

## ***‘Learning and Achieving Together’***

### **Pupil Behaviour Policy and Statement**

#### **Behaviour Statement**

It is important to us that our pupils learn in a calm and orderly environment. We are mindful that the way we manage behaviour is subject to legislation, statutory requirements and statutory guidance therefore we have included within this policy behaviours that are either not common in our school or have never happened. They are there to manage the expectations of all members of our community should we need to respond to new behaviours, to maintain our high standards and to keep our pupils and community safe. It is very important that the behaviour of all pupils is managed consistently and equitably. Bullying is an example of serious misbehaviour. To denote our determination to manage any concerns about bullying we have a separate anti-bullying policy.

#### **Aims**

This policy aims to:

- Ensure that our pupils are able to ‘learn and achieve together’ in a positive learning community in which they feel safe and secure.
- Prepare our pupils for life in modern Britain as effective and responsible adults with a strong sense of social and moral responsibility. This includes an understanding of the five fundamental British Values and The Equality Act (2010) with its nine protected characteristics and how it guides our behaviour.
- Ensure that all pupils take responsibility, at an age appropriate/appropriate cognitive level for their behaviour. This includes pupils taking responsibility for their own actions and recognising the consequences of their choices both positive and negative.
- Recognise that pupils may be at different starting points dependent on their life experiences. That we value every child as an individual, capable of positive change and development and that the support needed may be different for individual pupils.

#### **Additional Needs**

We recognise that a pupil’s behaviour may be impacted by additional needs. This can include poor behaviour due to a child’s life experience. When there is an underlying reason for a pupil’s behaviour it will be managed as part of the Special Educational Needs policy. Our Personal Development curriculum teaches pupils about appropriate behaviours in different contexts and different settings.

#### **Safeguarding and Child Protection Policy**

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

## **This policy sets out:**

### **Whole School Expectations for Staff**

- Staff are expected to follow this policy to maintain high standards of behaviour.
- Staff are expected to model expected behaviour and to establish positive professional relationships with pupils, their parents and each other based on the school's values. This includes mutual respect and kindness.
- Staff are expected to ensure pupils are aware of the school's expectations particularly when pupils are new to the school.
- Staff are responsible for challenging and managing poor behaviour and are expected to celebrate and recognise excellent behaviour.
- Staff are expected to provide a personalised approach, agreed with senior leaders, to the specific behavioural needs of identified pupils.
- Staff investigating incidents of serious misbehaviour are expected to give all pupils involved a 'voice'; an opportunity to explain what happened. Assumptions must not be made and adequate time must be given to understand what happened so that the correct action/consequence can be decided upon.
- Staff are expected to record serious behaviour incidents promptly and according to school policy.
- Staff are expected to accelerate a serious incident of misbehaviour to a member of the senior leadership team and/or the pastoral care manager.

### **Whole School Expectations for Pupils**

- Pupils are expected to establish positive working relationships with their peers and staff based on the school's values. This includes mutual respect and kindness.
- Pupils are expected to maintain the high standards of behaviour in the school by following their class and school rules and routines.
- Pupils involved in incidents of misbehaviour are expected to be honest about what happened so that everyone's 'voice' can be heard and a fair sanction applied.
- Pupils are expected to 'own their mistakes' and to be open to guidance about how to behave appropriately in the future. If appropriate, they are expected to be open to repairing a relationship and to apologise so that they and others can move forward.

### **Whole School Expectations - Our Partnership with Parents and Carers**

- We ask parents/carers to establish positive professional relationships with staff based on the school's values. This includes mutual respect and kindness.
- We ask parents to support their child to follow the class, school rules and routines by modelling appropriate behaviour and providing guidance as and when it is necessary.
- We ask parents to celebrate with us their child's positive behaviour in school, when representing the school and when walking to and from the school.
- We ask parents to work with the school when necessary to support their child to improve their behaviour.
- We ask parents involved in discussions relating to misbehaviour to give all pupils and their families involved in an incident a 'voice'. Parents are asked not to jump to conclusions or to judge another child/ren 'guilty' until they have allowed the school to complete an investigation and to understand all the evidence. When requested by the school and when appropriate, we ask parents to work with the school

to repair poor relationships so that pupils can learn from their mistakes and they and others can move forward.

- We ask parents to discuss promptly, with the class teacher or pastoral care manager, any concerns about behaviour of their child or another child. We manage these concerns sensitively.
- We ask parents not to publish/discuss anything on social media relating to incidents in school that could label a child and damage their well being.
- We ask parents to raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- We ask parents to inform the school of any changes in circumstances that may affect their child's behaviour.

