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Behaviour Policy

2022-2023

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| Reviewed | Lisa Jones, Nicola Oliver |
| Frequency of Review | Annual |
| Written by | Lisa Jones |
| Approved by: | Ratby LAB |

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1. **Aims of this Policy**

This policy aims to:

* Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
* Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
* Outline the expectations and consequences of behaviour
* Provide a consistent approach to behaviour management that is applied equally to all pupils
* Define what we consider to be unacceptable behaviour, including bullying and discrimination

1. **Legislation and statutory requirements**

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

* [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Behaviour in schools: advice for headteachers and school staff 2022](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation at school 2018](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [Searching, screening and confiscation: advice for schools 2022](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [Exclusion from maintained schools, academies and pupil referral units in England 2017](https://www.gov.uk/government/publications/school-exclusion" \l ":~:text=Schools%20and%20colleges%20must%20continue,headteachers)
* [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](https://www.gov.uk/government/publications/school-exclusion" \l ":~:text=Schools%20and%20colleges%20must%20continue,headteachers)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); 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](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#behaviour-policy) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

1. **Definitions**

**3.1 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

**3.2 Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* Any form of bullying
* Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
* Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
* Sexual comments
* Sexual jokes or taunting
* Physical behaviour like interfering with clothes
* Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
* Vandalism
* Theft
* Fighting
* Swearing
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items. These are:
* Knives 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)

1. **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 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

**Bullying can include:**

| TYPE OF BULLYING | DEFINITION |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including:   * Racial * Faith-based * Gendered (sexist) * Homophobic/biphobic * Transphobic * Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| 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 policy.**

1. **Roles and Responsibilities**

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| **Local Advisory Board (LAB)** | **The LAB is responsible for:**   * for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation. |
| **The headteacher** | **The headteacher is responsible for**   * Reviewing and approving this behaviour policy * Ensuring that the school environment encourages positive behaviour * Ensuring that staff deal effectively with poor behaviour * Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils * Ensuring that all staff understand the behavioural expectations and the importance of maintaining them * Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully * Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy * Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary * Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1) |
| **Teachers and staff** | **Staff are responsible for:**   * Creating a calm and safe environment for pupils * Establishing and maintaining clear boundaries of acceptable pupil behaviour * Implementing the behaviour policy consistently * Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils * Modelling expected behaviour and positive relationships * Providing a personalised approach to the specific behavioural needs of particular pupils * Considering their own behaviour on the school culture and how they can uphold school rules and expectations * Recording behaviour incidents promptly * Challenging pupils to meet the school’s expectations   **The senior leadership team (SLT) will support staff in responding to behaviour incidents.** |
| **Parents and carers** | **Parents and carers, where possible, should:**   * Get to know the school’s behaviour policy and reinforce it at home where appropriate * Support their child in adhering to the school’s behaviour policy * Inform the school of any changes in circumstances that may affect their child’s behaviour * Discuss any behavioural concerns with the class teacher promptly * Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions) * Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school * Take part in the life of the school and its culture   The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues |
| **Pupils** | **Pupils will be made aware of the following during their induction into the behaviour culture:**   * The expected standard of behaviour they should be displaying at school * That they have a duty to follow the behaviour policy * The school’s key rules and routines * The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don’t meet the standard * The pastoral support that is available to them to help them meet the behavioural standards   Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.  Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture.  Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.  Extra support and induction will be provided for pupils who are mid-phase arrivals. |

1. **Ratby Primary School’s Behaviour Curriculum**

The aim at Ratby Primary School is to give all pupils the skills for lifelong learning. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school has an ethos whereby each member of our school community works in a calm, happy and purposeful atmosphere. By treating children with respect and fairness and teaching them well, we believe they will respond positively.

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Ratby Primary School, we put the child at the heart of our practice to improve wellbeing and help all children achieve their potential. Our aim is to:

* safeguard children from harm
* foster a safe environment
* enable effective teaching and learning
* value diversity and treat others with respect
* respect the school environment and other people’s property
* promote self-esteem and emotional wellbeing
* support pupils in making appropriate choices regarding their actions and reactions
* ensure consistency of approach

**Our Golden Rules**

* + - * We work hard and always do our best
      * We are kind, helpful and consider other’s feelings
      * We listen respectfully to others without interrupting.
      * We are always honest and tell the truth
      * We never give up and know that we can learn from our mistakes
      * We are polite to everyone, treating others with respect and expect others to respect us too.

