to you.

Advice to Parents/Carers about Bullying:

If your child is being bullied, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Look less happy
- Come home with cuts and bruises
- Not want to wear their glasses
- Take things from home without you knowing
- Avoid certain children or activities, and/or
- Be reluctant to come to school.

If your child is bullying, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Come home with toys and things you have not bought for them, and/or
- Have money that you cannot account for.

How can Parents help to Prevent Bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.

15

- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Let the school know if you have any concerns; do not try and sort them out with other children or
- parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers,
- migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims.

All incidents should be reported to the Headteacher. The Headteacher is responsible for reporting incidents to the LEA if appropriate.

The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects.

Appendix 1: FEDERATED GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

We believe that everyone in the school has rights and responsibilities and that all pupils have the opportunity to make positive choices about their behaviour. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Key Principles of Behaviour Management
There are three key principles of behaviour management.

Being Inclusive
- Some individuals need more support than others in learning to meet the school's expectations of behaviour.
- The disregulated behaviours of some vulnerable pupils need to be tackled with an understanding of individual pupil needs.
- Our schools have to have due regard to the Equalities Act and the need to proactively make reasonable adjustments in applying their policies
- We have a responsibility to teach social behaviour to all pupils.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

Being Positive
- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive
- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour including sexual harassment or peer on peer abuse in the classroom, online or anywhere in the school or beyond the school gates.
- We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of

17

unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. We know that when left unchallenged, 'lower level' incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated.

- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

In addition:
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it will also provide guidance on use of reasonable force
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behavior
- The Behaviour Policy will clearly reflect the school's approach to exclusions.
- Pastoral care will be provided to any member of staff when an allegation has been made of misconduct.
- The Behaviour Policy explains to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Beyond the School Gate
The Behaviour Principles outlined in this statement applies to pupils, when in school; engaged in extracurricular activities; when travelling to and from school; on educational visits and when being educated in any school-organised/related activity off site, and in the community.
Our schools are inclusive schools; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

Review
This statement and our Behaviour Policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review.

Appendix 2: Behaviour Management at De Beauvoir

De Beauvoir Behaviours

We are **respectful** and use kind words and actions

We are **confident** and aim high

We are **inclusive** and celebrate everyone's differences

We are **tenacious** and never give up

Where every voice is heard.

Stay on Green

We use the 'Stay on Green' system to manage behaviour positively inside and outside the classroom.

It's Good to be Green!

Each class has a 'Stay on Green' chart, with pupils' names beneath a coloured card. At the start of each lesson the card is green. Behaviour, including learning behaviour, results in pupils 'staying on green', moving 'up' to bronze, silver or gold or 'down' to yellow or red. The aim of our behaviour system is to encourage all children to demonstrate green behaviour all the time and not strive for gold.

We regularly talk about the importance of 'staying on green' and recognise pupils who are achieving this.

Positive Recognition

- Stickers;
- Verbal praise;
- Staying on green or moving to bronze, silver or gold;
- Certificates in Celebration Assembly;
- Phone calls home;
- Mentions in the weekly school newsletter.

Stepped Sanctions

Reminder: non verbal
Caution: Verbal Warning with reason
Visual warning: Yellow
Last Chance: Red – reflection time and teacher should speak/call parents/carers.
Time Out: Second Red - SLT intervention and class teacher/SLT will contact parents as necessary. Child may need time outside the classroom or reflection time away from their peers.
**Reflection and restorative conversation**
Consequences for red behaviour will be discussed with the child and/or their parents/carers. Red behaviour is monitored very closely and pupils may require a personalised plan, in conjunction with parents, to support a pupil's behaviour. A behaviour plan might include the introduction of a Target Card, Individual Behaviour Plan or Pastoral Support Plan.

Zones of Regulation

We use Zones of Regulation to support children in understanding their emotions and help the children learn self-regulation. By using concepts and visuals to help students learn to recognise their feelings and this supports with problem-solving, understanding how their behaviours influence their thoughts and repairing and restoring relationships.

