Roseacre Junior School

Behaviour Policy

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Rationale

At Roseacre Junior School we aim to provide a happy and secure environment for all those who work here or visit. We encourage an atmosphere whereby all pupils are able to learn and all teachers are able to teach.

This document is a statement of the aims, expectations and strategies. It should be read in conjunction with the SEND policy, anti-bullying policy and child protection policy.

Aims of the Policy

To ensure a clear, shared and consistent understanding of behavioural expectations between all teaching and support staff, children, parents and governors.

- To encourage a calm, purposeful, happy and safe atmosphere within the school.
- To allow all children to learn and all staff to teach.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To link our behaviour expectations to the whole school values.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour in work and at play.
- To encourage mutual respect and co-operation between everyone in the school community.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement where appropriate.
- To make boundaries of acceptable behaviour clear, through high expectations and teaching the three school rules of 'Ready, Respectful and Safe'.
- To raise awareness about appropriate behaviour both within the school and in the wider community.
- To develop an ethos that encourages behaviour management with a strong positive emphasis.

Expectations

It is expected that all children:

- will take responsibility for their own behaviour.
- will follow the three school rules of 'Ready, Respectful and Safe'.
- will know and follow the Roseacre School values.
- will work to the best of their ability, and allow others to do the same.
- will treat others with respect.
- will follow the reasonable instructions of all school staff.
- will take care of property and the environment both in and out of school.
- will co-operate with other children and adults.
- will behave responsibly when using technology.

It is expected that all staff

- will treat all children fairly and with respect.
- will treat all adults fairly and with respect.
- will be a good role model and demonstrate the school values at every opportunity.
- will create a safe and pleasant environment, physically and emotionally.
- will demonstrate and reinforce good practice for online safety.

How we maintain good behaviour

- We make clear our expectations of good behaviour.
- We will link behaviour to the school values.
- We ensure children are regularly reminded of the needs to be 'Ready, Respectful and Safe.
- We encourage children to see the consequences of their actions, reminding them of the expectations.
- We encourage sociable behaviour by promoting mutual respect.
- We expect children to take responsibility for their own actions and behaviour.
- We identify and praise good behaviour both privately and publicly.

Rewards

Positive behaviour and actions will be noted and rewarded. Staff are encouraged to identify pupils who "go over and above" expectations. High expectations should be the norm.

Individual rewards

1. Praise (can be in public or private if you feel the pupil prefers it)
2. House points
3. Send to HT tea party for demonstrating school values
4. Sending written notes home to parents
5. Quick positive phone call home
6. Merits (to be awarded for good work only)

Class Strategies

1. Each class will have an achievable target displayed in classroom, which when achieved will lead to a whole class reward. Every fifth target achieved by the class will result in a larger reward being chosen.

Whole School Strategies

1. Children will be given one or two whole school targets to work on. These will be introduced and discussed in assemblies and tokens will be collected when children demonstrate meeting the expected targets leading to a whole school reward. Targets could include – 'Roseacre Walking', 'Assembly Sitting', 'Lunchtime Expectations' or other targets based on behaviours identified by staff and pupils.

How we deal with inappropriate behaviour

- If inappropriate behaviour is reported or witnessed we will advise and discuss with pupils what good behaviour looks like.
- We will try to identify the reasons behind their behaviours and support them to develop strategies to regulate their behaviour.
- We encourage children to see the consequences of their actions, reminding them of expectations and sanctions if appropriate.
- Where necessary, we discuss incidents with the children involved linking the behaviours demonstrated to the expected school values.
- Where possible, we encourage children to try to resolve disagreement themselves involving peer mediation if appropriate.
- We encourage children to take responsibility for their own actions and behaviour.
- Impose relevant and proportionate sanctions.

Sanctions for low level inappropriate behaviour

Although staff will concentrate on promoting positive behaviour, in the event of undesirable behaviour from a pupil the following sanctions may be put into place:

1) Children are given a reminder of the expectations in the school (in private if possible). Link the behaviour shown to 'Ready, Respectful and Safe'.

Eg, 'I notice that you're running. You are breaking our school rule of being safe. Please walk in the school building. Thank you for listening.'

2) Give a warning (again in private if possible). Emphasize the rule broken and refer back to a time when the children were successful.

Eg, 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you are not ready to start the next lesson on time you will need to speak to me at the end of the lesson. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3) Private conversation 1-to-1 – explain why the continued behaviour does not match the expectations and the specific rules of the school.

4) Children are given a short period of time out to encourage reflection

'I have noticed you chose to use unkind words. You are breaking the rule of being respectful. You have now chosen to go and wait outside for 3 minutes. I will come and speak to you after that.'

