The Meadows

Behaviour Policy 2022 - 2023

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Contents

Reviewed on	Jan 22
Next Review	Jan 23

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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**

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
- 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 should publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Swearing

Serious misbehaviour is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

Reviewed on	Jan 22
Next Review	Jan 23

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)

Peer on Peer Abuse

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
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 strategy.

All staff should understand that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported.

As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of

Reviewed on	Jan 22
Next Review	Jan 23

unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:
• Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• Abuse in intimate personal relationships between peers

• Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

• Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

• Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

• Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)

• Up skirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Roles and Responsibilities

The Governing Body

The Governing Body specifically Karen Trevelyan, Chair of Personal Development Behaviour and Attendance Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Personal Development Behaviour and Attendance Committee will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Personal Development Behaviour and Attendance Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Reviewed on	Jan 22
Next Review	Jan 23

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

Pupil code of conduct

Pupils are expected to:

- **Connect with others**
- **Take responsibility**
- **Manage challenge**
- **Think and reflect.**

These values are designed to promote self-regulation and positive behaviours and to educate and restore relationships when necessary.

Rewards and sanctions

All of our pupils have recognised additional needs and most have experienced multiple adverse childhood events and trauma. Their behaviour can present as puzzling and should primarily be understood as a communication of need.

Opportunities to provide meaningful feedback, develop learning and self reflection through discussion with pupils is considered to underpin our practice. It is these practices that lead to young people being able to moderate and manage their responses and to take responsibility and connect with others when things do not go as planned.

The language of rewards and sanctions is deeply embedded within education systems and practices. We recognise positive actions and behaviour and we take action to explain, highlight the damage that these behaviours cause and restore relationships where unacceptable behaviour occurs.

List of rewards and sanctions

Positive behaviour will be recognised and celebrated through

- Praise
- Letters or phone calls home to parents / carers
- Meetings to celebrate successes

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Check, explain, remind and pass on
- Expecting work to be contend at break, lunchtime or after school
- Referring to T5
- Phone calls home to parents
- Task to complete that goes some way to restoring damage

Reviewed on	Jan 22
Next Review	Jan 23

- Meetings to problem, solve with parents / carers
- Solution circle to gather ideas share wider experiences and perspectives
- Exclusion as a last resort

Off-site behaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

Malicious allegations
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy with the support of key adults (Parents / carers , external agencies as required) recognising the complexity and emotive basis of this communication for all involved.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management
Classroom management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Develop a positive relationship with pupils including:

  - 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 / lesson positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive praise and feedback

Physical restraint
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint 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

Reviewed on	Jan 22
Next Review	Jan 23

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's <u>latest guidance on searching, screening and confiscation</u>.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Key staff (Senior Leaders, SENCo,T5) will 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.

Pupil Transition

To ensure a smooth transition to the next year, 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.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of regular CPD. Teamteach is our chosen restraint training provider.

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

This behaviour policy will be reviewed by the Head Teacher and Karen Trevelyan, Chair of Personal Development Behaviour and Attendance Committee annual or more frequently if required at each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Personal Development Behaviour and Attendance Committee every year.

Links with other Policies

This behaviour policy is linked to the following policies:

● Keeping Children Safe in Education
● Anti-bullying
● Peer on Peer addendum
● RPI Policy

Reviewed on	Jan 22
Next Review	Jan 23

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- The behaviour policy is shared with pupils and staff

- Behaviour is understood as a communication

- Pupils are helped to **think and reflect** when things have not gone well and to take **responsibility** for their actions through restorative actions and conversations and with support they are enables to re **connect with others.** Over time this process support pupils to **manage challenge** in a way that is appropriate.

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy. Families / carers are involved in behaviour incidents to foster good relationships between the school and pupils' home life

- Exclusions will only be used as a last resort

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Our PHSE curriculum cover what healthy and respectful behaviour towards one another looks like.

We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour.

If pupils make these comments, we will:
- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Follow up with parent /carers

Reviewed on	Jan 22
Next Review	Jan 23

Appendix 2 Restorative Framework

- A restorative approach offers staff a framework for promoting mutually respectful relationships and creating a nurturing environment in which all members of the school community feel valued and respected.

- Punishment doesn't usually meet the needs of those who suffered as a result of the incident or incidents. Typically, sanctions focus on the offender, not the victim(s). Those who suffered often do not get an apology, or any explanation of what happened or why they were singled out. They may fear a recurrence as soon as the offender returns, or they may blame themselves for what happened. The incident is often left unresolved for them.

- In practice punishment does not always work as a deterrent for a variety of reasons.

- The restorative approach does not rule out punishment. It simply looks at the problem from a different perspective. Its focus is on the harm that has been done, and how it can be repaired.
  The main principles are:

  1. Those who have done harm face up to those who they have harmed
  2. Those who have been harmed have a say in how that harm is repaired
  3. To enable those who have done harm to make amends and ultimately to be re-integrated into the school community.

- Restorative approaches have benefits for victims, offenders, the school community and community as a whole.

- Restorative approach is most effective when adopted as a whole school approach and practising restorative questioning is a good starting point and complements the approaches that are already used in school.

  This approach supports:
  - Increased empathy
  - Enhanced respectful relationships
  - Increased autonomy
  - Maximised learning time
  - Reduction in conflicts
  - Calmer conflict resolution

This written statement of behaviour principles is reviewed and approved by the Personal Development Behaviour and Attendance Committee.

Reviewed on	Jan 22
Next Review	Jan 23

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Reviewed on	Jan 22
Next Review	Jan 23