THE ZONES OF REGULATION
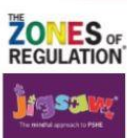
With parental consent, additional support may also be requested from: School Counselling / Speech and Language Therapy / Educational Psychology Service / CAMHS / WAMHS / the Re-Engagement Unit.

All adults will:

- Have high expectations for all
- Model being respectful through their actions and words
- Build trusting relationships by supporting students to be the best they can be
- Be calm, kind and positive at all times
- Support pupils when things go wrong to support repairing and rebuilding
- Teach about appropriate social behaviour

Appendix 3: Behaviour Management at Gainsborough

Gainsborough Primary School Behaviour Support

Gainsborough Keeps
We encourage children to continually show excellence in these areas, to support them as life-long learners and responsible citizens:
- Keep Safe
- Keep Healthy
- Keep Connected
- Keep Giving
- Keep Green
- Keep Kind

Celebrating Positive Behaviour
We celebrate using:
- Verbal praise
- Parent / carer communication
- Carrot Rewards
- Gainsborough Gold Awards
- Celebration Assembly
- The weekly school newsletter

Stepped Sanctions
We use these reminders / sanctions:
1. Non-verbal reminder
2. Stay on Green blue – yellow – red visual reminder cards
3. Reflection time
4. Support from senior leaders
5. Parent communication
6. Behaviour plan
7. Pastoral Support Plan

Adults at Gainsborough will:
- Use the language of Zones of Regulation
- Ensure good communication with families at all times
- Model respect, tolerance and embracing of differences
- Ensure our minds and bodies are well looked after
- Provide a safe and caring environment at school and support for learning at home
- Make learning experiences the best they can be
- Keep green

Parents will:
- Give time and energy to home learning and school events
- Fuel their children's minds with positive attitudes and bodies with healthy food
- Work with the school to improve behaviour and attitudes
- Read school information, ask questions and raise concerns
- Model an open mind, respecting difference and caring for others
- Keep green

Pupils will:
- Communicate worries, concerns, wishes and dreams
- Value and care for others and respect our differences
- Contribute to a safe and positive learning environment
- Look after our minds and bodies
- Give 100% to learning and school life
- Keep green

Additional Support
Where necessary, we seek additional support for pupils, in agreement with parent / carers.
- Re-Engagement Unit
- CAMHS
- WAMHS
- MHST
- Educational Therapy
- Speech and Language Therapy
- ASpace

Support: Zones of Regulation
We use Zones of Regulation to support pupils when developing their self-regulation and emotional control. Zones of Regulation uses colours to help children identify and categorise how they are feeling. Children use their 'Zones Toolbox' to support them when using strategies to move from emotions in the blue, yellow or red zone back into the green zone. The adults in school use language associated with the zones to support children to understand and regulate how they are feeling.

Support: Restorative Justice
We use restorative conversations to help children understand the impact of an incident and who has been affected. Staff help children to work closely with each other to identify how any problems with other children can be resolved.

Rights Respecting School
Gainsborough Primary School is a Rights Respecting School. We have achieved the Silver Award for our ongoing work and commitment to ensuring children's rights are heard and practised.

Appendix 4: Behaviour Management at Holy Trinity

Holy Trinity Behaviour Blueprint
Our Rules: Ready, Respectful, Safe

Adults will:
- Have high expectations for all
- Build trusting relationships by supporting pupils to be the best they can be
- Be calm, kind and positive at all times

Pupils will:
- Be ready to learn
- Be respectful of themselves, those around them and the school
- Be taught how to make safe choices

Parents will:
- Prepare their child to be ready to learn
- Support their child to be respectful of themselves, those around them and the school
- Support the school in teaching their child how to make safe choices

