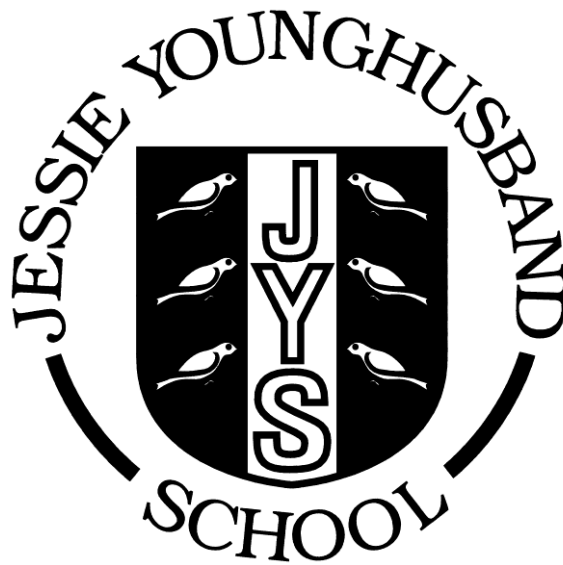


JESSIE YOUNGHUSBAND SCHOOL



Behaviour Policy

Updated Autumn 2020
Review Autumn 2023

Aspire ~ Respect ~ Enjoy

AIMS

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- To ensure a safe and happy environment, where everybody in the school community feels valued and respected.
- To promote behaviour that allows all children to achieve their fullest potential through high quality teaching and learning.
- To promote the personal, social, moral and emotional development of each child.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

BEHAVIOUR STATEMENT FROM GOVERNORS

The Department for Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document Behaviour and Discipline in Schools Guidance for Governing Bodies (DFE – January 2016) has been used as a reference in producing this Statement of Behaviour Principles.

Jessie Younghusband is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy and the discipline policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

Definitions

We believe that our school should:

- Provide a happy and safe environment where everyone is valued and respected;
- Seek to achieve good relationships with all those involved in the school through mutual support and open and honest communication;
- Encourage everyone to aim high and try to achieve their full potential, whether in academic work, sport or play;
- Collectively create a stimulating environment which fosters excitement and enthusiasm for learning;
- Encourage active participation and involvement in our local community and appreciation of our place in the wider world.
- Know that everyone has the right to be shown respect by everyone else but that with this comes responsibilities.

Misbehaviour is defined as:

- Disruption in lessons, in communal school space such as the library, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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
- Racist, sexist, homophobic or discriminatory behaviour

Rights and Responsibilities

The fundamental rights for every member of the JYS school community are:

- The right to LEARN (and for staff to teach);
- The right to be treated with dignity and RESPECT;
- The right to feel SAFE (physically and emotionally).

Rights have corresponding responsibilities. A few examples are:

- Manners e.g. Please, thank you, please may I borrow...;
- Caring for property;
- Moving appropriately around all areas of the school;
- Being ready to learn or teach and making the most of the opportunities by trying our best.

Pupils have a right to:

- Learn in a friendly, encouraging, secure and supportive school environment;
- Have appropriate access to the teachers' time;
- Be heard and be able to express opinions.

Pupils have a responsibility to:

- Show respect to people and the property of others;
- Be co-operative and considerate;
- Act in a safe and responsible manner for themselves and others;
- Speak out, but also to listen.

Staff have a right to:

- Work in a pleasant and safe environment and to be able to achieve job satisfaction;
- Be treated with courtesy and respect;
- Create 'time out' situations for pupils when they are disrupting other people's rights to learn / teach;
- Support from colleagues and parents.

Staff have a responsibility to:

- Ensure that they are encouraging, positive, consistent and that they discipline fairly;
- Recognise and respond positively to good behaviour;
- Consult with, and support, colleagues and parents;
- Work within the framework of whole school policies.

Parents have a right to:

- Expect consistent approaches to codes of behaviour used by teachers throughout the whole school;
- Receive and offer information about their child's education and behaviour.

Parents have a responsibility to:

- Let the school know of any concerns relating to their child;
- Support the school in promoting good behaviour;
- Be willing to listen and work with the school in developing solutions to problems.

School Code of Conduct and Shared Expectations

Our positive school ethos comes from successful classroom practice. Most pupils accept the need for a common guiding framework and most will accept readily the sort of values we seek to promote. We expect high standards of behaviour. We do this through our Code of Conduct which has been agreed through involvement of the staff and children.

