

# Behaviour policy and statement of behaviour principles

George Romney Junior School



<b>Approved by:</b>	SMSC Committee	<b>Date:</b> October 2021
<b>Signed:</b>	Marilyn Marshall	
<b>Last reviewed on:</b>	04.10.21	
<b>Next review due by:</b>	October 2023	

## 1. AIMS

We believe that children should be provided with the learning opportunities needed to embrace an emotionally, physically and mentally healthy lifestyle. We also believe that all members of the school community should feel safe, secure and supported in their daily routines to ensure a happy, safe and positive learning environment for all.

Our school offers an enjoyable and stimulating environment to promote positive attitudes and behaviour, giving everyone an equal chance to succeed. We expect children and adults to respect themselves and each other, enabling everyone to have a voice and be a valuable member of the community, thus improving life skills and helping to promote life-long learning and becoming better citizens.

## CORE VALUES:

In our school we believe in certain Core Values which we aim to teach explicitly to all learners through PSHCE lessons. We also expect all members of the school community to demonstrate and model these Core Values through their daily interactions with each other. The promotion and celebration of these Core Values is fundamental to positive behaviour in our school and enabling learning for all:

<b>responsibility</b>	<b>honesty</b>	<b>consideration</b>
<b>teamwork</b>	<b>respect</b>	<b>fairness</b>
<b>independence</b>	<b>loyalty</b>	<b>determination</b>

## BEHAVIOUR EXPECTATIONS:

To help our school enjoy a happy, safe and positive learning environment for all; we have clear expectations at all times of the school day:

- We treat everybody kindly
- We listen carefully and speak politely
- We follow instructions sensibly
- We move safely
- We look after all property
- We always do our best

These expectations constitute our rules for good behaviour. We expect these rules to be respected in every part and every area of school life. They should be prominently displayed in every part of the school, enabling every child and adult to be reminded of their existence.

Most people in our school community follow these rules. We must, therefore, strive to develop and support this good behaviour through our Behaviour Policy. The aim of this Policy is to develop a *consistent* approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries and appropriate consequences for unacceptable behaviour.

## 2. LEGISLATION AND LEGAL 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](#)
- [Keeping Children Safe in Education](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 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
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

## **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
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which is reviewed in line with this Behaviour Policy.

## **5. ROLES AND RESPONSIBILITIES**

### **The governing body**

The SMSC Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The SMSC Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the SMSC Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this 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.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents clearly and consistently

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

### **Parents**

Parents are expected to:

- Support their child in adhering to our expectations (as outlined in this policy and the Home School Agreement)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. VALUING APPROPRIATE BEHAVIOUR**

As mentioned above, most children show good and appropriate behaviour, usually valuing themselves and others by respecting rights and accepting difference. We believe these need to be valued by giving positive feedback. Good patterns of behaviour are encouraged on a daily basis by:

- non-verbal signals, smiles/thumbs up
- positive verbal comments and praise
- positive comments written in books
- awarding 'Dojo' points to individuals for good behaviour
- celebrating individuals by positive comments with merit awards
- Star of the Week awards, where one child in each class is celebrated, and their positive behaviour linked to the Core Values
- Having special 'golden letters' posted home from headteacher for good learning; outstanding example to others or 'living' the Core Values

### **TEACHING APPROPRIATE BEHAVIOUR:**

We have clear expectations for all members of our school community. Each year, every class looks at our core values and behaviour expectations and then completes their own class charter; displayed clearly in every classroom to ensure all children remember what they have agreed to. Class teachers will refer to their class charter throughout the year when discussing behaviour issues or at other relevant times such as PSHCE lessons or circle time.

Assemblies are often used to reinforce positive attitudes and behaviour for all children here in school.

### **DISCOURAGING ANTI-SOCIAL BEHAVIOUR:**

If children choose not to follow our rules or copy children who do not follow them, clear sanctions need to be in place to show disapproval of unacceptable behaviour and protect the security and stability of the school community. Instances of unacceptable behaviour must:

- Be taken seriously and dealt with immediately, initially by the member of staff witnessing and then shared with class/headteacher if required
- Be evaluated and there should be a clear distinction between minor and major problems
- Be made clear to the children what changes in behaviour are required to avoid further problems
- Have sanctions and consequences should be targeted at the behaviour and not the person

Minor sanctions for minor behaviour offences need to be shown to work, i.e. that offender does not repeat offence. It is important too that the sanction is not out of proportion to the offence. When anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of whole procedure should take place to eliminate such behaviour, but also referral to SLT, using individual behaviour contracts, contact with parents and Behaviour Support Plans (BSP).

