



North Baddesley Junior School

"Respect. Aspire. Resilient"

"Be kind, dream big, keep going!"

WORKING TOGETHER BEHAVIOUR POLICY

Status:	Current	Approval Level:	FGB
Review Frequency:	Every 3 Years	Author/Role:	Headteacher
Date First Written:	July 2023	Date Last Approved:	July 2025
Date of Next Review:	July 2028	Statutory:	Yes
Source:	School	Any Changes:	Yes Behaviour Flow Chart

The law requires schools to set out measures in their Behaviour Policy which aim to:

- Promote good behaviour, self-discipline and respect.
- Prevent bullying
- Ensure pupils complete assigned work
- Regulate the conduct of pupils.

Section 89 (1) Education & Inspections Act 2006

This policy has been developed in accordance with the Education and Inspections Act 2006 and has regard to the Department for Education's statutory guidance, including *Behaviour in Schools: Advice for Headteachers and School Staff* and *Suspension and Permanent Suspension from maintained schools, academies and pupil referral units in England, including pupil movement*. It also reflects the school's duties under the Equality Act 2010 and the SEND Code of Practice

SCHOOL AIMS:

- ❖ To create a calm and positive atmosphere in which effective learning can take place – in school or at an alternative place of learning.
- ❖ To promote the wellbeing of all members of the school community.
- ❖ To ensure everyone's safety.

RATIONALE:

We believe that children behave well in school when parents, teachers and children work together in partnership, with a common and consistent approach regarding standards, expectations and strategies.

We prefer to promote good behaviour by praise and confirmation of doing the right thing, offering rewards appropriate to the age of the child such as celebration assemblies, positive phone calls home, recognition certificates, additional enrichment opportunities and other age-appropriate rewards rather than solely consequences of consequences for inappropriate behaviour.

We recognise that children go through stages when their behaviour may noticeably change and we will work with parents to share problems and seek support at any stage to overcome problems.

PRACTICE:

First and foremost we **recognise and reward** good behaviour:

- We aim to provide children with **a stimulating curriculum appropriate to individual needs**. We recognise that lack of boundaries, levels of challenge and boredom can lead to low level disruption.
- We show children **we value and respect** them as individuals, and that we expect them to treat others in the same way.
- We encourage self - discipline and allow children **independence and trust** for them to develop it. Imposed discipline gives children limited opportunity to take responsibility for their own actions.
- We insist that children **care** for their **own and other peoples' property**.
- We expect **care and consideration for others** as part of our school ethos.

- We promote **public recognition of good behaviour and achievement**, encouraging peers to demonstrate their approval, informing parents, entry in the Values Book etc.
- All classes agree a class Code of Conduct at the beginning of the year which is visible and acts as a reminder.
- We will make reasonable adjustments depending on the individual's specific needs at the time (SEN, disability, social/emotional problems). Staff will consider whether a pupil's behaviour is linked to a Special Educational Need or Disability (SEND), a mental health need, safeguarding concern or other vulnerability, and will make reasonable adjustments to behaviour support where appropriate.

However, we recognise that however successful our ethos, and positive approach, some pupils may display behaviour that does not meet the school's expectations. Staff will seek to understand the reasons for the behaviour while maintaining high expectations and the following principles are followed:

- We **express disapproval** explaining why their behaviour is not acceptable.
- We **listen to children's explanations** for their behaviour.
- We provide indicators of **how the behaviour should change** to avoid future consequences and allow them a short time to reflect and show they have learned from it.
- We **differentiate** between minor and major offences.
- We **consequence the behaviour** and not the child.
- We encourage children to feel that we are there to help.
- We are firm but fair.
- We are clear about what to expect should they reoffend.

We have a range of agreed sanctions that all paid employees can apply when children are taking part in any school-organised or school-related activity:

- A verbal reprimand
- Request to repeat unsatisfactory work or complete work not finished due to disruptive behaviour

- Withdrawal of privileges — e.g. as school council, prefect, house captain, participation in a special event, representing the school in an external event.
- Referral to another teacher e.g. for the duration of the lesson with work to complete
- Missing part/all of a break time
- Time to reflect- time outside the class until ready to return to participate
- Letter of apology to the person affected by the behaviour
- Referral to Senior Management for more formal recording
- Communication with parent if an unusual incident for that child or of a sufficient serious nature to involve the family
- We do not apply any form of corporal consequences or detain children out of school hours.
- We exercise our right to apply sanctions when poor behaviour has occurred outside school and the child is travelling to/from school, is in school uniform, or is likely to affect the reputation of the school
- Teachers will not hold whole classes for the consequences of an individual or a few, unless the behaviour is specifically serious enough and it is deemed necessary to do this to promote improved class behaviour
- All sanctions/discipline will be applied only on school premises or under the lawful control of a staff member (e.g. on school trip)
- Searches will be carried out in accordance with the DfE guidance *Searching, Screening and Confiscation*. We will search pupils without consent if we believe prohibited items are in school (knives and weapons, alcohol, stolen items, tobacco products, fireworks, pornographic images, articles likely to be used in an offence, any other item banned by school rules)
- Items may be confiscated and returned as the teacher may decide but any weapons or pornography will be handed over to the police.
- Smart devices including mobile phones, smart watches and other internet-enabled communication devices are prohibited items and are only to be on site with a school waiver. The use of these devices is strictly forbidden at any time during the school day

or on any part of the school site. If such equipment is seen, used, or heard, it will be confiscated and parents or carers will be required to collect the item from the school's Main Reception. Phones should be handed in at the start of the school day to Reception.