1. **Responding to Behaviour**
   1. **Classroom Management**

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

They will:

* Create and maintain a stimulating environment that encourages pupils to be engaged
* Display the behaviour curriculum or their own classroom rules
* Develop a positive relationship with pupils, which may include:
  + Greeting pupils in the morning/at the start of lessons
  + Establishing clear routines
  + Communicating expectations of behaviour in ways other than verbally
  + Highlighting and promoting good behaviour
  + Concluding the day positively and starting the next day afresh
  + Having a plan for dealing with low-level disruption
  + Using positive reinforcement
  1. **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will 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 will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Please refer to our Child protection and Safeguarding policy for more information.

**7.3 Responding to Good Behaviour**

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Positive behaviour will be rewarded with:

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| **Aspect** | **Procedure** |
| **Positive Comments** | Constructive verbal or written comments inn children’s work and will be reflect good or outstanding standards of achievement and/or attitude. |
| **Stickers/Stampers** | These are individual rewards which are awarded in recognition of good or outstanding achievement and/or attitude. |
| **RESPECT Award** | Awarded to pupils in each class on a weekly basis for demonstrating our character values in celebration assembly. |
| **Postcards Home / Texts** | Teachers |
| ClassDojo | Product Reviews | EdSurge**Class DoJo** | We use Class Dojo to promote positive recognition of good behaviour. Children who demonstrate the expected standards of behaviour in line with our core values may receive 1 dojo point. Children who demonstrate ‘over and beyond’ expectations may receive up to 5 Dojo points. In addition, staff may add their own recognition points on Class Dojo as appropriate for their class. Classes will work together to achieve a set number of Class Dojos in order to achieve their special award. |
| **House Points** | Each child is given a house point for their house each time they receive a Dojo. These are deposited in the boxes in the main reception area. They are counted each half term by the House and Vice Captains. |
| **Headteacher Award/Wow Wall** | For something ‘**Outstanding**’ and beyond the realms of house points  Can be for school work or an outstanding piece of homework or personal achievement, |
| **Honours Award** | Each term children are chosen in each class to receive an Honours Award for consistently working hard and demonstrating our character values. |



**As part of our Behaviour Policy the school has adopted the Good to be Green Behaviour Management Scheme which enables school staff to reward good behaviour and address misbehaviour.**

All pupils start a new day with a fresh start and a Green Card.

Any child who has retained their Green Card by the end of the school day will be rewarded with a 1 Dojo Point.

If during the day, in lessons or at breaktimes a child has to be warned about inappropriate behaviour, or has broken one of the rules in the code of conduct, then a series of verbal warning and coloured cards will be used. These will be displayed over the top of the Green Card.

**House System**

Each pupil in the school is a member of a school house. Where possible, siblings are placed in the same house. There are 4 houses:

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| **Challenger** | **Endeavour** | **Discovery** | **Enterprise** |

As part of our work to develop teamwork and collaboration, children will also receive the equivalent number of house points whenever they receive DoJos.

All members of staff, teaching (including Supply Teachers) and non-teaching, can award Dojo or House points to pupils.

The Headteacher is able to issue a ‘**gold token’** worth **10 points**.

Each house has a House Captain and Vice Captain from Year 6 elected by the pupils within each house, following an assembly where candidates present their manifesto.

Our House Captains motivate and encourage others to work hard in the classroom, show good manners, be kind to others and help around school. Teamwork is encouraged.

House Points are counted each half term by the House and Vice Captains and announced in Celebration Assembly.

**7.4 Responding to misb**e**haviour**

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

**The school will use the following approaches in response to unacceptable behaviour:**

* Good to be Green Behaviour Scheme
* Restorative Justice Conversations
* Expecting work to be completed at home, or at break or lunchtime
* Loss of privileges – for instance, the loss of a prized responsibility
* School-based community service, such as tidying a classroom
* Referring the pupil to a senior member of staff
* Individual Behaviour Plan
* Individual Report Cards
* Letter or phone call home to parents or meeting with parents
* Internal Isolation (removal from the classroom for part of the day/week)
* Fixed term Exclusion
* Permanent Exclusion, in the most serious of circumstances.

**Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.**



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**7.4 Lunchtime Rewards and Sanctions**

**Lunchtime Rewards**

* Diagram

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* **Certificate** – each adult will nominate a pupil for a special mention in assembly.  Certificates will include pupil name, staff name and reason for the award. Where possible the reason will be linked to our learning habits and values
* **Table of Awesomeness** – Once **every half term** midday adults will nominate 4 or 5 pupils (and a friend for each one) to eat at the table of awesomeness

**Playtime and Lunchtime Sanctions - ABC**

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| **A** | **A QUIET WORD** | **A quiet word** will be used when somebody ‘gets carried away’.  This involves telling pupils what is not acceptable without ‘telling them off’.  **Adults will:**  1. Listen if a pupil wants to explain.  2. Remain quiet and calm.  3. Be crystal clear about expectations  4. Leave pupil with a smile. |
| **B** | **2 MINUTE**  **REFLECTION & APOLOGY** | This is used when expectations or school rules have been made clear but the pupil decides not to follow them.  It is deliberate/ pre-meditated misbehaviour.  Adults will explain what was unacceptable and the pupil will have a **2 minute time-out** accompanied by the staff member quietly.  The pupil will be asked to apologize and reflect on what they did,  accept that they were wrong, show respect and take responsibility.  At the end of the reflection period the adult will end the period positively with a “**thank you**”.  If the pupil refuses to co-operate or shows is disrespectful to the adult then the adult will give them a warning,   “**If you don’t do it now it will be 5 minutes**”.  It becomes **5 minutes ONLY** if the pupil is un- cooperative or cheeky etc. |
| **C** | **This is red line behaviour** | **Swearing, bullying, racism, violence, outright defiance** (eg refusing 5 minutes reflection with an adult) crosses the **red behaviour line**  The pupil is sent a member of the **Senior Leadership Team**. Following discussion and reflection time with the SLT member, the pupil will return to the lunchtime adult, **reflect for 2 minutes and apologise**. (This will happen at the next break if the problem occurred at the end of break)  **The adults on duty deal with playtime and lunchtime problems, at playtime and lunchtime.** |

**7.5. Individual Report Cards and Behaviour Plans**

Our aim is to promote fairness and equality but with an understanding of the child’s needs, age, social, emotional or mental health issues. This means some children will require additional support in addressing specific behaviours. In this case, these children will have bespoke positive behaviour plans outlining expectations, strategies, rewards and sanctions to be used with an individual child.

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| **Equity not Equality**  “**WHY DOES HE GET A DIFFERENT CONSEQUENCE? THAT’S NOT FAIR!”**  At Ratby we recognise not everyone starts from the same place and not everyone has the same needs. Therefore, when deciding appropriate consequences it is important to understand the difference between ***Equality*** and ***Equity***.  ***Equity*** is giving everyone what they need to be successful. ***Equality*** is treating everyone the same.  A picture containing text  Description automatically generated |

**7.6 Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

* Causing disorder
* Hurting themselves or others
* Damaging property
* Committing an offence

**Incidents of reasonable force 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 and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

Confiscation

Any prohibited items (listed in section 3) found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

* The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
* In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
* It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

* Assess whether there is an urgent need for a search
* Assess whether not doing the search would put other pupils or staff at risk
* Consider whether the search would pose a safeguarding risk to the pupil
* Explain to the pupil why they are being searched
* Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
* Explain how and where the search will be carried out
* Give the pupil the opportunity to ask questions
* Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

* Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
* Hats, scarves, gloves, shoes, boots

**Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

* Desks
* Lockers
* Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

* Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
* If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

**Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

* What happened
* What was found, if anything
* What has been confiscated, if anything
* What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

7.8 Off-site misbehaviour

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
* Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

* It poses a threat or causes harm to another pupil
* It could have repercussions for the orderly running of the school
* It adversely affects the reputation of the school
* The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children’s social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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.

7.12 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 consider whether to 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 consider whether to 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 (LADO), 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.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

# 8. Serious sanctions

8.1 Removal from classrooms (Internal Isolation)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

* Restore order if the pupil is being unreasonably disruptive
* Maintain the safety of all pupils
* Allow the disruptive pupil to continue their learning in a managed environment
* Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff, and will be removed for a maximum of 1 hour.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as :

* Short term behaviour report cards
* Long term behaviour plans
* Referral to Leicestershire’s Inclusion Panel for external behaviour support
* Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Fixed and permanent exclusions

The school can use fixed and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please see the [Bradgate Education Partnership Exclusion Statement](https://bepschools.org/wp-content/uploads/sites/8/2022/05/BEP-Exclusions-Policy-2022.pdf) for further details

# 9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

* Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school’s policies or practices ([Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))
* Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))
* If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We will proactively work to anticipate or remove triggers of misbehaviour and this may include:

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

* Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
* Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
* Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
* Training for staff in understanding conditions such as autism
* Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

* Whether the pupil was unable to understand the rule or instruction?
* Whether the pupil was unable to act differently at the time as a result of their SEND?
* Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school’s special educational needs co-ordinator (SENCO) may 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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Leicestershire SENA – [SENALocalityC@leics.gov.uk](mailto:SENALocalityC@leics.gov.uk) / 0116 305 6600

# 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

* Reintegration meetings
* Daily contact with the pastoral lead
* A report card with personalised behaviour goals

# 11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

* Happy Lunchtimes and Good to be GReen
* The needs of the pupils at the school
* How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

# 

# 12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

* Behavioural incidents, including removal from the classroom
* Attendance, permanent exclusion and suspension
* Use of pupil support units, off-site directions and managed moves
* Incidents of searching, screening and confiscation
* Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Local Advisory Board as part of the Headteacher’s Report to Governnors.

The data will be analysed from a variety of perspectives including:

* At school level
* By age group
* By the type of behaiours
* By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the LAB.

# 13. Links with other policies

This behaviour policy is linked to the following policies

* Exclusions policy
* Child protection and safeguarding policy

**Appendix 1**

**Good to be Green**

**All pupils start a new day with a fresh start and a Green Card.**

Any child who has retained their Green Card by the end of the school day will be rewarded with a **1 Dojo Point**.

**If during the day, in lessons or at breaktimes a child has to be warned about inappropriate behaviour, or has broken one of the rules in the code of conduct, then a series of verbal warning and coloured cards will be used. These will be displayed over the top of the Green Card.**

A picture containing text, businesscard, clipart

Description automatically generated

**Non-Verbal Signal given by staff**

Class Charter used to reinforce expected behaviour in class

**Verbal Reminder**

(refer to Class Charter)

**1st Yellow Warning Card Given**

Pupil has 5 minutes time out in the classroom, reminder of correct behaviour

Supervised by the class teacher

Class Teacher to notify parents if persistent (more than 3 times in a week)

Recorded on Arbor.



**2nd Yellow Warning Card Given**

If behaviour continues time out in another classroom (Phase Leader)

Pupil completes self-reflect sheet.

Pupil name is recorded on Arbor

Class Teacher to notify parents via Home-Link Book

**Red Consequence Card Given**

Pupil has 15 minute lunchtime/playtime seclusion with SLT member.

Pupil name is recorded on Arbor



3 Red Cards in a half term. - Parental Meeting with Phase Leader

For ‘**exceptional behaviour**’ e.g. deliberate hurting, refusal, swearing, or any other breaches of the school code of conduct; internal seclusion for whole or part of the day may be necessary.

6 Red Cards in a half term, referral to Headteacher

Report Card Issued.

**Appendix 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Restorative Conversation** | | | | |  |
|  | | | | | | |
| Date of Incident: | | Time | | Names of Children | Member of Staff | |
|  | |  | |  |  | |
|  | | | | | | |
| Can you tell me what happened? | | |  | | | |
| What were you thinking/feeling at the time? | | |  | | | |
| How have you been thinking/feeling since it happened? | | |  | | | |
| Who do you think has been affected by your actions?  How were they affected? | | |  | | | |
| What could you do now to help make things right? | | |  | | | |
| How can we prevent this from happening again in the future? | | |  | | | |
| What can I do to help you? | | |  | | | |
|  | | |  | | | |
| Additional Notes | | |  | | | |

**Appendix 3**

**Helpful Scripts**

**30 second script**

I noticed you are…

Remember the rule about…

You know what is acceptable

This the 2nd/3rd time I’ve has to speak to you and if you continue to choose to … you’ll have to (state the consequences)

Do you remember last week when you (state the positive behaviour) that is what I need to see you today.

Thank you for listening

**The ‘certain’ sentences**

If you choose to (state desired behaviour) you can be **certain** I will catch and give you praise and reward.

If you chose to (state the poor choice) you can be **certain** you will receive a consequence.

I will leave you to make your decision

**Assertive sentences**

You need to…

I need to see you…

I expect…

I know you will…

Thank you for..

I heard what you said, now you must…

We will…

**Other useful sentences**

I understand you are (state the feeling)

I need you to come with me so wah make this better.

I am here for you. I am listening to you.

This is not who you are.

It’s not like you to…

I’m going to give you some time to think.