5) Follow up – Repair and Restore Conversation (Could be carried out with a member of SLT)

'What happened? What were you feeling at the time? How have you felt since? How did this make other people feel? Who has been affected? What should we do to put things right? How can we do things differently?'

6) Incident is referred to SLT and/or teacher to make phone call home.

7) SLT call home or call in parents for a meeting.

8) Missing a section of the lunchtime for severe or consistent behaviours / phone call home.

Sanctions for more extreme or persistent inappropriate behaviour

Although staff will concentrate on promoting positive behaviour, in the event of extreme or persistent inappropriate behaviour from a pupil the SLT will be informed immediately.

Straight to SLT behaviour includes:

- Physically hurting another child
- Physically hurting an adult
- Racist, homophobic or other discriminatory language
- inappropriate sexual behaviour
- targeted bullying behaviour
- damaging school or other pupils' property.

The following sanctions may be put into place and parents will be informed if appropriate:

- Quiet but firm explanation of what is expected.
- Individual class sanctions as appropriate.
- In more serious cases or for persistent undesirable behaviour, including abusive language, inappropriate physical behaviour, disrespecting staff the child is sent to the Headteacher or a member of SLT and the incident is logged on CPOMs and some lunchtime is spent in the hall.
- Any bullying incidents, including racist, homophobic or transphobic or other discriminatory language are referred to the Headteacher and will be recorded. In the absence of the Headteacher, the Deputy Headteachers will deal with the incident.
- In cases of extreme persistent disruption which could endanger others, children in the class will be asked to exit the room and SLT will be called.
- A Pastoral Support Plan (PSP) may be implemented if appropriate.

- Exclusion – extreme unprovoked violence against another pupil, violence against a member of staff or other serious misdemeanour.
- Reasonable adjustments will be made for pupils with specific needs.
- In the case of an exclusion, the school would follow the guidelines 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England – (DFE - September 2023) and the 'Kent Exclusion Guidance for schools and governors' (April 2017).
- We follow the DfE Guidance 'Use of Reasonable Force'(2013).
- We may seek advice from the STLS (Specialist Teaching and Learning Services) or other local specialist provision.

Responsibilities

All members of the school community- teaching and non –teaching and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a good sense of belonging to the school community
- offering equal opportunities in all aspects and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships and behaviours
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers can confiscate pupils' property.

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Pupils' conduct outside the school premises

What the law allows:
Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." At Roseacre Junior School we have the power to deal with criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. We may involve parents and if necessary the police or other outside agencies.

Consequences might be imposed for:
Any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

Search Powers and Confiscation (DfE 'Searching, screening and confiscation' – July 2022)

Searching with consent
School staff can search pupils with their consent for any item. Staff are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out their pockets or if the teacher can look in the pupil's bag or tray and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher can apply an

appropriate punishment as set out in the school's behaviour policy. (A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty)

Searching without consent

Headteachers and staff authorised by them 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.
(Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Roseacre Junior School the Headteacher and authorised staff can search and confiscate a pupil's mobile phone if it has been used during school time or has been used inappropriately, causing distress to another pupil or adult. (The requirement that the searcher is the same gender as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same gender as the pupil and a witness then the teachers wishing to conduct a search must do so.) Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
'Possessions' means any goods over which the pupil has or appears to have control – this includes desks and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Confiscation after a search with consent

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Confiscation after a search without consent

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
Please read the DfE guidelines relating to the disposal of any items. (Searching, screening and confiscation: Advice for schools – July 2022)

Power to use Reasonable Force

All members of staff have a legal right to use reasonable force to control pupils or restrain them, as set out in (Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013).

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety 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.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"- *see above*

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but **in extreme cases** it may not always be possible to avoid injuring the pupil.

Reduced Timetables

- When appropriate the school, in consultation with parents, may suggest a reduced timetable if unacceptable behaviour persists.
- A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:
- As part of a planned re-integration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools.
- As a temporary fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.
- In limited circumstances reduced timetable may also be used as a method of managing pupils at risk of exclusion.
- The agreement has a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. A reduced timetable must not be treated as a long-term solution to a problem. Parental approval for a reduced timetable will be part of a Pastoral Support Plan for the individual pupil.

Dealing With Allegations Against Staff Including Malicious and Unfounded Allegations

The Headteacher has details of the DFE Guidance on dealing with Allegations of Abuse, the KCC Guidance 'Safeguarding Procedures for Managing Allegations Against Staff within Schools and Education Services' and the guidance within 'Keeping Children Safe in Education'. The Headteacher will contact the Local Authority Designated Officer (LADO) for further advice. If the allegation is determined to be deliberately invented or malicious, the Headteacher will consider whether disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if they were not a pupil.

Review

This policy will be reviewed annually and staff will be updated each year.