Every learner: Empowered, Inspired Prepared

How we support pupils:
- We are in the WAMHS (Wellbeing and Mental Health in Schools) program, our WAMHS worker supports the delivery of mental health and wellbeing through PSHE
- We teach Zones of Regulation, to help pupils understand and identify emotions in themselves and others, encouraging positive problem solving
- We promote mindfulness to help pupils to develop self-esteem, manage stressful situations and skilfully approach challenges
- We listen, reach out to support and make links to other services when needed

How we celebrate:
- Class recognition boards – actively looking for selected behaviours in all pupils
- Whole class rewards – working collaboratively to achieve a set goal and reward
- Verbal praise and stickers
- Positive phone calls home
- Whole school assemblies
- Hot chocolate with the Head – recognition for going above and beyond

Stepped sanctions:
1. Reminder: non verbal
2. Warning: private verbal reminder
3. Last chance: the script
4. Reflection time: calm zone in class
5. Reflection time: calm zone in a partner class
6. SLT support
7. Contact with parents if necessary
8. Points chart
9. Pastoral support plan
10. Internal and external exclusions

The restorative conversation

When things go wrong we have a restorative conversation*
- What happened?
- Who was affected?
- How has that made people feel? What needs to happen to put things right?
- How can things be different in the future?

*Prompts are given to support the conversation

"You are the light of the world. A city on a hill cannot be hid. No one after lighting a lamp puts it under a basket, but on the lamp stand, and it gives light to all. In the same way, let your light shine before others, so that they may see your good works and give glory your father in heaven."

Matthew 5:14–16. A condensed version of "Let Your Light Shine"

Appendix 5: Behaviour Management at Morningside

Morningside
Behaviour Blueprint
Our Rules: Ready Respectful Safe
We are a rights respecting school

All adults will:
- Have high expectations for all
- Build trusting relationships by supporting students to be the best they can be
- Be calm, kind and positive at all times

How we celebrate

- Verbal praise and stickers
- Postcards home
- Gold discs
- Hot chocolate Fridays
- Positive phone calls
- Class recognition boards
- 'Stay on green', aim for bronze, silver or gold
- Star and Writer of the Week

Stepped sanctions:

1. Reminder: non verbal
2. Caution: private verbal reminder
3. Last chance: the script
4. Time out: calming space in class
5. Red disc: SLT
6. Contact with parents if necessary
7. Points chart
8. Pastoral Support Plan

Questions to repair and rebuild:

When things go wrong ask:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What do you need to do to make things right?

22

Appendix 6: Behaviour Management at Springfield

Managing Behaviour Positively at Springfield

Our VERSE: Voice, Everyone, Respectful, Safe, Effort

At Springfield, we follow these 5 learning and behaviour standards which are drawn from our Commitments and UNCRC Rights Respecting articles.

Voice

We use our **voices** to fix problems and stand up for what is right so that everyone feels safe and valued.

Everyone

We include **everyone** and respect everyone's rights so that no one is left out and everyone can learn.

Respect

We treat everyone with **respect** so that our school is a safe and happy place.

Safe

We make **safe** choices so that nothing gets damaged and no one gets hurt.

Effort

We make our best **effort** so that we can learn and be proud of ourselves and each other.

All members of our school community play an active part in upholding our VERSE

Pupils will:

- Follow instructions from all adults to respect their and others' right to learn
- Be eager and happy to learn, taking pride in their progress
- Have respect for each other, showing kindness and tolerance
- Make safe choices

Adults will:

- Model our VERSE
- Develop strong and trusting relationships with pupils
- Have high expectations so that every classroom is safe and respectful
- Apply expectations fairly, equally and consistently

Parents will:

- Uphold our Commitments at home
- Support their child in being respectful of themselves and those around them
- Work in partnership with the school to support positive behaviour choices

We manage behaviour positively at Springfield in the following ways:

Stay on Green	Stay on Green is used in every classroom to encourage positive choices. Every child starts every day on green. Children are always given a verbal reminder and a chance to fix poor choices before moving down a colour. That way, children have the knowledge and tools to fix a problem before a consequence is applied. If a child moves down a colour, they are supported to get back to green by making positive choices.
Support	We teach Zones of Regulation to help children understand and identify emotions in themselves and others, and supports self-regulation. We teach mindfulness techniques to help children sustain focus, manage difficult situations and feel calm and ready to make positive choices. All adults are approachable and listen, offering personalised support and making links to other services if needed.
Positive Reinforcement	Adults reinforce positive behaviours by making links to rights, our VERSE and our Commitments. This reinforcement takes the following forms: Precise, genuine verbal praise Marvellous Me badges sent to parents to celebrate successes. Weekly whole-school celebration assembly. Positive phone calls home. Showcasing learning to SLT.

Stepped Sanctions

1. Ver   rning and fixing time.
2. Blue card, verbal reminder and fixing time.
3. Yellow card, verbal reminder and fixing time.
4. Red card - referred to Headteacher or Deputy Headteacher.
5. *Reflection time scaffolded by specific questions.
6. Contact with parents and carers if necessary.
7. Behaviour support plan (for repeated incidents or children requiring additional support).
8. Engagement with external agencies.

Reflection on Impact

We guide children to r   t on how all of their choices -both positive and negative - impact themselves and others.

When a red incident occurs, a leader will lead a reflection with the child. This is rare at Springfield. The following questions guide the reflection:

1. What choice did you make? (guiding children to take ownership)
2. Were you regulated when you made the choice? If not, which strategies did you need to use? (Guiding children to take responsibility for self-regulating in order to make positive choices)
3. Which part of VERSE was not respected? Which rights were not respected? (guiding reflections on impact and our shared values)
4. Who was affected by your choice? (guiding reflections on impact)
5. How can you fix this choice and make sure this choice is never repeated? (guiding resolution and restoration)
6. What will support you to make positive choices in the future? (guiding future choices and reflecting on what has been learned)

Children are given sentence stems to support their reflection. Where some children require visual prompts or other scaffolds for reflections, these are provided so that they are supported to reflect.

*The Department for Education uses the term "detention". In *Behaviour in Schools - Advice for Headteachers and School Staff* (September 2022) the DfE states that: "A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break."

At Springfield, where children are asked to complete reflections during break or lunchtime, we use the term 'reflection time' rather than the language of 'detention'. This is to ensure that children understand the purpose of this sanction. For example, following a red incident involving unsafe behaviour, a child will understand that their reflection time will take place during break or lunch for the following reasons:

1. Children do not miss learning time to complete the reflection
2. Children have time supported by a leader to reflect on their choices and learn from the incident
3. Children learn that negative choices have negative consequences just like positive choices have positive consequences

Break times are given for outdoor time and self-regulation supported by an adult. Children are not required to remain at school for reflection time after the end of the day. They may be invited to join a parent or carer conversation if this is an appropriate part of a stepped sanction. This is a supportive conversation with the purpose of working in partnership with families.

25

Appendix 7: Behaviour Management at St John & St James

At St John & St James our school vision is 'love your neighbour as yourself' Matthew 22:36-39 and this permeates through everything we do. We follow seven learning and behaviour standards, which align with our core Christian values and UNCRC Rights Respecting articles. These ensure we are Ready, Respectful and Safe.

It is EVERYONE'S responsibility at our school to model and promote excellent behaviour.

Adults will:
Have high expectations for all
Build trusting relationships by supporting pupils to be the best they can be
Be calm, kind and positive at all times
Apply expectations fairly, equally and consistently

Pupils will:
Be ready to learn
Be respectful of themselves, those around them and the school
Be taught how to make safe choices
Show kindness and tolerance

All staff receive training annually to support the consistent implementation of our behaviour policy.