WORKING TOGETHER STAGES

Stage 1: minor incidents – low level disruption: short warning, name/initials or sad face on board, time out of the room, sent to a separate table, miss part of playtime/lunchtime in the hall.

Stage 2: more serious incident or continued low level disruption: send to a colleague for duration of the lesson, to team leader to have behaviour recorded. Child will be required to reflect on their behaviour and show willingness to improve.

Examples: talking/ fiddling during teacher's input or independent work, calling out, deliberate silly noises, pushing/poking other children, ignoring verbal/written instructions etc

Stage 3: behaviour is persistent, aggressive, racist or abusive: immediate referral to senior member of staff, record of incident, and contact with parents by letter, in person or phone.

Stage 4: no change in behaviour: meeting with child and parents, involvement of relevant outside agencies (e.g. Behaviour Support Team, Educational Psychologist, Education Welfare Officer, Police Schools Officer or local neighbourhood policing team, Suspension (exclusions) Officer etc as appropriate).

Suspension (exclusion)

The Headteacher may ultimately use suspension (exclusion) from school for:

- deliberate acts of physical aggression or abuse towards staff or pupils
- leaving the school premises without permission
- deliberate damage

There is an option, rarely applied, of a fixed term suspension (exclusion) (e.g. lunchtimes, half a day, 1-6 days)

In cases of repeated violence, attacks on adult/pupil or use of a weapon – a permanent suspension (exclusion) may be considered as per LA policy guidelines. The Governing Body Suspension (exclusion) Panel will then become involved.

Monitoring

On-going records are kept but only *significant* concerns will be passed on to the child's next school. All suspension (exclusions) are recorded and reported to the Local Authority.

Physical restraint / reasonable force will only be used in line with DfE guidelines (i.e. to prevent pupils from committing an offence, injuring themselves or others, damaging property and maintaining good order)

Violent and racist incidents (including verbal and physical towards staff) will be reported to the local authority and will be treated with severity.

Behaviour incidents are monitored to identify patterns and ensure appropriate interventions are implemented.

- The school uses an electronic logging system (CPOMS) which can transfer information between linked school.

Outside school

The Headteacher can impose sanctions for negative behaviour outside school if:

- such behaviour is conducted by a pupil in school uniform or who is easily recognisable as being from the school or the behaviour occurs in close proximity to the school
- the behaviour outside school is likely to have repercussions in school and cause a potential threat to pupils/adults in school
- the behaviour is directed towards a member of staff or school property.
- Many parents expect the school to support them if their child is involved in such incidents outside school.
- The school will always try to support all parents and may involve local police or Behaviour Support agencies if appropriate.
- Members of the public need to be reassured that the school has control over its pupils and the school's reputation is protected.
- This includes behaviour online where it could have an impact on members of the school community.

This policy will be shared with parents, staff, Governors and children.

BULLYING - definition

- The school defines bullying as a deliberate, persistent attempt to control another person through physical, verbal or non-verbal abuse e.g. name calling, intimidation, extortion, written/text/email messages, isolation from peers, incitement to others to hurt or collaborate in the action, and use of sexual/racist innuendo.
- We recognise that young children need support in making friends, dealing with problems and disputes, handling their emotions. Often issues arising are their way of dealing with this and may not necessarily be a bullying issue as they are a one-off behaviour problem. Every incident will be dealt with according to the circumstances at the time, and the expectation is that pupils will learn from the incident.
- The school will log (and deal with) cyber bullying issues in school. The school expects that parents will monitor home on-line behaviour alongside legal recommendations of minimum age usage of specific platforms/apps.

The school recognises that bullying may be related to prejudice or discrimination, including bullying based on a protected characteristic as defined by the Equality Act 2010, such as race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity. Bullying may also occur online (cyberbullying). All allegations of bullying will be taken seriously, investigated promptly and addressed in accordance with this policy.

Principles

- All children have the right to feel safe and valued.
- The school will not condone any such acts and appropriate action will be taken.
- All children have a right to be listened to and their concern investigated.
- Bullying as a topic is regularly addressed as part of the school's PSHE/RSE work.
- We recognise that pupils displaying bullying behaviour and pupils experiencing bullying do not always conform to recognisable stereotypes and that both adults and children have the capability to bully.

- All staff – both teaching and non-teaching - will be informed so that a whole school approach to the problem is taken.
- Parents support will be sought both to support the victim and to change the behaviour of the aggressor.