### **Good behaviour is defined as:**

Following the school routines and rules.

Pupils are expected to:

- Behave in an orderly and self-controlled way/self-regulate
- Show respect to members of staff and each other
- Show respect to all members of the community including other parents and neighbours of the school
- Follow the school uniform policy
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given / be honest about their involvement and the involvement of others
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

**Note:** Where appropriate and reasonable, adjustments that *do not* have an impact on other pupils may be made. This is to ensure that all pupils can meet reasonable behavioural expectations. Any adaptations are authorised by a member of the senior leadership team and in discussion with parents. Adaptations are only in response to a particular need and always with an understanding that we need to prepare individual pupils for each new phase of their education and adult life in modern Britain.

### **How we respond to good behaviour**

When a pupil's behaviour meets the expected behaviour standard, staff recognise it with positive recognition and reward. This values a pupil's behaviour and provides a valuable opportunity for all pupils to understand what good behaviour looks like.

**In establishing a positive learning environment, responses and rewards for good/exceptional behaviour may include:**

- Verbal praise /smile
- Positive feedback
- Speaking / writing to parents about success
- Special praise from staff - spoken and written
- Encourage positive spoken feedback from peers

- Asked to show good work to other members of staff, for example, a senior leader
- A suitable personalised reward for an individual child
- Stickers
- House points
- Achievement certificates
- Special assemblies / prize giving
- Whole-class or year group rewards, such as a popular activity
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

This list is not exhaustive. Responding to good behaviour is dependent on the context. Positive encouragement and rewards should be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

**Misbehaviour is defined as:**

- Poor attitude
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework.

We expect most incidents of misbehaviour to be managed by those working closely with pupils. Generally this means the class teacher, specialist teacher, learning support assistants and lunchtime assistants.

**Consequences for misbehaviour**

The following actions/sanctions are in no particular order. A number of sanctions may be used at any one time. The chosen sanctions are dependent on the nature and context of the misbehaviour. They must be reasonable and proportionate to the behaviour concerned.

- A reminder about the school's rules is often enough to improve behaviour.
- A verbal reprimand and reminder of the behaviour expectations
- A discussion with pupils involved in poor behaviour
- Provide an apology for offending behaviour.
- Pupil asked to sit out from an activity for a short period of time. This may include being removed from the playground during break/lunch times.
- A conversation with a pupil's parents about behaviour and how it can be improved.
- Detention at break or lunchtime or after school.
- Asked to repeat an action, for example, walk sensibly down a corridor.
- Repeating unsatisfactory work to the required standard, at home or at break or lunchtime.

**Serious misbehaviour is distinct from misbehaviour. Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- A physical attack - provoked and unprovoked
- Any form of bullying or one off incidents that if they continued would be defined as bullying.
- Sexual harassment (including online), meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
- Theft

- Vandalism
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour (including online)
- Sustained lying, for example, lying that puts barriers in the way of staff efficiently investigating an incident of misbehaviour
- Wasting staff time, for example, not telling the truth about a behaviour incident and therefore creating more work for staff investigating the incident
- **\*\*Malicious** allegations against a staff member - please make reference to the child protection and safeguarding policy
- *Malicious* allegations against another child
- Criminal behaviour
- Possession of a knife or weapon
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Serious Misbehaviour**

- **Escalation to the Pastoral Care Manager and Senior Leaders**
- **Involvement of Parents/Carers**

It is an expectation that all members of staff must escalate incidents of serious misbehaviour to the pastoral care manager and/or a member of the senior leadership team. Individual members of staff must not manage these situations alone but must ask for assistance so that a child can be fully supported to improve their behaviour and their behaviour does not impact on the learning or well-being of other pupils.

If a pupil is involved in a serious incident of misbehaviour then the use of a nurture room may be used where pupils can regulate their emotions. Parents are always informed of incidents of misbehaviour by a member of staff either verbally or in writing. This must be done as soon as is reasonably possible although the initial focus is on the well being of all pupils involved and an initial understanding of what has happened. Pupils and parents are made aware of the consequences for the poor behaviour and the consequences for continued poor behaviour. There is an opportunity to discuss any underlying reasons for poor behaviour. We welcome the involvement of parents. We know that behaviour often improves significantly when parents and school staff work together.

Serious misbehaviour is recorded on the school's information management systems. This information is used to monitor trends and patterns in behaviour for groups of pupils and for individual pupils. It is regularly reviewed and evaluated so there is a constant focus on behaviour and any new strategies we can put in place to guide and support pupils further.