How we support pupils:
- We use 'Stay on green' which is a consistent approach used by all adults to reward children on a whole class and individual basis and allows children to reflect on their behaviour and make positive choices.
- We are in the WAMHs (Wellbeing and mental health) program which aims to support staff and parents improve the mental wellbeing of pupils.
- Our school day is set up to encourage children to talk about their feelings and have them validated, manage their emotions, and give space and time to be still and reflect

26

- We teach zones of regulation to help pupils understand and identify emotions in themselves and others, encouraging positive problem solving and support self-regulation
- We teach daily mindfulness techniques to help children sustain focus, manage difficult situations and to feel calm and ready
- We work closely with a range of agencies and professionals to further support our pupils.

How we celebrate positive behaviours:
Stickers
Verbal praise
Gold awards
Celebration assembly
Postcards and phone calls home
Cheers
Class Green Time
Celebrations in newsletter
Afternoon Tea with the Head

Stepped Sanctions:
1. Verbal Reminder: opportunity to change behaviour and remain on green
2. Blue: verbal reminder and opportunity to get back to green
3. Yellow: Time out in class to reflect on behaviour
4. Red: Reflection time: calm zone in a partner class
5. SLT support and removal from class
6. Consequence for poor behaviour such as loss of break time issued by SLT or the Pastoral Lead
6. Contact with parents if necessary
7. Behaviour monitored
8. Pastoral Support Plan
9. Removal from class in response to a serious misbehaviour

Questions for children to reflect on to help them understand how to improve their behaviour:
What happened?
What learning & behaviour standard have I broken?
What zone am I in?
What could I have done differently?
What was I thinking and feeling at the time?
Who has been affected by my behaviour?
What needs to happen to put things right?

Monitoring
All stepped sanctions from step 4 are recorded on our behaviour event logs and are monitored by the SLT and Pastoral Manager.

Appendix 8: Behaviour Management at St John the Baptist

St John the Baptist
Behaviour Support

11/21

Our vision:
We Achieve
We Believe
We *love our neighbour as ourselves.* Matthew 22:37-39

Our Rules:
Be Safe - Be Ready - Be Respectful
We aim for everyone to see themselves as part of a happy working community. We have very high expectations of behaviour.
We Achieve. We Believe.

We are a Rights Respecting School.

We have 5 SJB Beliefs

- **Celebration:** We welcome, celebrate and care for each other to make our school a safe and happy place. *'Rejoice with those who rejoice'* Romans 12:15

- **Cooperation:** Co-operate, help and listen to each other so we can learn from each other and settle disputes peacefully. *'How good and pleasant it is when God's people live together in unity!'* Psalm 133:1

- **Determination:** Work hard and try our best so we can be proud of ourselves and our work. *'Christ gives me the strength to face anything.'* Philippians 4:13

- **Honesty:** Be honest and tell the truth so we can trust each other *'Giving an honest answer is a sign of true friendship.'* Proverbs 24:26

- **Respect:** Look after the school and our belongings *so we have a pleasant place to work 'Love your neighbour as yourself.'* Matthew 22:37-39

We believe children should be encouraged to have respect and sensitivity for themselves, for others and for their school.
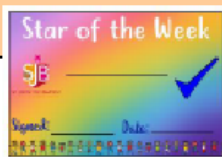
Star of the Week

Celebrating Successes

We celebrate with:
- Verbal praise and stickers
- Postcards home
- 'Marvellous Me' messages
- Golden tea on Fridays
- Positive phone calls
- Class recognition boards
- 'Great to be green', and bronze, silver or gold
- Star of the Week
- Golden Cup
- Class green points
- Dining hall top trumps

When needed we support all children to accept and understand their behaviour choices to prevent future inappropriate actions. We help children recognise their feelings and emotions and use zones of regulation. We use stepped sanctions.
- Reminder: non verbal
- Caution: private verbal reminder
- Last chance: the script
- Reflection time: calming space in class
- Additional Support req.: SLT
- Contact with parents if necessary
- Pastoral Support Plan
- Internal and external exclusions with restorative processes