Sanctions range from:

- non-verbal reprimand (the 'look')
- verbal reprimand
- 'time out' to reflect on behaviour and consequences in class
- 'time out' to reflect on behaviour and consequences in another classroom
- Missing breaktimes/part of lunchtimes
- A conversation with a member of SLT/headteacher about their behaviour
- SLT or headteacher to initiate a conversation with parents about concerns
- Specific behaviour targets agreed to support child in a behaviour contract
- Child to be placed on a Behaviour Report for a minimum of one week
- Removal of privileges such as representing school in teams or at events if on report

- Working in isolation\* from other children in school
- Lunchtimes exclusions\*
- Fixed term exclusion\*
- Referral to EP/BST or similar behavioural expert
- Permanent exclusion\*

\*please refer to appendix one re: dealing with severe behaviour incidents

### **FIGHTING:**

This is a no-fighting school and fighting is considered a serious offence. Any fighting is dealt with immediately and will result in letters home for a first incident and exclusions for repeated incidents.

Play-fighting is not accepted either, as it invariably leads up to a real fight. We have a consistent approach to this and play-fighting is stopped immediately.

### **ZERO TOLERANCE APPROACH TO SEXUAL HARRASSMENT:**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **DE-ESCALATION TECHNIQUES:**

In a situation where a staff member believes that severe behaviour may be escalating to a level of seriousness requiring physical intervention, staff members should first use the following de-escalation strategies to diffuse the situation:

- Appear calm, centred and self-assured, even if you don't feel it
- Use a modulated, low tone of voice
- Use simple, direct language
- Avoid being defensive when comments or insults are directed at you
- Provide adequate personal space – do not block a pupil's escape route
- Show open, accepting body language
- Reassure the pupil and frame an outcome goal
- Identify any points of agreement to build a rapport
- Offer the pupil a face-saving route out of confrontation
- Rephrase 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"

## **PRE-EMPTIVE STRATEGIES:**

In circumstances where an instance of severe behaviour can be predicted, and where an element of preplanning is possible, staff should ensure that a member of senior management is present, for instance, when delivering bad news to a pupil.

## **OFF SITE BEHAVIOUR:**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

## **7. MALICIOUS ALLEGATIONS:**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## **8. PHYSICAL RESTRAINT:**

All members of staff have the legal authority to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort and only as a method of restraint. Staff members must use their professional judgement of the circumstance to decide whether physical intervention is necessary. Physical intervention will only take place in line with the school's Physical Restraint and Use of Reasonable Force Policy, by trained members of staff. If possible, staff should ensure that a second member of staff is present.

Following an instance of physical intervention, the pupil should immediately be taken to the headteacher and the pupil's parents/carers should be contacted and may be asked to take the pupil home for the rest of the day. George Romney Junior School complies with the DfE's guidance on when it is permissible to use reasonable force; reasonable force must only be used to:

- Remove a disruptive child from the classroom when they have refused an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom, if leaving would put their own safety or others at risk, or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

**Reasonable force must never be used as a punishment.**

## **9. TRANSITION:**

To ensure a smooth transition to the next year, 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.

## **10. LINKS WITH OTHER POLICIES:**

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Child protection and safeguarding policy
- Exclusions policy

## **RESPONSIBILITY FOR THE POLICY:**

This policy has been updated after discussion with staff, the SMSC committee of governors and the children in school via School Council. It was originally uploaded onto our website for parents to view and comment upon during the autumn term 2017.

*"This policy was presented to the governors and formally adopted XX December XXXX. It will be reviewed in the light of any changes in statutory requirements or needs identified within the school and in any event within 2 years of the date of the last review."*

## **APPENDIX ONE:**

### **GOVERNORS' STATEMENT OF PRINCIPLES WITH REGARD TO BEHAVIOUR**

#### **Purpose**

The Department of Education requires governing bodies of maintained schools to publish a statement of principles of behaviour for their school. This statement is to be offered as guidance for the headteacher in drawing up the school's Behaviour Policy by stating the principles which Governors expect to be followed.