**Appendix 4**

Stickers for Home-School Books

|  |  |  |
| --- | --- | --- |
| Description: Ratby_shield_blk.jpgBehaviour Incident  Red Card  Text  Description automatically generated with medium confidenceUnfortunately today your child made the wrong choice and did not follow our school rules. Consequently, they received a red card and will miss their break-time tomorrow. This is the ……… red card they have received this half term  Please sign below to acknowledge receipt of this message.  Signature of Parents…………………..……………… |  | Description: Ratby_shield_blk.jpgBehaviour Incident  3 Red Cards  Text  Description automatically generated with medium confidenceUnfortunately, your child has now received 3 red cards this half term as a result of making the wrong choice and not following our school rules. I would be grateful if you could make an appointment with myself to discuss our shared expectations of behaviour with your child. We will then hold a review meeting after a 2-week monitoring period.  Signature of Parents…………………..……………… |

Appendix 5

**Extra-Curricular Activity Contract**

Name of Club:……………………………..………. Child’s Name:……………………………..……….

I realise that it is a privilege to participate in extra-curricular activities at Ratby Primary School and as such I promise to follow the rules and guidelines set out by my teacher or coach.

If I am disruptive, in polite or do not follow the instructions given by the adult in charge, I may receive a verbal warning. If my behaviour continues I will receive a yellow warning card or a red consequences card.

If I receive a warning card, my parents/carers will be informed when they collect me from the club.

If I receive more than 3 yellow warning cards in a half term, I will no longer be allowed to attend the club for the remainder of the year.

**Signature of Pupil ……………………………………………………… Date: ………………………………**

(THIS CONTRACT IS IN EFFECT THE ENTIRE SCHOOL YEAR)

**FOR PARENT/ GUARDIAN:**I have read and understand what is expected of Ratby pupils under the Ratby Primary School Extracurricular Activity Contract.

I hereby give my consent for  to participate in this extra-curricular activity.

Signature of Parent/Guardian ………………………………………………………

Date : ………………………………

Appendix 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| You have been placed on a monitoring card because your behaviour or learning is becoming a concern to staff. Your behaviour and learning will be monitored until the staff and your parent(s) are happy that there is an improvement. Your class teacher and phase leader will discuss why you need to support and decide on the appropriate consequences. These may be different for each child but could include:   * Missing playtimes and lunchtimes * Missing clubs * Playing on a different playgrounds * The length of time you are being monitored for   Your consequences for the period of monitoring will be:  Your Phase Leader will be checking in with you on regularly to see how well you are doing.  The child:  The parent:  The teacher: | | | | |  | | Behaviour and Learning  Monitoring  Card  Name:  Year Group:  Class:  Diagram  Description automatically generated with medium confidence | | | | | |
| Behaviour and Learning Monitoring Card | | | | | | | | | | | | |
| Name: | | | | | Class: | | | | | | Date: | |
|  | | | | | | | | | | | | |
| Behaviour Targets | | | | | | | | | | | | |
| Monday | | Session 1 | Breaktime | | Session 2 | | Lunchtime | | | Session 3 | Session 4 | Parent Signature |
| Tuesday | |  |  | |  | |  | | |  |  |  |
| Wednesday | |  |  | |  | |  | | |  |  |  |
| Thursday | |  |  | |  | |  | | |  |  |  |
| Friday | |  |  | |  | |  | | |  |  |  |
| Teacher Comment: | | | | | | | | | | | | |
| Headteacher Signature: | | | | Teacher Signature: | | | | | Next Step: | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Each lesson should be scored out of 4 | Unacceptable : 1 | Requires Improvement : 2 | Good: 3 | Outstanding: 4 |

Appendix 7

**Individual Behaviour Plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pupil’s Name |  | D.O.B.: |  | IBP Date | \_\_\_\_ /\_\_\_ / \_\_\_ | Review Date | \_\_\_\_ /\_\_\_ / \_\_\_ | IBP No. |

