

Behaviour Policy

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| Date policy last reviewed: |  July 2022  |

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| Signed by: |  |
| Headteacher | Date: |
| Chair of governors | Date: |

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**Statement of intent**

Glenmere believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

* Promoting desired behaviour.
* Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
* Ensuring equality and fair treatment for all.
* Praising and rewarding good behaviour.
* Challenging and disciplining misbehaviour.
* Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
* Encouraging positive relationships with parents.
* Developing positive relationships with pupils to enable early intervention.
* A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
* Promoting a culture of praise and encouragement in which all pupils can achieve.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

* **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
* **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
* **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Equality Act 2010
* Education and Inspections Act 2006
* Health Act 2006
* Voyeurism (Offences) Act 2019
* The School Information (England) Regulations 2008
* DfE (2016) ‘Behaviour and discipline in schools’
* DfE (2022) ‘Keeping children safe in education 2021’
* DfE (2022) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2013) ‘Use of reasonable force’
* DfE (2018) ‘Searching, screening and confiscation’

This policy operates in conjunction with the following school policies:

* Pupil Code of Conduct
* Social, Emotional and Mental Health (SEMH) Policy
* Complaints Procedures Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Exclusion Policy
* Physical Intervention Policy
* Child-on-child Abuse Policy
* Child Protection and Safeguarding Policy
* Pupil Drug and Alcohol Policy
* Anti-bullying Policy

## Roles and responsibilities

The governing board has overall responsibility for:

* The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

The headteacher is responsible for:

* Establishing the standard of behaviour expected by pupils at the school.
* Determining the school rules and any disciplinary sanctions for breaking the rules.
* The day-to-day implementation of this policy.
* Publishing this policy and making it available to staff, parents and pupils at least once a year.
* Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Mental health lead is responsible:

* Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
* Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

* Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
* Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school’s Special Educational Needs and Disabilities (SEND) Policy.
* Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

* Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
* Aiming to teach all pupils the full curriculum, whatever their prior attainment.
* Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
* Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

* Adhering to this policy.
* Supporting pupils in adhering to this policy.
* Promoting a supportive and high-quality learning environment.
* Modelling high levels of behaviour.
* Being aware of the signs of behavioural difficulties.
* Setting high expectations for every pupil.
* Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
	+ SENCO.
	+ Headteacher.
	+ Subject leader.
* As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

* Supporting their child in adhering to the school rules.

 Informing the school of any changes in circumstances which may affect their child’s behaviour

## Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

* **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
* **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
* **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
* **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
* **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
* Possession of legal or illegal drugs, alcohol or tobacco
* Possession of banned items
* Truancy and running away from school
* Refusing to comply with disciplinary sanctions
* Theft
* Verbal abuse, including swearing, racist remarks and threatening language
* Fighting and aggression
* Persistent disobedience or destructive behaviour
* Extreme behaviour, such as violence and serious vandalism
* Any behaviour that threatens safety or presents a serious danger
* Any behaviour that seriously inhibits the learning of pupils
* Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

* Lateness
* Low-level disruption and talking in class
* Failure to complete classwork
* Rudeness
* Lack of correct equipment
* Refusing to complete homework, incomplete homework, or arriving at school without homework
* Disruption on public transport
* Use of mobile phones without permission
* Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

* Any behaviour that requires the immediate attention of a staff member

## Prohibited sexual harassment and discrimination

The school prohibits all forms of sexual discrimination including sexual harassment, gender- based bullying, child on child abuse and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

* Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
* Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
* Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
* Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
* Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
* Taking, displaying, or pressuring individuals into taking photos of a sexual nature
* Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
* Purposefully cornering or hindering an individual’s normal movements
* Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
* Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of any type of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims.

## Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

* Knives or weapons.
* Alcohol.
* Illegal drugs.
* Stolen items.
* Tobacco and cigarette papers.
* Fireworks.
* Pornographic images.
* Any article that the member of staff reasonably suspects has been, or is likely to be, used:
	+ To commit an offence; or
	+ To cause personal injury to any person, including the pupil themselves; or
	+ To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school’s Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school’s Physical Intervention Policy.

## Golden Rules

At Glenmere we follow the following systems:

## Our Golden Rules:

1. Do be gentle – Do not hurt anybody
2. Do be kind and helpful – Do not hurt the feelings of others
3. Do work hard – Do not waste our own or others’ time
4. Do look after property – Do not waste or damage things
5. Do listen to people – Do not interrupt
6. Do be honest – Do not cover up the truth

## Classroom rules:

1. Respect all adults in your classroom
2. Sit appropriately on the carpet or at tables
3. Put up your hand rather than call out
4. Listen and follow instructions promptly
5. Ask permission to leave the classroom
6. Follow your own classes rules

Children will be expected to follow the classroom rules. At the start of the year each class will also add some of their own rules. Where children disrupt lessons and informal/formal warnings have been given but the teacher feels a yellow card is not appropriate, these children will spend 10 minutes against the fence.

In class if a child’s behaviour leads to the child not finishing enough of their work, the child may be kept in to complete the work or the work may be sent home

## What happens when a child breaks the rules?

* Children may be asked to apologise verbally or in writing.
* A child may be asked to sit out of an activity for a period of time.
* A child may miss some of their golden time
* A child may be sent to another class for some time out.
* A child may be sent to the head teacher
* A child may stand at the fence for part of break or dinner time
* A child may have work from a lesson sent home

## Yellow cards

* A yellow card may be issued if a child consistently breaks the same rules.
* A child hits somebody with the intention of hurting them.
* Any physical act that is deemed by staff to be malicious.
* A deliberate act of rudeness
* Spitting intentionally at others
* The use of inappropriate language to others
* Deliberately breaking school property
* An incident where a child lies and wastes staff time when finding out the truth about an incident

If a child is issued with a yellow card, there will be a note made of this in the head teacher’s behaviour log and on CPOMS. The class teacher will discuss the yellow card either through a phone call or a through a discussion at the end of the school day.