#### **Principles**

The Governors of George Romney Junior School believe that good behaviour is essential to enable:

- all children to make the best possible progress in all aspects of their school life and work
- all staff to be able to conduct their work without undue interruption or harassment
- the good reputation of the school and staff to be maintained.

Therefore, the behaviour policy should set out measures which:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work.

All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between children. All visitors to the school should feel safe and free from the effects of poor behaviour at all times.

George Romney Junior School is an inclusive school. All members of the school community should be free from discrimination as a result of gender, race, ability, sexual orientation or background and therefore, the school will have a clear anti-bullying policy that is known and understood by all.

Parents/carers should be encouraged to support their children's education and children should be helped to understand their own responsibilities. The responsibilities of children, parents/carers and school staff with respect to children's behaviour will be outlined in the school's home/school agreement.

The school core values and expectations should be clearly stated in the behaviour policy and the governors expect these to be consistently applied by all staff and regularly monitored for effectiveness. The core values should be prominently displayed in all parts of the school.

The Governors view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. These rewards and sanctions must be applied consistently and fairly and the headteacher is expected to use discretion in their use.

However, it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual child taking into account special educational needs, disability and the needs of

vulnerable children. These rewards and sanctions should be made clear in the Behaviour Policy as should any pupil support systems.

There are legal provisions to allow school staff to confiscate items from children and therefore, the behaviour policy should detail the power to search a child, without consent, who is suspected or being in possession of weapons, illegal substances, items banned by the school rules or any other illegal items.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom. Headteachers and authorised staff may also use force, as is reasonable, to conduct a search for illegal items or items which could be used to cause harm. These matters should be detailed in the behaviour policy.

The behaviour policy should detail proposed discipline measures to deal with non-criminal bad behaviour or bullying beyond the school gates. The governors must be satisfied that the measures proposed by the headteacher are lawful and that staff and students know that sanctions can be applied in these circumstances.

The policy should also set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff and the support that will be available for staff.

The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents/carers towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school's premises.

The Governors strongly feel that exclusions must only be used as a last resort but the behaviour policy should outline the various levels of fixed term exclusions.

This Statement of Principles, together with the Behaviour and Anti-Bullying Policies, will be reviewed every two years or as necessary.

## **APPENDIX TWO: DEALING WITH BEHAVIOUR INCIDENTS**

### **Procedures**

- The children involved and any witnesses are all interviewed by a member of SLT separately
- If any children are physically injured, this is dealt with in the usual manner and the nature of the injuries recorded
- If appropriate, all parties maybe asked to write down an account of the incident and their role in it
- Staff listen carefully to all accounts and remain non-confrontational and non-judgmental until the investigation is completed
- Parents of the children involved in the incident are informed and invited into school to discuss the issue

### **Isolation**

Pupils who display disruptive severe behaviour may be placed in isolation for a limited period of time determined by the headteacher. Pupils should be placed in isolation for a period of time which is proportionate to the offence; however, no longer than 3 days.

### **Exclusion**

Following repeat offences that are not resolved by the previous sanctions, fixed-term or permanent exclusion will be considered.

When the headteacher decides to exclude the pupil, parents/carers will be contacted by telephone, and then in a letter explaining the appeals procedure.

The formal procedure for permanent exclusion will be followed as laid out in the DfE's 'Exclusion from maintained schools, academies and pupil referral units in England' guidance.

### **Governor's Guidance on isolation/fixed term exclusions**

- Where serious disruption continues, and after all other steps have failed, the child may need to be excluded for a fixed period of 1 - 3 days.
- For using foul language towards a member of staff, isolation/exclusion for the rest of the day, plus one full day.
- For hitting a member of staff, exclusion for a fixed period of 1 - 5 days, or possibly a permanent exclusion may follow.
- Damage to school property, which is deliberate and malicious, 1 - 5 days isolation/exclusion and re-imburement for repairs.
- For bullying, verbal bullying and cyber-bullying 1 - 5 days isolation/exclusion.

The school takes pride in good behaviour of our children and will not accept behaviour which affects the education or welfare of other pupils.