At the beginning of the academic year the class teacher and the children discuss and agree class rules. These are displayed in every classroom and are referred to as appropriate. Class rules are closely aligned to the school Code of Conduct.

The school Code of Conduct is attached at the end of this policy.

We also implement this Behaviour Policy through our:

- School ethos;
- Agreed and shared values and learning behaviours;
- Expectations of the school community;
- PSHE Curriculum and assemblies;
- Agreed playtime Code of Conduct;
- School systems;
- Rewards;
- Sanctions;
- Support systems for individual pupil needs which may involve working with outside agencies;
- Liaison with parents.

Management of Behaviour

Classroom management – and in particular the quality of teaching and learning – is the key to managing pupils' behaviour effectively. Classroom management skills include: detailed planning and preparation to ensure that pupils are engaged in relevant and appropriate tasks; involving pupils in stimulating active learning; grouping pupils in ways that minimise disruption; anticipating problems and dealing appropriately with incidents before they escalate. Regard should always be had for the message any inappropriate behaviour may be conveying from the child.

Teachers employ skills of 'positive correction' to deal with low-level misbehaviour. This occurs in the short-term and is immediate. It is balanced with preventative management, built around a framework of rules and routines.

Teachers plan for positive correction by:

- Choosing the language of correction;
- Selecting the best strategy;
- Managing the correction in the least intrusive way.

Positive correction is DIRECTIONAL BUT POSITIVE. It involves:

- Ensuring appropriate tone and gesture;
- Pausing to ensure that attention is gained before giving directions;
- Using privately understood signals;
- Tactical ignoring of secondary behaviour to keep the focus on the primary behaviour;
- Distraction and diversion;
- Partial agreement – ‘that may be so, but...’
- Question and feedback – what?, where?, how?, when? .
- Rule reminders;
- ‘Take up time’ which allows pupils enough time to do what has been asked and ‘save face’ avoiding unnecessary confrontation;
- Choice direction – convey that if a child continues to behave in an unacceptable way then there will be a consequence of some kind – immediate or deferred.

PROMOTING GOOD BEHAVIOUR

It is all too easy to notice bad behaviour and take good behaviour for granted. If we want to promote positive attitudes to learning and a harmonious working atmosphere, we need to recognise those children who work hard, who are friendly and co-operative, courteous and kind. For example, if the noise level in the classroom is too high, it can often be lowered just as effectively by praising those pupils who are working effectively rather than admonishing those who are not.

Positive Behaviour Management

We believe in promoting and recognising positive behaviour. The emphasis should always be on actively noticing positive behaviour and giving consistent rewards

Rewards may happen in the following ways:

- Verbal praise and a smile;
- Verbal praise to a parent in front of their child;
- Saying ‘thank you’;
- Stickers, badges or agreed in-class reward;
- Extra play time or choice of activity;
- Written comments in pupil books;
- Being awarded House Points – these contribute to the Teams House Points total – a cup is awarded each week to the winning house team in celebration assembly;
- Showing good work to another school adult, Deputy Headteacher, Headteacher;
- ARE certificate for showing one of the values – Aspire ~ Respect ~ Enjoy;
- Sharing work or an achievement in class;
- Celebration assembly;
- Termly Headteacher certificates;
- Individual rewards as determined by a Behaviour Support Plan for children in need of additional support;
- Privilege time.

Sanctions (which should be carefully timed for appropriate impact – e.g. once a child has calmed down before this, allow the child time to become calm and able to think about their actions) may include:

- A ‘look’ or non-verbal reminder;
- A verbal warning;
- **Recording the incident in the behaviour log;**

- Being asked to move to another place in the classroom or sit out for a short time at break time;
- Being asked to complete work at break time or lunch time (this should not mean missing lunch but that a break will be organised at an alternative time);
- Saying sorry or writing a letter of apology;
- Clearing up or helping someone to clear up a mess as a result of the behaviour;
- Time out of class working at a corridor table or working in another classroom for an agreed amount of time;
- Missing some or all of break time to reflect on the unacceptable behaviour;
- Detention;
- Parents being called by the class teacher;
- Parents being called by the Deputy or Headteacher for more serious incidents or if intervention by the other school adults has not resulted in an improvement.
- ***Where appropriate, we will always seek to use a restorative approach to address behaviour choices alongside an appropriate sanction.***

Class based behaviour management

Our system for managing behaviour is to discretely record unacceptable behaviour in the class' blue folder.