The head teacher will not need to see the parents/guardian about this.

The head teacher or Deputy head teacher will only need to see the parents/guardian of a child that has been issued with more than 1 yellow card in a half term.

The Yellow card sent home will state clearly which rules have been broken and parents/carers will be expected to discuss this with their child before coming back into school.

## Persistent rule breaking

If a child persistently breaks the rules in class or at playtime, the class teacher will arrange a meeting with the parents. A behaviour chart or plan may be put into place for a short period of time.

## Red cards

Red cards can be issued when staff feel any of the incidents in the yellow card section are taken to a more severe level.

The red card sent home will state clearly which rules have been broken and parents/carers will be expected to discuss this with their child before coming back into school. A red card will mean that parents need to make an appointment with the head teacher (or deputy head teacher) to discuss it further. A record of all cards will also be kept in school and red cards will be reported on the child’s end of year report. Repeated red cards during the same term will lead to a meeting to discuss whether a fixed term exclusion is necessary.

## Dinner time rules

If any of the golden rules are broken at dinner time a child may be asked to stand against the fence for a period of time.

The same rules for yellow and red cards apply at dinner times and break times.

If a child continuously breaks rules at break and dinner time, it may result in them being kept inside for a period of time.

If a child’s behaviour is deemed to be unsafe at dinnertime to themselves or others it may be arranged with the parents for the child to go home.

## Extreme behaviour

Any act of extreme physical or verbal aggression will not be tolerated during any time of the school day. An extreme attack on another child, whether provoked or unprovoked, will always result in a red card being given and parents being informed. Any act of aggression towards a member of staff will result in an instant red card, a phone call to parents and the child removed from the class for the rest of the day. Exclusion may also be considered.

## During extra-curricular

**School trips**

If a child runs out of lessons, demonstrates behaviour that makes them unsafe or has demonstrated behaviour that is unsafe towards others, then a decision may be made not to take the child on the school trip. This would be decided by the Head teacher and senior management in conjunction with the parents or guardians of the child.

## After school clubs

Children who misbehave or disrupt school run voluntary clubs will be warned initially. Continued disruption will result in them not being allowed to continue with the club and parents will be informed. Disruption at paid clubs will be dealt with by the coach in charge and measures taken will be at their discretion.

## Children with Special Educational Needs

Children with special needs who exhibit behavioural outbursts will have a Behaviour Plan. Where there are outbursts of extreme behaviour, which affects the learning of other children or puts anyone in danger of being harmed, two members of staff will escort the child to a safe, quiet area and hold until calm. Holding will only ever be used as a last resort and where possible handled by staff who are trained in the Team Teach method of physical restraint (see Positive Handling Policy). All such incidents will be clearly recorded. Parents would then be informed and asked to come into school to discuss the incident.

Where extreme behaviour persists and puts a child in danger of being excluded, specialist input will be sought from outside agencies and a special meeting will be called to put measures into place to avoid this outcome. All efforts will be made by the school to keep the child from exclusion and parents will be fully involved with this process, but the safety and wellbeing of staff and other pupils will always be of paramount importance.

## Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

* + They define the behaviour that is being rewarded.
	+ The praise is given immediately following the desired behaviour.
	+ The way in which the praise is given is varied.
	+ Praise is related to effort, rather than only to work produced.
	+ Perseverance and independence are encouraged.
	+ Teachers ensure that praise is not given continuously without reason and only when a pupil’s efforts, work or behaviour need to be recognised.
	+ Praise that is given is always sincere and is never followed with immediate criticism.
	+ Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour

## Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

* + **Immediate** – immediately rewarded following good behaviour.
	+ **Consistent** – consistently rewarded to maintain the behaviour.
	+ **Achievable** – keeping rewards achievable to maintain attention and motivation.
	+ **Fair** – making sure all pupils are fairly rewarded

The school uses three different categories of rewards – these are:

* + **Social** – praise and recognition, e.g. a positive phone call or email home.
	+ **Physical** – material rewards, e.g. tokens, stickers or certificates.
	+ **Activity** – activity-based rewards, eg,DVD afternoon

Each class has their own reward system and all classes also use Do Jo points.

## Intervention

In line with the school’s Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

* + A pupil attacks a member of staff or another pupil
	+ A pupil tries to, or does, conduct deliberate damage or vandalism to property
	+ A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
	+ A pupil is running on a corridor in a way that may cause an accident or injury to themselves or others
	+ A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
	+ A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
	+ A pupil is behaving a way that is seriously compromising good order and discipline
	+ A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil’s return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only to be used as a last resort. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the governing board meets to discuss reinstatement within 15 school days. Where the pupil’s reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.

## Pupil Transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

**Physical intervention**

In line with the school’s Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## Staff Development and Support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. The behavior policy is covered with all staff annually.

## Record Keeping and Monitoring

A record of behaviour incidents that result in a yellow or red card will be kept by the Head teacher and the cards will go home to inform parents. All incidents will be reported on CPOMS, Regular checks will be made for patterns and frequency of incidents and attention paid to disability, special needs, gender or cultural background. This will be reported to governors termly in the Head teacher’s written report. Any concerns about behaviour in the school will also be raised in the termly curriculum meetings.

## Monitoring and Review

This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for OFSTED inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is June 2023