Our Role
Adults and Children

Adults in the school community are role models for the children who depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school community has a part to play. All adults will:
- Have high expectations for all
- Build trusting relationships by supporting students to be the best they can be
- Be calm, kind and positive at all times
- Support children in a consistent way and model expected behaviours
- Nurture each other's and our children's self-esteem

Children are learning to be citizens of our world. This begins here at SJB. Children will:
- Show respect to all others
- Arrive promptly, regularly and be a role model for others
- Wear full school uniform and bring the right equipment
- Play an active role in their learning
- Observe the school's rules
- Complete all work to the best of their ability
- Do as asked by any adult in school
- Inform an adult if they have any worries
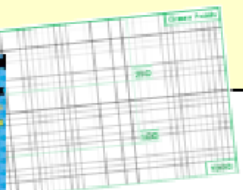
Appendix 9: Behaviour Management at St Matthias
Parents/Carers Guide to the St Matthias Behaviour Policy

Please do take time to read the complete policy. This document has been written as a summary and to add further details/ examples where we feel it may be needed.

Our behaviour policy for every member of our school community; however we also know that sometimes children may need something different to/additional from the main body of the policy. If we feel that this is required we will talk with you (the parent/carer) about the adaptations we will be putting in place, how we will communicate these and how long they will be in place for.

Our school approach to managing behaviour always starts with the positive - we use a wide range of motivations to encourage pupils to make positive choices. We have clear boundaries and systems that we use if a child is not adhering to the agreed set of rules - whether this is in the classroom, playground, offsite on a visit or in the school hall.

When we have a concern about a child's behaviour we take the following steps:
Contact parents/carers to discuss the school's concerns and to agree the next steps that we can take together. Options for next steps may be: a home school book; a behaviour chart/plan; we may seek advice from the Hackney behaviour team (REU Re Engagement Unit). All these options will be reviewed with parents and amendments made to support the pupil.

Guide to the adjustments and sanctions we may use if a pupil consistently and persistently displays behaviour against our code of conduct.

When a pupil displays undesirable behaviour such as calling out, chatting back, not following instructions they are reminded of our school code for behaviour. This may mean that their name is moved to 'amber'. The pupil is then encouraged to make the right choices to move them back to green. If the pupil persists in making choices that are not positive then they may be moved to red. The pupil is then set aside to go to a table in the classroom to reset themselves - adults will support them in this - giving clear guidelines for expectations.

If a pupil persists or their behaviour has been so extreme that they may be sent to work in another classroom. If a pupil receives a 'red' then they lose part of their lunchtime play - they spend this time with a member of the SLT and the amount of time they lose is dependent on the behaviour choices that they have made; for example, fighting another pupil would result in a longer loss of lunchtime to a pupil who continued to not follow instructions

Significant disruptive behaviour may result in a pupil working outside their classroom with a member of the senior leadership team (SLT.). If this removal from class is determined to be half a day or longer then this would be recorded as an internal exclusion. As parents/carers we would make you aware of this and the steps we are taking to support the pupil's behaviour in order for them to return to class.

A significant breach of the school's behaviour code could result in a pupil being excluded from school. This is called a fixed term exclusion (FTE). FTE's can be for varying amounts of time. If school decided that a FTE is an appropriate response then we would contact you to explain what this means and the next steps.

St Matthias CE Primary School
Our approach to behaviour
'Love our neighbour as we love ourselves'

Our vision: We are committed to empowering our children to become lifelong learners who:

Know who they are, ask questions about the world around them, use their voice to to make a difference and aspire to greatness

kindness   RESPeCT   Resilience   forgiveness   Service   COLLABORATION

Blue Zone
Sad - Bored
Tired - Sick

Green Zone
Happy - Focused
Calm - Proud

Yellow Zone
Worried - Frustrated
Silly - Excited

Red Zone
Overjoyed/Elated
Panicked - Angry - Terrified

We are committed to working together to developing the ability of our pupils to recognise their own emotions and to manage them effectively. We use the Zones of Regulation as a tool to guide us and create a shared language.