Practice

- Children are taught to distinguish between bullying, teasing and friendship issues
 - Children are encouraged to report any incident to an adult or a friend who will support them.
 - Any child identified as using bullying behaviour will be referred to the Headteacher, or member of the senior team, who will always take appropriate action.
 - Pupils experiencing bullying or bullying will be reassured and praised for reporting the incident.
 - Children involved in bullying will be asked to vocalise reasons for their actions, consider the victim's point of view and to be involved in decisions regarding their subsequent consequences.
 - If the incident is serious, or a repetition of similar prior behaviour the school will consult with parents
 - All incidents are recorded.
 - Strategies may be applied such as separating pupils at certain times (playtimes, assemblies, for group activities, and in serious cases, classes),
 - Staff will provide support through a buddy or group of friends, and work with the bully to help them change their behaviour, make amends and ensure the victim is helped to feel safe at all times.
- * Consequences/sanctions will be applied as appropriate to the individual child and context – the offender may need periods of suspension (exclusion), referral to an Educational Psychologist, removed from a class or year group, or ultimately be suspended (excluded) short term and eventually, as a last resort, permanently
- *To ensure continuity of expectation, the school may align some expectations/practice in this policy with the local secondary school policies on behaviour.

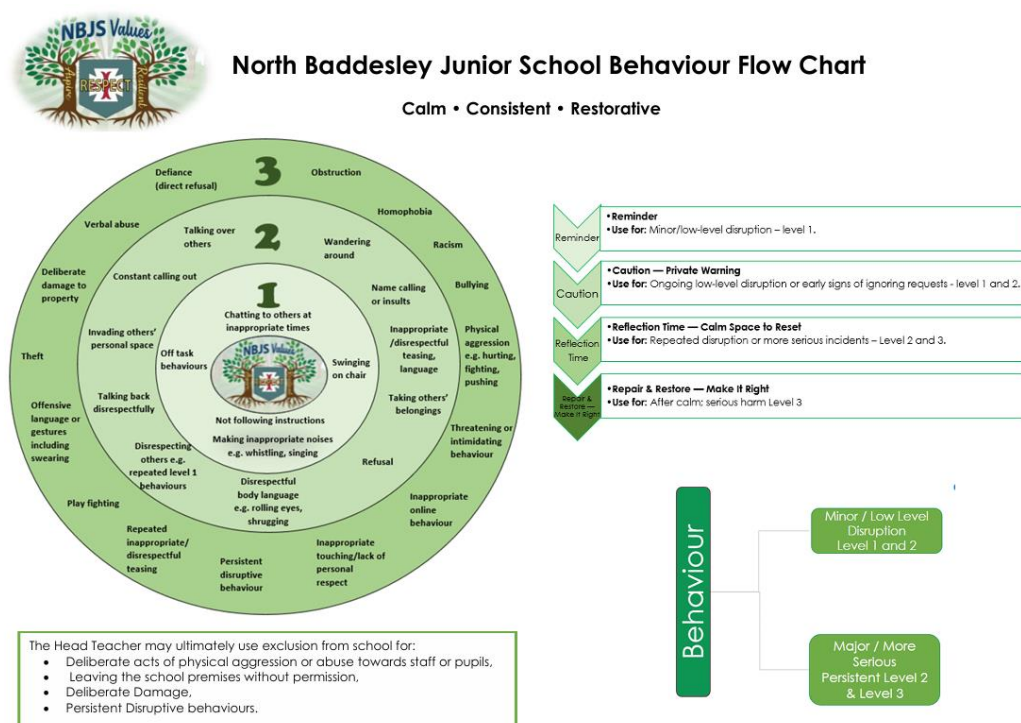
*Note – in this revision the word **SUSPENSION** has been replaced by **SUSPENSION** (new guidance on language used)

Supporting Positive Behaviour

Alongside appropriate consequences, the school will provide support to help pupils understand expectations, develop self-regulation and make positive behaviour choices. Support may include:

- Restorative conversations with a trusted adult.
- Time to reflect on behaviour and identify alternative choices.
- Coaching or mentoring from a member of staff.
- Check-in/check-out with a named adult at the start and end of the school day.
- A behaviour support plan with agreed targets and strategies.
- Social skills or emotional literacy interventions.
- Support from the school's pastoral team or SENCO.
- Adaptations to the classroom environment or teaching approaches where appropriate.
- Reasonable adjustments for pupils with SEND or identified additional needs.
- Opportunities to repair relationships, for example through restorative meetings or apologies.
- Home-school communication and partnership with parents/carers.
- Referral to external agencies where appropriate, such as Educational Psychology, Behaviour Support, CAMHS or Early Help.

*This visual diagram is displayed throughout the school and referred to with all stakeholders, when necessary.



Legislation and Guidance This policy is based on and has regard to the following legislation and Department for Education (DfE) guidance:

- Education and Inspections Act 2006 (Section 89)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
- Suspension and Permanent Suspension from maintained schools, academies and pupil referral units in England, including pupil movement (DfE)
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years

References made throughout.

- Equality Act 2010
- Children Act 1989 & 2004
- Keeping Children Safe in Education (KCSIE)
- SEND Code of Practice
- Searching, Screening and Confiscation guidance
- Behaviour in Schools guidance