Behaviour Policy and Statement of Behaviour Principles

Ludlow Junior School

Approved by:	Trustees		Date:
Last reviewed on:	October 2022		
Next review due by:	October 2024		

Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- **Support the introduction of refreshed rewards and incentives such as LAPS**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- 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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Assault against staff or pupil
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- discriminatory behaviour and behaviours which target protected characteristics which may include, but is not limited to, race, gender, gender identity, sexual orientation, faith
- Possession of any prohibited items. These may include, but are not limited to:
    - Knives/bladed article or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - 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)
- This policy may also be used to tackle behaviour and/or conduct beyond the school day/in the community, including online activity.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Targeted
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Trustees

The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Deliver curriculum content that support the positive development of pupils within this area
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Engage with related policies, frameworks and agencies

6. Pupil code of conduct

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Behave in an orderly and self-controlled way
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Be safe

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- LAPS points
- In class recognition such as 'star of the day'
- Certificates, including Ludlow Super Star and Head Teacher certificates
- Notes or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal warnings
- A verbal reprimand
- Removal of other benefit or privilege
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report' (see appendix 2))
- Agreeing a behaviour contract
- Working outside of the classroom or in a designated area/room
- Exclusion - fixed term
- Exclusion - permanent

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Develop a positive relationship with pupils, which may include:

- o Using positive reinforcement and reward
- o Greeting pupils in the morning/at the start of lessons
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Have a plan for dealing with low-level disruption
- Use personalised approaches to support individual need
- Follow agreed behaviour response plans when appropriate
- Demonstrate high levels of consistency with behaviour management strategies

8.2 Physical restraint/intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded using CPOMS and reported to parents

  (See Physical Intervention linked guidelines)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year group, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

If more specialist approaches are necessary, advice will be sought from Educational specialist, which might include Educational Psychology or advisory and outreach support.

There will be appropriate training provided to support staff who may need to engage in physical restraint and training provided to support all staff.

11. Monitoring and review arrangements

This behaviour policy will be reviewed by the head teacher and Trustees annually. At each review, the policy will be approved by the headteacher.

Behaviour rewards e.g. LAPS points will be reviewed with pupils through class discussion and School Council.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Physical Intervention guidelines
- Health and Safety

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every year.

Appendix 2: Example of golden rules and report card

Golden Rules

I will be polite to adults

I will listen to adults and do what they say

I will be kind to other children

Report Card;

	8.50 – 9.10	maths	break	English	lunch	Afternoon 1	Afternoon 2
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

1	Complete all tasks set by an adult (with some support) Sit in the right place on the carpet or at desk Wait your turn to talk	Stickers and LAPS point
2	Complete all tasks more reminders needed Putting hand up to answer questions Using a quiet voice	Stickers
3	Shouting at an adult telling adults what to do	Time off breaks and could be time out of class
4	Hurting other children or being aggressive	Time out of class with senior teachers

Appendix 3: Example Individual Behaviour Plan (IBP)

Name: XXX		D.O.B:		Class Teacher:			Term: Autumn	
Date	Target	Environmental Change	New skills	Reinforcement	Success criteria	Outcome	Date	
	To understand what respect means and how to show respect to others in school.	- Access to workstation - 1:1 support for targeted sessions	*I can Show respect to other children.* *I can show respect to adults.*	- recognition for individual skill progress - specific verbal praise - recognition rewards in line with the schools positive behaviour policy - behaviour skills card sticker chart	-XXX to show positive interactions to his peers. -fewer incidents of swearing - less calling out	XXX is very good at recognising when others have shown respect. He is very good at saying when others are not showing respect.		
	To understand what respect means and how to show respect to others in school.	- Access to workstation - 1:1 support for targeted sessions	*I can Show respect to other children.* *I can show respect to adults.* *I can recognise when other children show respect*	- recognition for individual skill progress - specific verbal praise - recognition rewards in line with the schools positive behaviour policy - behaviour skills card sticker chart	- XXX shouting less anger towards adults when asked to start work. -XXX to show positive interactions to his peers. -fewer incidents of swearing	XXX is able to say when he has been respectful. He's trying to put his hand up more.		
	To understand what respect means and how to show respect to others in school.	- Access to workstation - 1:1 support for targeted sessions	*I can Show respect to other children.* *I can show respect to adults.* *I can recognise when other children show respect* *I can play games which have respect.* *I can be independent.*	- recognition for individual skill progress - specific verbal praise - recognition rewards in line with the schools positive behaviour policy - behaviour skills card sticker chart	- -XXX to show positive interactions to his peers. -fewer incidents of swearing	XXX has been very good at doing the activities with the behaviour cards but at times finds it difficult to continue this into lessons.		

Appendix 4: Individual Behaviour Response Plan

Behaviour Response Plan	Name:
	Class:

Triggers:		Medical Information:

Stage of Crisis	Description of behaviour (Describe what the behaviour looks/sounds like)	Preferred support/intervention (Describe strategies that should be attempted at each stage)
Anxiety		
Defensive/Escalation		
Crisis		
Recovery		
Depression		
Follow Up		

Additional information:
Notification required: (in discussion with parents)

Plan agreed by

Name (parent/carer)_____   **Signed**_____

Name (School)_____   **Signed**_____