If a child is not following the Code of Conduct or class rules a reminder should be given. Verbal or non-verbal (e.g. a 'look') warnings should always be used first and may be repeated as often as needed at the professional discretion of the teacher. Care should be taken to ensure that this supports the child to make good choices but does not give the message that unacceptable behaviour is tolerated.

School adults should always have regard for arrangements which may be in place for individual pupils who have special needs in respect of social, emotional or behavioural needs which may require a more individual approach to enable them to be successful.

- Care should be taken to notice all pupils and not to focus on particular 'noticeable' pupils;
- Verbal reminder - occasionally, children will need a reminder of the behaviour expectations in school. This should first involve a verbal (or non-verbal) reminder of the expectations. More than one reminder may be appropriate;
- If a verbal reminder is not effective, give a reminder of the class rules. This should be done sensitively and not openly in front of all the children;
- If the unacceptable behaviour continues further consequences will arise – see the flow chart.

Inappropriate behaviour

At JYS, our emphasis is on the child understanding why certain behaviours are unacceptable and on the child taking responsibility for themselves and their actions. Class teachers and teaching assistants should deal with incidents of inappropriate behaviour. All staff should take responsibility for behaviour across the school and be prepared to step in if, for example, while walking through the corridors, they see inappropriate behaviour. This ensures that children recognise that all adults have a shared expectation and have the authority to deal with the behaviour.

Children whose behaviour needs more individual support will be identified and the agreed way of managing their behaviour shared with all staff. Where there is a known likelihood of challenging behaviour a risk assessment and behaviour management plan will be written and shared with all involved.

Where warnings have not resulted in the desired change in behaviour, or where there is a risk of harm or injury to the child or others, more rigorous action is needed. The process for this is set out in the attached appendix.

Trauma informed approach

JYS is committed to ensuring that we develop a Trauma and Mental Health Informed Approach which will protect our school community members – staff, children and parents – alike.

There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build a school network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult events that may occur

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however individualised support is offered to those having difficulty meeting those expectations.

Examples of the way JYS support behaviour in a trauma informed manner include:

- Ensuring rules are easier to remember.
- Greater emphasis on processes that support pupil emotional regulation and reflection.
- Consideration of how rewards and consequences are implemented; for example, not banning playtime as a punishment, 'golden time' can be accessed by anyone.
- A suggested script for staff to use with pupils to address behaviour.
- Greater emphasis on the use of praise to encourage desired behaviours.
- Discussing incidents individually rather than in front of the class.

Restorative practice

At JYS, we have started to use Restorative Approaches to improve behaviour and build community.

Restorative approaches help develop a happier school where the focus is on learning not conflict. We endeavour to create a school community where every child feels safe and respected, enjoys coming to school and is confident that when things go wrong we will do everything we can to help put it right.

Restorative approaches encourage pupils to think about how their behaviour has affected others. It helps children to develop respect, responsibility and honesty.

We do not blame children for incidents therefore; we do not ask 'why' a child has done something. This is a pointless question that doesn't help the child understand the results of an action. Instead we talk about the behaviour being unacceptable. The behaviour is the reason that a relationship has been broken and we make the child understand that it is the behaviour that needs to change.

When we discuss incidents with the children we use a specific structure;

Qualify the relationship– Always use a calm voice. If you start shouting, children will not want to open up and talk to you about the incident and will therefore not learn from their actions. Make

sure that the children are calm and they understand that they are valued and that you care about them.

This may be by providing a calm quiet space, time and a talk-down.

This is a very important step. Without creating an environment of calm the children will not be open and honest to learning from their actions. Do not allow the children to scream at each other. Make sure that both children are calm.

You can often start this section with an 'I' statement. E.g. "I am really worried that your wellbeing is low..." or "I thought you were friends ..."

Find Out– Start with the wrong-doer and ask 'Can you tell me what happened?'

Ensure that the children are aware that you expect truth and honesty.

Listen to both sides of the story. Tell the children back what they have told you happened.

It is often useful to draw the events with the children in a social story.

Effect– This is the part of the discussion where the children learn how the behaviour has affected others.

How did that make them feel? How do you feel about that? What will happen to our school resources if that happens? What will your teachers and school friends think about that?

Solution – What are you going to do to fix the problem? How are we going to mend our relationship?

Think outside the box, this is often more than just saying sorry for example; it could be taking the child to the first aid station if they have been hurt.