Appendix 10: BEHAVIOUR MANAGEMENT IN RELATION TO COVID-19

Hackney Learning Trust has issued the following guidance:
Schools should adapt their behaviour policies to take account of the change in circumstances.

Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children and young people with a social worker, the expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home. Further guidance will be provided regarding the use of exclusions, which, as always, should only be the used as a last resort.

The DfE has issued guidance about exclusions during the COVID period but this mainly addresses timescales for IRPs etc.

It is my proposal that Governors adopt the approach suggested in the HLT guidance requiring schools to carry out a risk assessment for any pupils who may not be able to understand or adhere to the arrangements put in place to protect staff and children currently in school. This may include:
- Pupils who run or leave classrooms without permission
- Pupils who spit or bite
- Pupils who need restraint or positive handling
- Pupils who are unable to understand the risks of maintaining a reasonable distance from others
- Pupils who are unable to understand other risks (eg, licking or putting objects in or close to their mouth).

Schools will consider specific systems to manage behaviours. For example, if a pupil has a tendency to leave the classroom during an incident of heightened emotion but they are able to go to a specific, alternative safe space in school (and does not intrude into other 'bubbles'), the Headteacher may risk assess that the pupil can attend school. However, Headteacher must put the safety of staff and pupils at the forefront of decision making.

Heads or SENDCOs will liaise closely with parents about their decision making.

Exclusions will then be used in the usual way.

Appendix 11: RESPONDING TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously. We know that when left unchallenged, 'lower level' incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated.

Behaviour related to sexual harassment, violence or peer on peer abuse will not be tolerated or unchallenged, however, perpetrators will not be demonised.

Our schools' response will be:
- Proportionate (as set out in paragraph 464 of KCSIE 2021)
- Considered
- Supportive
- Decided on a case-by-case basis

The **sanctions** schools will consider using when responding to sexual harassment:
- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

FAQs
https://docs.google.com/document/d/1Q8w4Cf2Qy0sDCXVW_JEyNj8lg1mB47FT/edit?usp=sharing&ouid=115139589201248001309&rtpof=true&sd=true

Talking to pupils about sexual harrassment and sexual violence or assault
https://docs.google.com/document/d/1Q8w4Cf2Qy0sDCXVW_JEyNj8lg1mB47FT/edit?usp=sharing&ouid=115139589201248001309&rtpof=true&sd=true

Appendix 12: BANNED ITEMS AND POLICY ON SEARCHING, SCREENING AND CONFISCATION

Governors have adopted the Local Authority guidance for searching children on school premises.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

Prohibited items include:
- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and
- any item which a school policy specifies as banned and able to be searched for.

Maintained schools must do so in accordance with **section 89 Education and Inspections** Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Appendix 13: CHECKLIST FOR SCHOOLS WHEN DEVELOPING SCHOOL BASED APPROACHES TO BEHAVIOUR

School based behaviour approaches should:
- Align with the Governing Board's Statement of Behaviour Principles as outlined in this policy
- Align with the school values or mission statement
- Outline the behaviours the school values (honesty, respect etc) and include the roles and responsibilities for adults and pupils (eg Adults will … Pupils will… Parents will…)
- Outline any whole school approaches which support and celebrate positive behaviour and attitudes (eg mindfulness, zones of regulation, 'marvellous me', celebration assemblies)
- Outline the rewards and sanctions used by the school including the routes through any escalation processes. The rewards and sanctions should cover in class and out of class behaviours and should include detention or removal from class if this is the school's practice

Policy written:	June 2012
Amended/Updated:	September 2022
Adopted by Central Governing Board:	September 2022
Review date:	September 2025

The Central Governing Board have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.