

# St Leonard's Lower School Behaviour Policy

Date policy last reviewed: November  
2023

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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## Statement of intent

***Do to others as you would have them do to you. Luke 6:31***

***Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:32***

St Leonard's Lower School believes that acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, respect, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding behaviour that is above and beyond the expected behaviours.
- Challenging poor behaviour and supporting better choices in the future.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Our school rules are clear and consistent in all aspects of school life;

### **Be Ready, Be Respectful, Be Safe**

We are committed to the fostering of good attitudes and the development and maintenance of good manners and friendly relations between all pupils and members of staff. We believe all adults working at St Leonard's Lower School have a responsibility to set this expectation by being positive role models who help maintain the ethos of our school. We consistently look for positive behaviours and we respond to children with calmness and kindness. The promotion of our School Values inspires good behaviour. Values are taught through stories, discussion, collective worship and are shared with our wider community.

See our Values policy for further details.

This behaviour policy links to our Jigsaw PSHE programme and we would encourage you to read our PSHE policy alongside this one.

As part of the Jigsaw PSHE programme pupils create Class Charters where they discuss rights, responsibilities, rewards and sanction (Appendix C).

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim 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 wider curriculum, including leadership practice, policies, school values and focus on growth mindset, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Procedure
- Anti-bullying Policy

## 2. Roles and responsibilities

The governing board will have 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 Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be 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.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their 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 behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- 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 relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENDCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Following the Pupil Code of Conduct (Appendix C)
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Supporting the school when rewards or sanctions are issued.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define “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. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, 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 being bullied
- **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 disruptive 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 purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.



The headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## 5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

A record of all reported incidents helps to identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as restorative conversations with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of appropriate sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Reminder- Quietly remind the pupil of the school rules, pupil code of conduct and the class charter, make any reasonable adjustments possible to help the pupil to regulate their behaviour choices.
- Caution- Quiet verbal caution to make the pupil aware.
- Last Chance- A final chance to engage
- Time out and/or loss of privilege
- Repair - Time allocated on the same day where pupil and teacher examine the behaviour and the cause and most importantly what can be done to avoid it happening again.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed.

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The headteacher investigates the incident and decides whether it constitutes unacceptable behaviour.

- If the headteacher deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's behaviour log, if they have one or will initiate one.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher will determine the period the pupil will be removed from the classroom.
- The headteacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan/Risk Assessment will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **6. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents (pastoral support plan meetings)
- Providing mentoring and coaching
- Personalised reward schemes
- Restorative conversations
- Comic strip conversations
- Engagement with local partners and agencies (jigsaw behaviour support teams)
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and positive learning behaviours and making it clear what this looks like, including the key habits and routines required by the school, e.g. whole body listening, wonderful walking, legendary line ups and tremendous transitions.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be

made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

Using pupil passports the school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Using PACE (Playfulness, Acceptance, Curiosity and Empathy) as a strategy for de-escalation [Using PACE in School \(oxfordshire.gov.uk\)](http://oxfordshire.gov.uk)
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- 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 the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.
- Always repairing the situation after the lesson, or sooner with younger children.

### **Physical intervention**

In line with the school’s Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Positive handling will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of positive handling, the pupil will be immediately taken to the headteacher, and the pupil’s parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE’s guidance on ‘Suspension and Permanent Exclusion’. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

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, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

This is usually in the Jigsaw room, the sunflower room or the library.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from 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 removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

## **7. Sexual Behaviours**

The school will prohibit all forms of sexual behaviours, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual behaviours are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual behaviours complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the behaviour and prevent any reoccurrence.

Staff have been trained to identify, understand and respond appropriately to sexual behaviours in young people through the Brook Traffic Light Tool. [CPD: Brook Sexual Behaviours Traffic Light Tool \(RSE\) Course](#)

## **8. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Positive Handling Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol/drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters or matches
- Aerosols
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

## 9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils (this is covered in Jigsaw PSHE lessons at the beginning of each new school year).
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for poor behaviour choices.
- Establish clear responses for handling poor behaviour choices.
- 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:

- **BE READY**
- Arrive on time and be ready to learn.
- Complete Homework on time.
- **BE RESPECTFUL**
- Respect each other and treat each other fairly.
- Respect the right of others to learn.
- Respect the opinions and beliefs of others.
- Listen to others.

- Follow instructions given by teachers.
- Show respect for properties, belongings and the school environment.
- **BE SAFE**
- Keep myself and other's safe.
- Make sensible choices and demonstrate sensible behaviours.