We link this to our behaviour chart. E.g. "As a consequence of that action you are not showing us expected behaviour an appropriate consequence may be...."

Serious Incidents of Aggressive or Abusive Behaviour

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others it may be necessary to remove the other children from the room and allow the child time to calm down. In these situations, staff should allow the child space to calm down and not attempt to interact with them until they are ready.

- If a child threatens, hurts or upsets another pupil, the staff member who receives notice of this deals with the situation in the first instance. This may be a teacher, teaching assistant or Midday Meals Supervisor (MMS). The incident is noted, if appropriate, with evidence gained from all parties involved, and then discussed with the class teacher and the Deputy Headteacher (where necessary). If this continues or anyone is hurt the Headteacher should be informed and may at that stage determine a further course of action – for example this could include contacting the child's parents. In any case of bullying, the Headteacher should be informed.

- If a child repeatedly acts in a way that disrupts or upsets others, the Deputy becomes actively involved.
- This may be referred to the Headteacher who will become involved in the most serious situations.
- If necessary, we contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Records of incidents should be kept. This will help in identifying the context of the problem and also for reference later.
- ***Where appropriate, we will always seek to use a restorative approach to address behaviour choices alongside an appropriate sanction.***

The above actions are set out in the flow chart attached to this policy to support all members of staff to deal with incidents of unacceptable behaviour in a fair and consistent way.

Guidance for Midday Meals Supervisors

See appendix 3

Unacceptable Behaviour outside of school premises

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (DfE Guidance for discipline and behaviour in schools – February 2014). This includes non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline pupils for misbehaviour when the pupil is:

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

Teachers may also discipline misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases for these types of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Involvement with outside agencies

We do recognise and value all children as individuals and understand that there will be occasions when different strategies will need to be employed in order to achieve the most effective outcome.

In cases where a child has additional needs (SEND) in terms of behaviour, (e.g. those with significant emotional or social needs which may result in continuous disruptive behaviour), the SENCo will involve the parents and outside agencies to support the child as appropriate. We work positively with outside agencies, such as the Behaviour Support Team and Educational Psychologists, in order to support those pupils who may need additional guidance self-regulate their own behaviour. For some children this will involve having an individual approach to their behaviour with staff being aware that they will need additional support to be ready to access learning at school.

Where children may exhibit aggressive or violent behaviour, there will be a risk assessment and positive handling plan put in place for them. These will always be shared with parents. Regular

meetings will be held with parents in this situation so that school can work positively with the family to support the child.

Positive handling (Restraint)

If a child is refusing to comply with adult instructions and is in danger themselves or is causing potential danger to others, physical restraint may be used to ensure the child or those around them are safe. Guidance for this is to be found in the school Restraint Policy. This follows the latest Department for Education legislation and guidelines. Key members of staff in school have received training in TeamTeach strategies to manage these situations.

Positive handling (restraint) should only be used where this is the only option available.

Bullying

At JYS, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately and endeavour to prevent further occurrences of such behaviour.

Bullying may be described as a pattern of behaviour showing a conscious desire to hurt, threaten or frighten someone. Bullying can involve physical, psychological or verbal aggression (however, not all aggression is necessarily an act of bullying) and cyber-bullying. It often develops over a period of time and is persistent. Please refer to our Anti-bullying Policy for more information.

In extreme and persistent cases where all avenues to stop bullying have failed, the Headteacher may consider a fixed term exclusion or permanent exclusion for any pupil who is a persistent bully. However, all avenues of support will be explored and followed before this happens.

Fixed-term and permanent exclusions

These will be undertaken in accordance with Department for Education Regulations and West Sussex County Council Guidelines.

The Headteacher (or Deputy Headteacher, in the Headteacher's absence) has the authority to exclude a pupil, for a fixed-term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Fixed-term or permanent exclusions are recorded on a pupil's individual record in the school's information management system (SIMS).

Whenever a Headteacher excludes a pupil, the parents will be notified without delay, ideally by phone followed up by a letter. The letter will state the reason for the exclusion.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body termly.

The school keeps a variety of records of incidents of misbehaviour. The class teachers record minor classroom incidents and use an agreed format to identify patterns and reasons for behaviour. The Headteacher is informed when incidents occur involving the same child or group of children and also keeps a record of more significant incidents.



Our Code of Conduct

Aspire ~ Respect ~ Enjoy



At Jessie Younghusband School, we thread our school values throughout our curriculum and all that we do.