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group: | Teacher | Other Staff Working with pupil | SEN Stage (None, Support, EHCP) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area(s) of Need (mark appropriate boxes) | | | | | | | | | |
| Communication/Interaction |  | Social/Emotional Behavioural |  | Cognition/Learning |  | Physical |  | Sensory |  |

|  |  |  |
| --- | --- | --- |
| Challenging Behaviour | Targets | Strategies for Positive Behaviour |
| *What does it look like?*  *What triggers it?* | *What are we working towards?*  *How do we get there?* | *How do we maintain positive behavior?*   * *Phrases to use* * *Rewards, motivators* |
| Early Warning Signs | Reactive Strategies | Support After an Incident |
| *How do we prevent an incident?*   * *What to look out for* * *How to respond (reminders****,*** *alternative environment)* | *How do we diffuse the situation?*   * *What to do and what not to do* * *Phrases to use* * *Calming techniques* | *At what stage should another member of staff be informed? Who should this be?*  *How do we help the pupil reflect and learn from the incident?*  *Is there anything that staff can learn about working with this pupil?* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agreement | | | | |
| Parent Name |  | | Staff Name |  |
| Parent Signature |  | | Staff Signature |  |
| Date |  | | Date |  |
| Skills and Talents | | | Achievements | | |
|  | | |  | | |
| Likes | | | Dislikes | | |
|  | | |  | | |
| Other Key Information (e.g. family background, medical factors etc) | | | | | |
|  | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Log of Incidents** | | | |
| Date | **Antecedent**  Describe what was happening before the behaviour occurred. | **Behaviour**  Describe what the pupil is actually doing. Describe where it occurred, who was in the room, and how long it lasted. | **Consequence**  Describe what the other adults/pupils do. Describe how the pupil responds to this. |
|  |  |  |  |
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|  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **What:** Targets to include Success/Exit Criteria (3-4 Targets) | **How:** Strategies/Activities/Resources | **Who/When/Where:** Input, Frequency/Duration/Location | **Achieved?** | | | |
| Yes | No | Part | Date |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Appendix 5

**Risk Assessment and Positive Handling Plan**

Photo of individual as appropriate

|  |  |
| --- | --- |
| **Name of pupil :** | **Name of Teacher:** |
| **Year group:** | **Date of plan:** |
| **Date of Birth:** | **Review Date:** |

|  |  |
| --- | --- |
| **Strengths and Interests** | |
|  | |
| **Identification and Assessment of Risk** | |
| **Why is it necessary to have a behaviour management plan?** |  |
| **Describe behaviours likely to be exhibited** |  |

|  |
| --- |
| **Who / what is affected by the risk?** |
|  |
| **In what situations does the risk occur** |
|  |
| **Trigger Behaviours** (Describe common behaviours/situations which are known to have led to de-escalation techniques/positive handling being required. When is such behaviour likely to occur? E.g. Teasing from others pupils |
|  |
| **Warning Signs** (Describe and behaviour that may be observed |
|  |

|  |  |  |
| --- | --- | --- |
| **Describe Behaviour** | **How Likely is the risk to happen?**  High = daily / more than once a day  Medium – Weekly  Low – less than once a week. | **How great is the risk to others?**  High = potential to serious injury to others, self and property  Medium = some potential to injury and harm  Low = Prevents learning – no risk of injury |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| **Are there any medical or emotional considerations to be aware of?** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Preferred De-escalation Strategies:** (Describe CALM Strategies that, where and when, should be attempted before positive handling techniques are used). Tick and add details if required. | | | | | |
| Verbal Advice/Support |  | Distraction |  | Reassurance |  |
| Planned Ignoring |  | Contingent Touch |  | CALM talking/stance |  |
| Time Out Offer |  | Time out Directed |  | Transfer to another adult |  |
| Reminder of Choices/Limits/Consequences |  | Humour |  | Success reminder |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Positive Handling Strategies (Team Teach physical interventions)**  (Interventions to respond to adverse outcomes) | | | |
| **Single person holds and escorts** | | **Two person holds and escorts** | |
| Bar and Gate |  | Single Elbow |  |
| Caring C |  | 2 Person Double Elbow |  |
| Help Hug |  | Response to deliberate dead weight |  |
| Steering wheel / guide away |  |  |  |
| Cradle Hug |  |  |  |
| Small child escort/hold |  |  |  |
| Single Person Double Elbow |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Other Strategies:** | Manipulation of Jaw (Bites) |  |
|  | Responding to biting or head-butting |  |
| **Additional Advice** | | |

|  |  |
| --- | --- |
| **De-Briefing Process following incident** | |
| **Physical Condition:**  Monitor/checked by first aider |  |
| **Advice on counselling:**  Refer to… |  |
| **De-Brief Structure**. Pupil, Other pupils, Staff. |  |
| **Recording & Notification Required:**  Team Teach Bound & Numbered Book and Incident Form | |
|  | |

|  |
| --- |
| **Signature of Headteacher** |
| **Signature of Parent(s)** |