### **Classroom rules and routines**

Teachers will support pupils to understand and follow classroom rules and routines. Learning Charters, as developed through our Jigsaw PSHE scheme at the beginning of each year and are displayed in every classroom. Pupils are reminded of Rights, Responsibilities, Rewards and Sanctions.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will 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 will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules/charters have been devised, pupils will be provided with a classroom agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents/staff will read the agreement with their child and sign it on their behalf.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will 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**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:



- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort and positive learning behaviours rather than only to work produced.
- Perseverance 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 will 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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- House points
- Communicating praise to parents
- Notes home
- Headteacher Awards and Star of the Week
- Value leaves
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

## 10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.

- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **11. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom (see appendix B)
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **12. Monitoring and review**

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is November 2024

## **Model Contract (Pastoral Support Planning)**

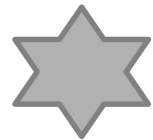
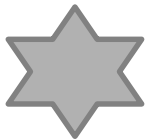
**This contract is a written agreement between you and your teachers. The aim is to identify clear goals for you and to support you in the classroom.**

**Once this contract is in place, you should do everything you can to stick to your goals.**

**Pupil name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **My goals**



**To help me reach these goals I can..**

**You can help me to reach these goals by..**

**These are the rewards if I meet my goals..**

**These are the consequences if I don't meet my goals..**

**My contract will be reviewed on..**

## INDIVIDUAL PUPIL BEHAVIOUR LOG

Name of child:

Year Group:

Period of record

Date began:

Date completed:

**Overview:** *(Behaviours based upon/taken from the Risk Assessment and/or ICMP)*

Tally the behaviours as they occur.

Verbal abuse	Refusal to comply	Hitting	Kicking	Throwing objects
Destroying objects/work	Attempting to leave the classroom	Running away	Hiding	Climbing
Biting				

Tally the time of day

Registration	Lesson 1	Lesson 2	Morning break	Lesson 3
Lunchtime (dining hall)	Lunchtime (playground)	Lesson 3	Lesson 4	

Behaviours shown

Antecedent	Behaviour	Consequence
<i>Note time and date, What was the trigger/build up?</i>	<i>What behaviour was displayed? Who was involved?</i>	<i>What was the result? Who was involved?</i> <i>Behaviour strategies used/implemented as a result</i>



## Behaviour Record sheet

Name of child: \_\_\_\_\_

Day and Date	Time	Lesson / Subject / Location
<p><b><u>Antecedent</u></b></p> <p><i>What happened immediately before, who was there, what triggered the behaviour, what signs of distress were shown.</i></p>		
<p><b><u>Behaviour</u></b></p> <p><i>What behaviour was displayed? Who or what was it directed at?</i></p>		
<p><b><u>Consequence</u></b></p> <p><i>What happened after, what strategies were used and by whom, what was the result, was the situation resolved and how.</i></p>		
<p><b><u>Further action</u></b></p> <p><i>Any interpretations drawn, strategies that helped, strategies that didn't help, any follow up areas needed</i></p>		



## Incident Log

Class:

Date and time and staff member initials	Pupils initials	Antecedent	Behaviour	Consequence

## **APPENDIX B**

We use the following proforma to support with restorative conversations:

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## Appendix C

# Pupil Code of Conduct



<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<p>Arrive on time.</p> <p>Be ready to learn.</p> <p>Bringing the right equipment.</p> <p>Complete Homework on time.</p>	<p>Respect each other and treat each other fairly.</p> <p>Respect the right of others to learn.</p> <p>Respect the opinions and beliefs of others.</p> <p>Listen to others.</p> <p>Follow instructions given by adults in school.</p> <p>Show respect for properties, belongings and the school environment.</p>	<p>Keep myself and others' safe.</p> <p>Make sensible choices and demonstrate kind and safe behaviours.</p>



# Our Learning Charter



## Rights

**We all have the right to:**

- Learn
- Be respected and treated fairly
- Be listened to
- Feel safe

## Responsibilities

**We all have the responsibility to:**

- Be ready to learn and allow others to learn
- Respect others and treat them fairly
- Respect property and belongings
- Listen to others and follow teacher instructions
- Keep myself and others safe
- Make sensible choices and demonstrate kind and safe behaviours.

## Rewards

- Praise
- Star of the Week
- House Points
- Stickers
- Secret Student
- Headteachers Awards and Treats

## Consequences

- Reminder
- Warning- Yellow traffic light
- Loss of privilege (lost break-time, football, events)- Red traffic light
- Time out (safe space to feel calm)
- Sent to Mrs Bowley - Parent/Carers informed
- Meeting with Parent/Carers, my teacher and Mrs Bowley