

# Behaviour for Learning Policy

## Grange Park Junior School



Approved by Governing Body	Date: 18 <sup>th</sup> July 2024
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### **1. Scope:**

This Behaviour Policy is used by all stakeholders for all of the pupils in the school.

### **2. Aim:**

At Grange Park Junior School, it is our belief that everybody has the right to feel safe and to work and learn in a supportive, sociable, and safe environment. We believe that by creating such an environment, our pupils and staff will be able to flourish both inside and outside of school. Through an encouraging and positive behaviour management system, which is well-defined and structured, we aim to support both staff and pupils to learn and teach effectively. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our pupils are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

Behaviour management systems, which are centred around the well-being of pupils and include praise and rewards for positive behaviours such as showing respect for others, will allow pupils to develop their values and self-discipline, thereby giving them the platform they need to become good citizens in their school life and beyond.

Our behaviour policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving pupil's engagement, motivation and wellbeing as well as helping our pupils to become 'leaders of tomorrow'.

### **3. Values and Vision:**

At Grange Park Junior School, we recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the pupils for whom we hold a responsibility. Our values are prominently displayed around the school and promoted within the local community. The school and staff members promote the values regularly in relation to all aspects of school life through assemblies and PSHE lessons.

#### **Grange Park Junior School's Core Values:**

- Being Aspirational
- Courage
- Empathy
- Respect
- Friendship
- Resilience
- Kindness
- Equality
- Determination

#### 4. Zones of Regulation:

The Zones of Regulation are a complete social-emotional learning curriculum, created to teach pupils self-regulation and emotional control. The Zones of Regulation are a whole school approach and teaches a variety of social-emotional skills to pupils, starting with early emotional skills and advancing to self-regulation and navigating social situations.

Individuals are impacted by different factors and respond in different ways and the Zones of Regulation help pupils and adults to recognise changing emotions and associated feelings and behaviours. Use of the Zones of Regulation focuses on helping us recognise the changes in our emotions and helps us to regulate them and move to the optimal zone for learning. The following poster will be displayed in every classroom:



#### 5. Legislation and Statutory Requirements:

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

## **6. Roles and Responsibilities:**

As we believe that we all have a responsibility to encourage and model good behaviour, we have outlined the roles and responsibilities of pupils, staff and parents/carers.

At GPJS, our goal is to have a positive, caring ethos and provide a challenging, well-planned education. Our behaviour policy is outlined to support the school in producing caring, successful pupils with a high self-regard and self-esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

### **Pupils must:**

- Greet staff/ visitors and show good manners when interacting with all school staff
- Be aware of the expected standard of behaviour they should be displaying at school
- Be aware that they have a duty to follow the behaviour policy
- Follow the school's key rules and routines
- Use positive vocabulary
- Always walk calmly and quietly
- Line up in order for all transitions
- Demonstrate school values all the time
- Use the Zones of Regulation to talk about their emotions
- Be aware of rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- Be aware of the pastoral support that is available to them to help them meet the behavioural standards
- Be supported to meet the behaviour standards and be provided with repeated induction sessions wherever appropriate
- Be supported to develop an understanding of the school's behaviour policy and wider culture
- Be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and induction will be provided for pupils who are mid-phase arrivals.
- Only use mobile phones in accordance with this policy

- Wear the correct uniform and wear religious items in accordance with our school uniform policy

If these expectations are not followed, any member of staff who witnesses misbehaviour should follow up with the pupil(s) involved immediately.

Teacher and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. We believe in the power of positive and regular praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. All adults within the school environment have a duty to be positive role models in all areas of behaviour, including non-teaching staff and visitors to the school.

**Staff members must:**

- Greet pupils and refer to them by their names where known
- Be a role model for good behaviour for pupils
- Encourage and reward good behaviour
- Appropriately report and sanction misbehaviour
- Create and encourage a safe and positive learning environment
- Encourage pupils to try their best
- Ensure all pupils walk around all areas of the school calmly and quietly
- Create clear classroom routines that are in-line with the policy but suit the needs of the pupils
- Make sure pupils are adequately supervised when entering the building after break times, including on the stairs
- Address any inappropriate behaviour in line with this policy
- Record negative behaviour on the school behaviour log on CPOMs
- Have a visual timetable that is presented to pupils daily in the classroom
- Reward and sanction pupils appropriately and consistently in line with the behaviour policy
- Adapt policies and learning to support the needs of all pupils, including SEN pupils and those with disabilities
- Treat pupils, parents/carers and other members of staff with respect
- Liaise with the Senior Leadership Team if there are any concerns regarding a pupil's behaviour
- Inform pupils' parents/carers of good behaviour and misbehaviour and of any sanctions given to a pupil
- Enforce the uniform policy- please see uniform policy

If these expectations are not followed, SLT or the behaviour lead will address this with the member of staff concerned.

In order to support our pupils to become the best citizens they can be, GPJS is committed to developing good relationships between school and home, and working in partnership with the families of our pupils is crucial.

**Parent and carers must:**

- Demonstrate respect towards all pupils, staff, and other parents/carers
- Inform a member of staff of any incidences of misbehaviour that they witness

- Ensure their child abides by the behaviour policy to the best of their ability
- Work alongside staff members to support positive behaviour, including attending relevant meetings
- Ensure their child attends school on time and ready to learn
- Inform a member of staff of any concerns they/ their child has
- Inform a member of staff of any additional needs their child has, to ensure pupils get the support they need

If these expectations are not followed, a member of the Senior Leadership Team will follow up with the parents/ carers concerned.

#### **The Headteacher:**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal with poor behaviour effectively
- Ensuring that the policy is implemented consistently by staff with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties as set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

#### **The Senior Leadership Team:**

The Senior Leadership Team must:

- Act as role models to all stakeholders and pupils
- Regularly review and update the behaviour policy to ensure that it is up-to-date and does not discriminate against any pupil, member of staff or parent/carer on any grounds
- Take all reasonable measures to protect the safety and well-being of staff and pupils
- Liaise with parents/carers when needed regarding their child's behaviour and support them as necessary
- Work with external agencies where appropriate to maintain a safe environment and positive behaviour
- Ensure the behaviour policy is applied fairly and consistently

#### **7. School Behaviour Curriculum:**

### **Expectations of Pupils in Lessons:**

- Complete all classwork and homework to the best of their ability
- Treat staff members and other pupils with respect at all times
- Not distract others during lessons
- Only leave the classroom when they have the permission of a staff member
- Report any incidences of bullying or misbehaviour
- Always follow instructions of staff members, especially during emergencies such as a fire alarm
- Act as role models for younger pupils and take care of one another
- Always be on time and ready to learn
- Actively participate in lessons
- Respect the school environment
- Treat school equipment with respect
- Remember that they are ambassadors for the school and maintain good behaviour whilst in school, outside of school and on school trips
- Not bring any prohibited items to school
- Only use technology when instructed to do so by a member of staff for their learning

### **Expectations of Pupils Around the School:**

- Keep their hands and legs to themselves
- Respect other pupils, their work and belongings
- Follow established school routines (e.g. lining up for lunch, appropriate behaviour in the school's dinner halls, walking on the left-hand side of the corridors)
- Treat the school with respect and ensure usage of litter bins provided
- Be polite to fellow pupils, **all staff** and any visitor to the school
- Use appropriate language
- Maintain uniform expectations at all times.
- Always walk quietly and calmly around the school

### **Expectations of Pupils Outside the School:**

Pupils are expected to be responsible citizens of the local community and outstanding representatives of GPJS, particularly in the following ways:

- Showing respect to others
- Wearing a full uniform in the correct manner on the way to and from school
- Under no circumstances doing something that brings the school into disrepute
- Exhibiting good behaviour when travelling to and from school
- Using appropriate language in public
- Using appropriate manners at bus stops and on public transportation



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

### **Playtime and Lunch times:**

The rules outlined in this policy apply at all times, including at lunchtime and playtime. However, there are some additional rules to be followed at these times to ensure that all pupils are safe and happy. These are as follows:

- Walk down the stairs, corridors and to the playground quietly
- Wear a coat if it is cold or wet or if an adult requests you to do so
- Only fruit or vegetables should be eaten during break time
- Ask an adult before you go inside
- Inform an adult if any incidents that occur
- Share all equipment
- Stop and stand still then the first whistle is blown
- When the second whistle is blown, line up quietly and safely
- Stand in line safely, do not push or overtake others
- Speak quietly in the Hall during lunchtime
- There should be no playing in the toilets

If pupils do not respond to the whistle, then they may be asked to practise lining up safely during playtime. If pupils are misbehaving and require a 'time out' at lunchtime, then they will be asked to sit in the playground quietly for an appropriate amount of time.

### **Indoor Break and Lunch time Expectations of Pupils:**

- Remain in your classroom or the room that has been allocated to you
- Complete the activity that the adult has provided
- Ask an adult before you leave the classroom
- Be kind to your friends
- Inform an adult if any incidents occur
- Share all equipment
- Stop playing once an adult has informed you that playtime has ended
- Tidy up the classroom and ensure it is ready for learning.

### **Dining Hall Expectations:**

- Enter the dining hall calmly and quietly
- Line up and wait for your tray to be called
- Greet all adults in the dining hall
- Say please and thank you when asking for and receiving items
- Walk calmly around the dining hall at all times
- Put your hand up if you want an adult's attention
- Hot dinners to clean and empty their plates and trays in the designated area
- Packed lunches to leave their rubbish and left-over food in their lunch box so that parents can see what they have and haven't eaten
- When eating lunch, pupils should talk quietly and eat with minimal mess

- When leaving the dining hall, pupils should leave quietly and walk to the playground.

If these expectations are not followed, pupils may be asked to: wait for 5 minutes; tidy up unnecessary mess they have created and/or to help to clean the tables. If Category 1-4 behaviour is displayed in the dining hall, behaviour steps will be followed.

### **Mobile Phones**

Whilst we understand that in the current day, most pupils have mobile phones, we also recognise that mobile phones can be a distraction to learning. As such, we have a strict mobile phones policy. The below policy applies to all other electronic devices such as iPads, wired or wireless headphones and smart watches.

- No child in the school needs to bring a mobile phone to school apart from specific circumstances, which are approved in writing by the parent
- If a Year 6 child has permission to walk home, then the child will be required to have written consent in order to bring a mobile phone to school
- If a mobile phone is needed by a pupil for safety reasons, then this should be clearly labelled and handed into the class teacher. The class teacher will take them to the school office and will only be returned to the child when they are leaving school
- If a pupil's mobile phone is lost or stolen at school the school is not liable for this or any damage
- Mobile phones are not to be used on school grounds at any time, including before and after school hours
- Mobile phones are not to be used during lessons for any reason
- If a pupil is seen with a mobile phone during any part of the school day, this will be confiscated by a member of staff and handed in to the school office
- Pupils who refuse to hand over a mobile phone at the request of a staff member will be subject to further sanctions
- If a mobile phone has been confiscated, then the pupil's parent/carer will be required to collect the phone from the school office at the end of the school day or at a time specified by the class teacher

### **Safeguarding:**

Our school recognises that a change in behaviour can indicate that a pupil is in need of help. We will always consider the fact that a pupil's misbehaviour may be due to them facing an unpleasant or dangerous experience. If this is found to be the case, we will follow our safeguarding policy to ensure the pupil is protected. Our staff members are highly trained in the subject of safeguarding and will report any behavioural incident which may be related to child protection as soon as possible. Please refer to our child protection and safeguarding policy for further information.

### **8. Bullying:**

At Grange Park Junior School, the safety and well-being of our pupils is always at the centre of all we do. As such, we strongly believe that every pupil has the right to be protected from abuse, bullying,

violence and neglect. **Bullying is defined as the repetitive and intentional hurting of a person or group of people (physically or emotionally) by another person or group.** This can happen in person or online and as this is repeated over a period of time, it can be very difficult for those being bullied to speak up and defend themselves. Bullying is very distressing for those affected and we take all instances of bullying very seriously and investigate these thoroughly. Bullying will not be tolerated at Grange Park Junior School.

There are many forms of bullying, some of the main types are:

- Physical- e.g. hitting, biting and kicking.
- Verbal- e.g. name-calling, threats, insults and sarcasm.
- Indirect- e.g. exclusion from social groups and spreading rumours.
- Online/ cyber bullying- e.g. sending nasty messages, sharing photos without permission or making derogatory posts on social media about others.
- Sexual- e.g. unwanted physical contact, inappropriate touching or making fun of somebody's sexual orientation.
- Racial- e.g. using derogatory language.
- Discriminatory- where children are discriminated against based on a particular characteristic (e.g. gender, race, sexuality, disability, or faith).

Pupils who are being bullied may show changes in their behaviour. They may become anxious, withdrawn or show a lack of concentration during lessons. Staff members have been trained to identify signs of bullying and to intervene promptly if there are suspicions of bullying. Staff members encourage pupils to report instances of bullying. The school has a duty to safeguard and promote pupil welfare and all staff members are aware and work towards this.

We use a system called CPOMS to log incidents or concerns relating to behaviour, whether this is a concern raised by a parent/carers, an incident in the classroom, or on the playground. This is to allow us to be able to identify and address persistent issues.

Instances of bullying can be addressed in a number of ways, including class discussions, assemblies and one-to-one support for victims of bullying. Parents/carers will always be involved in discussions surrounding bullying affecting their child and are encouraged to share any concerns with a member of staff, class teacher or member of the Senior Leadership Team.

## **9. Our Response to Behaviour**

### **Our Response to Positive Behaviour:**

Praising and rewarding pupils for good behaviour makes them feel valued and encourages them to maintain positive behaviours.

At Grange Park Junior School, we employ a variety of techniques to praise and reward pupils for positive behaviours. This includes:

- Verbal praise
- Sharing a pupil's achievements in assemblies
- Receiving class dojo points

- Giving the pupil additional responsibilities
- Displaying the pupil's work
- Sharing the pupil's work with the Senior Leadership Team
- Merit certificates written by the class teacher or support staff
- Giving positive verbal feedback to parents/ carers
- Giving the pupil a class award

### **Our Response to Misbehaviour:**

Wherever possible, misbehaviour will be modified by encouragement. Members of staff will aim to understand and support pupils to allow them to understand why they are misbehaving and the feeling behind this e.g. through reference to the Zones of Regulation.

In some instances, these strategies may not succeed, and staff will be required to take further action as appropriate. Our policy towards sanctions is to:

- Ensure sanctions are immediate and discreet
- Ensure sanctions are applied consistently but account for the circumstances or individuals
- Ensure sanctions do not apply to groups of pupils

### **Incident Reporting:**

All members of staff have a responsibility to manage the behaviour of pupils under their care. This allows mutual respect to develop between pupils and staff and allows pupils to gain respect for school rules and expectations. Members of staff are aware of incidents which can be dealt with by themselves and those which require escalation to the Senior Leadership Team. Low level misbehaviour is to be dealt with by the member of staff who the issue is witnessed by or who is informed of the incident. Incidents which are persistent or of concern will be recorded on the CPOMS system by the member of staff involved. The incidents recorded on CPOMS will be regularly monitored by the SLT and the Behaviour Lead.

### **Behaviour Stages**

Reporting of incidents will follow the below stages, depending on the level of misbehaviour shown:

#### **Category 1: Low level misbehaviour**

- This will be dealt with by the member of staff the incident has been witnessed by and the classteacher will be informed
- The member of staff who witnessed the incident will remind pupils of expectations through a verbal warning
- Recording is not needed in this case as over-reporting can negatively impact pupil's self-esteem and lead to more negative behaviour

### Category 2: Medium level misbehaviour

- This will be dealt with by the member of staff the incident has been witnessed by and the classteacher will be informed
- The member of staff who witnessed the incident will remind pupils of expectations and give an appropriate sanction
- Recording on CPOMS will be required and parents will be informed by the classteacher

### Category 3: Serious level misbehaviour

- The staff member who witnessed the incident must refer the incident to the Year Group Leader, who will deal with the incident and inform the Phase Leader (Lunchtime incidents at this level must be referred to Phase Leader/ Assistant Headteacher)
- To be recorded on CPOMS and parents will be informed by the member of SLT who dealt with the incident.

### Category 4: Extreme misbehaviour

- Year Group Leader informed first and then the relevant member of SLT to be informed.
- Deputy Headteacher and Headteacher to be involved if deemed appropriate by Head of Year / Phase Leader
- To be recorded on CPOMS and parents will be informed by the member of SLT who dealt with the incident.

The following stages will be displayed in all areas of the school:

Examples of Positive Behaviour	Categories	Examples of Misbehaviour	Examples of Sanctions	Members of Staff Involved
<ul style="list-style-type: none"> <li>-Displaying school values</li> <li>-Following instructions</li> <li>-Walking around the school calmly</li> <li>-Using the Zones of Regulation</li> <li>-Actively participating</li> </ul>	<p><b>Category 1</b> <b>Low</b></p>	<ul style="list-style-type: none"> <li>-Not showing school values</li> <li>-Interrupting/calling out</li> <li>-Swinging on chairs</li> <li>-Misusing equipment</li> <li>-Avoiding completion of work</li> <li>-Out of seat</li> <li>-Distracting others</li> </ul>	<ul style="list-style-type: none"> <li>-Warning/reminder of expectations</li> <li>- Explanation of why this behaviour is not safe or prevents learning</li> <li>-Non-verbal signals (e.g. eye contact)</li> <li>-Discussion with an adult about the behaviour and a choice of changing</li> </ul>	<p>Immediate staff member at the time</p>

<p>in lessons and activities</p> <ul style="list-style-type: none"> <li>- Using good manners</li> <li>- Completing home learning to the best of their ability</li> <li>- Learning from past mistakes</li> </ul>		<ul style="list-style-type: none"> <li>-Not completing homework</li> <li>-Snatching or throwing objects</li> <li>-Running in the school building</li> <li>-Talking in class/assembly</li> </ul>	<p>the behaviour or receiving a consequence</p>	
<ul style="list-style-type: none"> <li>- Attending school regularly</li> </ul>	<p><b>Category 2 Medium</b></p>	<ul style="list-style-type: none"> <li>-Persistent category 1 misbehaviours</li> <li>-Preventing others from learning</li> <li>-Refusing to complete work</li> <li>-Name-calling/teasing</li> <li>-Refusal to line up</li> <li>-Being disrespectful to an adult</li> <li>-Littering</li> <li>-Deliberate use of hands and feet to hurt others i.e. poking, tripping</li> <li>-Leaving the classroom without permission</li> <li>- Not telling the truth</li> </ul>	<ul style="list-style-type: none"> <li>-Report to staff on duty (lunchtimes)</li> <li>-Report to class teacher</li> <li>-Miss playtime to reflect on actions</li> <li>-Miss Lunchtime to reflect on actions</li> <li>-Record on CPOMS and phone call home</li> <li>-Letter of apology written during playtime or lunchtime</li> <li>-Reflection with the pastoral officer</li> </ul>	<p>Immediate staff member at the time</p>

	<p><b>Category 3 Serious</b></p>	<ul style="list-style-type: none"> <li>-Persistent categories 1 and 2 misbehaviour</li> <li>-Answering back when an adult has explained an expectation or sanction</li> <li>-Swearing</li> <li>-Bullying</li> <li>-Incidents of hate-related language (sexism, racism, transphobic, homophobic, biphobic, xenophobic, disability-related etc.)</li> <li>-Damaging property</li> <li>-Leaving the classroom without permission</li> <li>-Consistently not completing home learning</li> <li>-Deliberate use of mouth/legs/arms to hurt i.e. biting, spitting, hitting, kicking, kneeling</li> <li>-Vandalism/graffiti (low cost)</li> <li>-Using technology without adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Record on CPOMS and phone call home or meeting with parents</li> <li>-Internal suspension from lessons in another class or time out with pastoral</li> <li>-Internal suspension</li> <li>-Referral to phase leader, pastoral officer, behaviour lead</li> <li>-External agencies to be involved if needed</li> </ul>	<p>Immediate staff member at the time</p> <p>Class Teacher</p> <p>Year Group Leader</p> <p>Phase Leader</p>
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	<p><b>Category 4 Extreme</b></p>	<ul style="list-style-type: none"> <li>-Persistent category 3 misbehaviours</li> <li>-Intentional serious damage to school/pupil's property (repair/replace)</li> <li>-Threatening others (staff and pupils)</li> <li>-Bringing prohibited or dangerous items into school</li> <li>-Intentional hate-related crime incident (sexism, racism, transphobic, homophobic, biphobic, xenophobic, disability-related etc.)</li> <li>-Seriously hurting another pupil with intent</li> <li>-Running away or around the school</li> <li>-Stealing</li> <li>-False accusations against staff</li> <li>-Open defiance to staff</li> <li>-Derogatory language/behaviour towards staff</li> <li>-Assault on staff</li> <li>-Refusal to leave/blocking doorways</li> <li>-Sexual harassment or violence</li> </ul>	<ul style="list-style-type: none"> <li>-CPOMS record</li> <li>-Referral to Deputy Headteacher/ Headteacher</li> <li>-Meeting with parents and Deputy Headteacher/ Headteacher</li> <li>-Letters home</li> <li>-Fixed-term and permanent exclusions, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>-Class Teacher</li> <li>-Year Group Leader</li> <li>-Phase Leader</li> <li>-Deputy Headteacher</li> <li>-Headteacher</li> <li>-Parents</li> <li>-Pastoral officer</li> <li>-Behaviour lead</li> <li>-External agencies</li> </ul>
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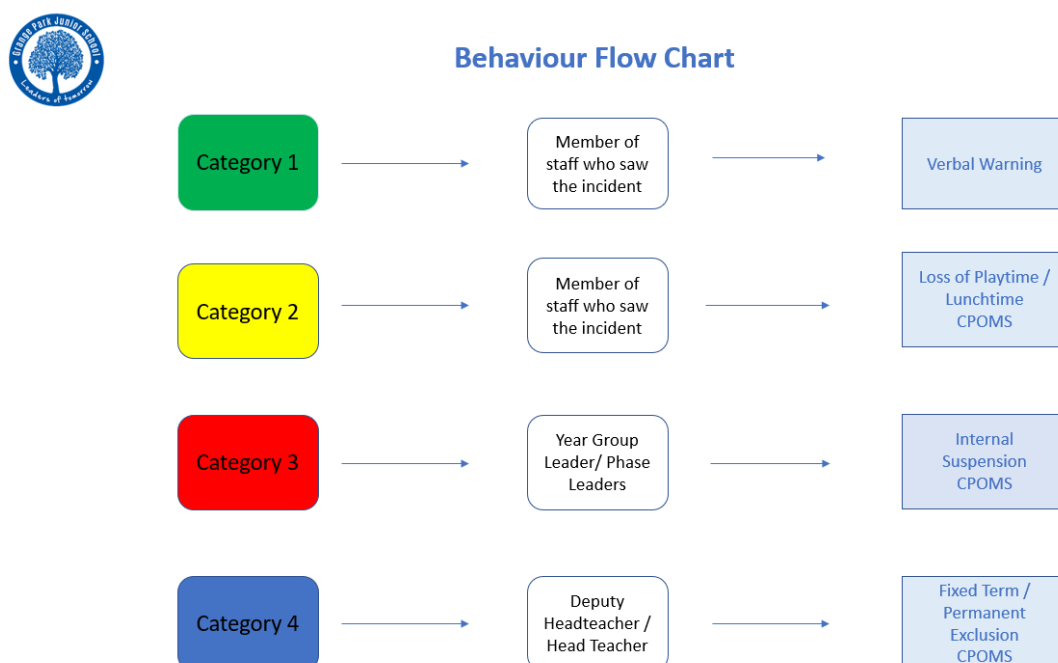


### **Pupils with Special Educational Needs, Behavioural Needs or Other Specific Needs:**

We recognise that some pupils have significant or complex needs and require additional support. In this instance, a behaviour management plan will be developed in collaboration with the SENDCo and other members of staff who work with the pupil, such as class teachers and the Pastoral Officer. Our staff understand that in these cases, the behaviour policy must be adapted in a way that best suits the need of the pupil whilst ensuring that they understand that there will be consequences for their actions.

We also recognise that there are some pupils who have complex home lives. It is important that members of staff are aware of this to ensure that behaviour management techniques used are in the best interests of the pupil. It is the responsibility of any member of staff, who has this information to pass this onto other staff members to ensure that everybody is aware of the pupil's needs.

### **Behaviour Steps Flowchart, that will be displayed in all areas of the school:**



### **Behaviour Strategies:**

The school may use all or some of the strategies listed below to improve levels of positive behaviour and pupil engagement:

- Counselling and Mental Health support
- One-off discussions
- Meetings with parents/carers
- 'Time out' card for pupils who may find it a challenge to regulate emotions, to allow them to have a place and means to leave situations whilst regulating
- Rewards and Sanctions
- Adjustments to timetables for pupils who may work more effectively in different social environments

- Temporary part-time timetable for pupils who are finding it difficult to sustain behaviour or concentration for the full day
- Pastoral support
- Behaviour plans
- Report Books
- Behaviour Support Team one-to-one intervention
- Educational Psychologist suggested strategies (where pupils may need a professional psychological report)
- CAMHS strategies (a branch of the NHS for children's mental health)

#### **10. Reasonable Force:**

Reasonable force refers to a range of interventions, including physical contact with pupils. All staff members have a duty to use reasonable force to prevent a pupil from:

- Causing harm to themselves or to others
- Damaging property
- Committing an offence
- Causing disorder

When reasonable force is used, this must always be:

- A last resort
- Applied using the least possible amount of force for the smallest amount of time
- Be used in a way that does not affect the safety and dignity of all involved
- Reported to parents and documented clearly
- In the pupil's best interest and never as a form of punishment

When considering if reasonable force is needed, all members of staff must consider the risks and consider whether the pupil has a specific vulnerability including SEND, medical conditions or mental health needs. All members of staff are familiar with DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

#### **11. Searching, Screening and Confiscation Policy:**

##### **11.1 Searching:**

Searching can play a critical role in ensuring that GPJS is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote pupil and staff welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and authorised staff have a statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item or an item banned under school rules. For the purpose of this policy, authorised staff include:

- Members of the Senior Leadership Team
- Year Group Leaders
- SENDCO

- Safeguarding Officers
- Pastoral Officer
- Behaviour Lead

**Prohibited items are:**

- Knives, or items which could be perceived as a weapon
- Smoking paraphernalia
- Illegal drugs
- Alcoholic substances
- Stolen items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to cause personal injury to, or damage to property of any person (including the pupil)

**Items banned by the school:**

- Chewing gum
- Vapes/shisha pens/e-cigarettes

Please note this list is not exhaustive.

Authorised school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The staff member must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about an item or they might notice a pupil behaving in a way that causes them to be suspicious. School staff are also permitted to utilise CCTV footage in order to decide whether to conduct a search for an item.

**11.2. Searching with Consent:**

School staff can search pupils with their consent for any item. Staff are not required to have formal written consent from the pupil (or parent/carer) for this sort of search – it is enough for the staff member to ask the pupil to turn out their pockets or to look in the pupil’s bag and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the school will apply an appropriate sanction based on the school behaviour policy.

**11.3 Pupils Refusing a Search:**

Authorised members of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. If the pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the Senior Leadership Team. During this time, the pupil should be supervised and kept away from other pupils.

If the pupil continues to refuse to be searched, parents/carers or the police may be called to assist; depending upon the circumstances.

The member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in the list above. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

#### **11.4 During a Search:**

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

The staff member conducting the search will be the same sex as the pupil being searched. There will always be another member of staff who will, where possible, be the same sex as the pupil being searched, to witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/ or without a witness present only if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff. The member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.

When a member of staff conducts a search without a witness they should immediately report this to the designated safeguarding lead, and ensure a record of the search is recorded on CPOMS.

The staff member conducting the search may not ask the pupil to remove any clothing other than outer clothing, i.e. clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, including hats, shoes, boots, gloves and scarves.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

For the purposes of this policy "possessions" means any goods over which the pupil has, or appears to have or control and would include their table, trays and bag(s).

#### **11.5 After the Search:**

Whether or not any items have been found as a result of any search, the school will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's Safeguarding and Child Protection policy and speak to the Designated Safeguarding Lead. They will also consider if other pastoral support is necessary or appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out on confiscation. Searching and

screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **11.6 Confiscation as a Disciplinary Penalty:**

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

#### **11.7 Recording:**

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in CPOMS, including whether or not an item is found. This allows the designated safeguarding lead to identify possible risks and initiate a safeguarding response if required.

Searches for items banned by the school rules should be recorded on CPOMS and include the following details:

- Which pupil was searched
- Who conducted the search and any others who witnessed
- What was being searched for
- The reason/justification for searching
- What items, if any, were found
- Any follow up actions/sanctions

#### **11.8 Informing Parents/Carers:**

Parents/carers will be informed of any search for a prohibited item or item banned by school rules and the outcome of the search as soon as is practicable. A member of staff will inform the parents/carers of what, if anything, has been confiscated and the resulting action that has been taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

#### **11.9 Screening:**

Screening helps to provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

Screening is the use of a hand-held metal detector to scan pupils for prohibited items before they enter the school premises. The school will only do this in conjunction with the local police force when there is a heightened risk in the community.

If a pupil refuses to be screened, the member of staff should consider why the pupil is not cooperating, and assess whether it is necessary to carry out a search and if a sanction, in line with the behaviour policy, is necessary.

#### **11.10 Items Found as a Result of the Search:**

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting poses a risk to staff or pupils, is prohibited, or identified in the

school rules or is evidence in relation to an offence. Where a member of staff finds controlled drugs, they must be delivered to the police as soon as possible. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. In each instance these should be locked away until the police can arrive to collect them.

Where a member of staff finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate, but should not return them to the pupil.

## **12 Sanctions:**

The discovery of any prohibited items will result in sanctions being applied in line with the school's Behaviour Policy. The level of sanction will be decided in discussion with a member of the school's SLT, but may include one or more of the following:

- Loss of break or lunch time
- Internal suspension
- External suspension
- Permanent Exclusion

### **12.1 Suspensions and Exclusions:**

Suspensions and exclusions will only be used as a last resort when all other approaches to behaviour management have been exhausted. They will be used to ensure that staff and pupils are able to learn and work in a safe and supportive environment.

### **12.2 Internal Suspension:**

Internal suspensions are temporary and will only occur in severe cases of misbehaviour. Internal suspension is when a pupil completes their work and has their lunch and break times in isolation. Pupils will always be fully supervised by a member of the Senior Leadership Team or Pastoral Team and their work will be supplied by their class teacher.

### **12.3 External Suspensions:**

If a pupil's misbehaviour is dangerous or continuous then they may require external suspension. This is when a pupil is temporarily removed from the school premises. For the first five days of an external suspension, work will be provided and marked by the class teacher. Pupils cannot be suspended for over 45 days in one school year. Suspensions can occur for part of the day, for example, only at lunchtime if the pupil only misbehaves at lunchtime. Parents/carers will always be informed of the suspension.

### **12.4 Permanent Exclusions:**

Pupils who have not been able to change their behaviour despite multiple suspensions will be at risk of exclusions. This is permanent and means that the pupil will not be able to attend school. The local authority will become involved to arrange full-time education for the pupil from the sixth school day. Pupils are at risk of exclusions when the following misbehaviours occur:

- Cyber bullying
- Abuse towards others due to their sexual orientation, gender identity, disability and/or race
- Threatening behaviours including threatening to use a weapon or prohibited item
- Being in possession of a knife or blade with the intent to cause harm

Where it is thought that a pupil is at risk of multiple suspensions or permanent exclusion, a plan will be implemented with the intent to support the pupil to improve their behaviour and meet their learning goals. The plan will be formulated alongside the school's Behaviour Lead, Pastoral Officer and the pupil's parents/carers.

A pupil will only be permanently excluded when a serious breach or persistent breaches of the Behaviour Policy have taken place or when allowing the pupil to continue staying in school would harm other pupils or staff members or significantly impact on the education of other pupils.

### **12.5 Online misbehaviour:**

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

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

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

### **13. Suspected Criminal Behaviour:**

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

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

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

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

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

#### **14. Zero-tolerance Approach to Sexual Harassment and Sexual Violence:**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a pupil's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to: manage the incident internally, refer to early help, refer to children's social care or report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

#### **15. Malicious Allegations:**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

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

#### **16. Responding to Misbehaviour from Pupils with SEND:**

**Recognising the Impact of SEND on Behaviour:**



The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include: taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)); using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

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

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

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

#### **Adapting sanctions for pupils with SEND:**

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

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- How the pupil is likely to behave due to their particular SEND
- If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour
- The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction

#### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND:**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis.

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

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

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

**17. Supporting Pupils Following a Sanction:**

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

This could include measures such as:

- Restorative justice
- Reflection sheet
- Reintegration meetings
- Daily contact with the pastoral lead
- A behaviour plan with personalised behaviour goals
- Personal Support Program

**18. Pupil Transition:**

**18.1 Inducting Incoming Pupils:**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This will be in the form of parents checking the behaviour policy online.

**18.2 Preparing Outgoing Pupils for 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.

**19. Training:**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

Furthermore, training is provided on how SEND and mental health needs impact behaviour.

## **20. Monitoring Arrangements:**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, parents and the governors on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by The Senior Leadership team

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristics
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010

### **20.1 Monitoring this policy:**

This behaviour policy will be reviewed by the Headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

## **21. Child-on-Child Abuse:**

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention.

Such abuse is unacceptable and will not be tolerated. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse,

its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment always being wrong
- Cultures of sexual harassment

All staff are aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”. All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, boys and girls being sexually touched or assaulted, and boys or girls being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care services (CSCS).

## **22. Hate-Related Incidents:**

At GPJS, we recognise that some comments/actions may be made by children at primary school age without understanding and/or unintentionally. All such incidents will be investigated thoroughly by members of the Senior Leadership Team. Incidents relating to hate include those related to:

- Race
- Religion/culture
- Sex- Misogyny or misandry
- Disability

- Sexual orientation
- Gender identity/presentation
- Age

### **23. Our Response to Inappropriate Behaviour of Parents, Visitors and Other Adults in School:**

The school has a legal duty to ensure that its premises are a safe place to work and visit. All people on site, including parents, visitors and contractors, are expected to behave appropriately and, if they do not, the school will take action that it considers necessary to prevent a repeat of any inappropriate behaviour such as:

- Shouting at members of the school staff, either in person or over the telephone
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises
- Physically intimidating a member of staff
- Refusing to follow the reasonable instructions of staff
- Being physically abusive or threatening
- Swearing at a member of staff
- Breaching the school's security procedures

This is not an exhaustive list, but seeks to provide illustrations of the behaviour that would result in one of the following responses:

1. Verbal warning
2. Contacting the Police
3. Warning letter
4. Banning letter
5. Legal proceedings

### **24. Reference to other policies:**

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Health and Safety Policy
- PSHE and RSE Policy
- Suspension and Exclusions Policy