ASPIRE

We all aspire to be the best that we can be through:

- ✓ Focussing well and working hard to achieve highly;
- ✓ Developing our independent and collaborative learning skills;
- ✓ Having a 'can do' attitude – staying positive and persevering in everything we do.

RESPECT

We all value and respect each other, our school and the environment. We show our respect through:

- ✓ Being helpful, honest, polite and courteous to everyone;
- ✓ Taking the time to listen and be supportive of each other;
- ✓ Leading by example and showing friendship, kindness and care to all.
- ✓ Taking responsibility for our actions and behaviours to keep ourselves and each other safe and well, in order to protect our community.

ENJOY

We are enthusiastic and positive in our approach to learning. We enjoy our learning through:

- ✓ Developing our curiosity and exploring our creativity;
- ✓ Working for, and with, others;
- ✓ Making the most of every opportunity that we are given and having fun in what we do!

Flow Chart for Managing Behaviour

Low Level Behaviour – including:

Interrupting learning (calling out; not listening; not following instructions; being disrespectful towards peers or staff; refusal to complete work; not getting on with / completing learning to the expected standard; lying to a member of staff; provoking peers to get a reaction; swearing; misuse of technology; minor vandalising of property. (This is not an exhaustive list.)

Action

REMINDER - Give a reminder of the desired behaviour – refer to the Code of Conduct and what is expected.

If this continues, give a second reminder, including a limited choice consequence which will be put in place (i.e. Are you going to complete the task here or moving to a different table in the class (of the teacher's choosing)?)

Behaviour continues or escalates *

Disruptive, Difficult or Dangerous Behaviour – including:

Using violence; repeatedly ignoring adult instructions; repeated swearing; prejudicial language; deliberately provoking other children to get a response. (This is not an exhaustive list.)

Action

FORMAL WARNING – Discretely record the behaviour in the class blue folder

Praise if there is an improvement – this may not need to be too 'public'.

Behaviour continues or escalates *

Consequence for not responding to the formal warning

An appropriate consequence will be given (these may be used in the following order but should fit with the nature of the unacceptable behaviour):

- Work in another area of the classroom;
- Complete work at breaktime;
- Work in the corridor;
- Work in another classroom;
- Miss some or all of breaktime;
- Class teacher to speak to parents on the same day – arrange a meeting if needed;
- "Sticker / Smiley Face" Chart – to encourage reflection on behaviour.

Behaviour continues or escalates *

Deputy Headteacher Involvement. At this point, further consequences will be considered:

- Going on to a 'daily Report Card' for a week with the DHT;
- Having a breaktime or lunchtime detention;
- Further meetings with the child's parents.

Behaviour continues or escalates *

Headteacher to be involved. This may involve:

- Further meetings with parents;
- Referral to Outside agencies (only once a clear pattern of unacceptable behaviour is established and all strategies at the school's disposal have not had the desired impact);
- Exclusion (only where all other avenues have failed) – fixed term / permanent.

* These stages must be recorded in the class blue folder.

An ABCC form should be used for any pupil where behaviour is identified as an on-going

Flow Chart for Managing Behaviour (at lunchtimes)
If a child's Behaviour is not Acceptable

REMINDER

Give a reminder of the desired behaviour – refer to the Code of Conduct and what is expected. Make sure the child knows what behaviour is acceptable – do this quietly and sensitively.

Behaviour continues or escalates

Formal Warning

Either: **Time Out** – standing for a few minutes down and think about their actions, away from the group to calm. Behaviour then discussed, before being allowed back to play.

Or: Walking around the playground with one of the lunchtime supervisors. Behaviour is discussed, before the child is allowed back to play.

Behaviour continues or escalates

Consequence for not responding to the Formal Warning

The child is brought in to the class teacher and their behaviour is discussed with them.

- Lunchtime supervisor to record the incident in their lunchtime log book to pass on to the class teacher.
- Class teacher to discuss behaviour with child and possible consequences.
- Class teacher may choose to speak to the child's parents.
- (See 'Behaviour Policy: Appendix 2' for further actions.)

Behaviour continues or escalates

Deputy Headteacher Involvement

At this point, further consequences will be considered;

- Going on to a 'daily Report Card' for a week with the DHT;
- Having a breaktime or lunchtime detention;
- Further meetings with the child's parents;
- (See 'Behaviour Policy: Appendix 2' for further actions.)