### **\*Sanctions for serious misbehaviour**

#### **- a one off incident or the repeated breaching of school rules**

The following sanctions are in no particular order. A number of sanctions may be used at any one time. The chosen sanctions are dependent on the nature and context of the misbehaviour. They must be reasonable and proportionate to the behaviour concerned.

- Detention at break or lunchtime or after school
- Loss of privileges – for instance, the loss of a prized responsibility or involvement in a sports team. Parents

may decide this includes the loss of certain privileges at home. However, this is a decision for parents only, although it can send a strong message to a child that school and home are united in improving a child's behaviour. We would advise parents that any loss of privileges at home should be reasonable and proportionate to the behaviour concerned.

- Learning in a class that is different from their normal class, for a short, specified period of time.
- Internal exclusion (time out of class) for a short, specified period of time. Pupils continue to receive education under the supervision of a member of staff.
- Completing a written task such as an account of their behaviour and reflections on lessons learnt.
- School based community service such as tidying a classroom.
- Removal of the pupil from the classroom - please make reference to the school's positive handling policy.
- Temporary exclusion from school
- Permanent exclusion, in the most serious of circumstances

### **Sanctions for continuous serious misbehaviour**

The following sanctions are in no particular order. A number of sanctions may be used at any one time. It may include the establishment of joint strategies with parents to improve their child's behaviour. The chosen sanctions are dependent on the nature and context of the misbehaviour.

- \*Any of the sanctions above including a combination of sanctions and including permanent exclusion.
- A behaviour support plan that includes the setting of personal behaviour targets and a behaviour contract.
- Links with parents such as a home/school book
- Putting a pupil 'on report' - regular monitoring of their behaviour during lessons throughout the day

**Note:** The age of criminal responsibility in England and Wales is ten years old. If required, the school would always work with the police. Any discussions with the police would be overseen by the Principal who is also the designated safeguarding lead (DSL) and would involve other agencies as appropriate.

### **Managing Behaviour Beyond the School Gates**

This policy and the sanctions identified applies to all pupils taking part in any school-organised or school related activity off the school premises. This includes school trips, residential trips and when representing the school outside of normal school hours, for example, a sporting event. When a pupil is wearing the school's uniform they are indirectly representing the school. The school may also apply this policy when an incident that occurred outside of school hours, between pupils, continues to impact the pupils concerned when they are on the school premises.

Bullying, including cyber bullying, of and by any of our pupils is not tolerated. Any form of bullying outside of normal school hours is subject to the same sanctions as if the bullying had occurred on the school premises, during the school day. Cyberbullying can be a criminal offence.

### **Use of Mobile Phones in School**

Only pupils who walk home alone are allowed to bring mobile phones into school.

Pupils must follow these rules to keep their phone safe and to ensure it is used appropriately:

- Pupils' phones must be turned off as they enter the school site. They must not be used on the school site.

- Phones must be handed into the class teacher. During the school day they are locked up.
- At the end of the school day the phones are given back to pupils to be put into their pocket or school bag.
- Phones must remain turned off until just before they leave the school premises. They must not be used on the school site.

**Note:** The school is not liable for a lost phone while on the school grounds - loss or damage.

### **Monitoring and evaluating school behaviour**

Senior leaders meet regularly to discuss positive and negative behaviour and any actions needed. School data is analysed. The data is analysed from a variety of perspectives including:

- At school level
- At year group
- By time of day/week/term
- By protected characteristic

### **\*\*Relationship to other policies**

The Pupil Behaviour Policy identifies how behaviour is managed. However, there are occasions when other policies are also referenced and take precedence when managing pupil behaviour. This is especially important when managing our statutory responsibilities for the safeguarding of all pupils.

### **Appendix 1**

We are mindful that the way we manage behaviour is subject to legislation, statutory requirements and statutory guidance therefore we have included within this policy behaviours that are either not common in our school or have never happened. They are there to manage the expectations of all members of our community should we need to respond to new behaviours, to maintain our high standards and to keep our pupils and community safe. Legislation, statutory requirements and statutory guidance and advice from the Department for Education (DfE). Key Documents include:

1. DfE [School suspensions and exclusions guidance](#)
2. [KCSIE guidance 2023](#)
3. [The Equality Act 2010](#)
4. [Use of reasonable force in schools](#)
5. [Supporting pupils with medical conditions at school](#)
6. [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
7. [Behaviour in schools: advice for headteachers and school staff 2022](#)
8. [Searching, screening and confiscation: advice for schools 2022](#)
9. [The Equality Act 2010](#)
10. [Keeping Children Safe in Education](#)
11. [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
12. Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

13. Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
14. Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy