

# Featherstone Primary School

## Behaviour and Values Policy



**Agreed by Governors:**

**Approval date:** 16.01.24

**Review date:** Every two years

### Statement of intent

Featherstone Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The School's Behaviour and Values Policy centres around creating a school ethos, rooted in the understanding of the school's Core Values. As a result, all stakeholders within the school setting are valued and respected; each person is treated fairly and there is mutual trust and respect for all. Consequently, children grow in a safe and secure environment and develop into positive, responsible and increasingly independent members of the school community.

Encouraging and fostering positive values and choices is at the heart of the Behaviour and Values Policy with a clear process for managing any behaviours which do not follow this, encouraging children to reflect on these behaviours in a restorative manner.

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.

### School Expectations

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim 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 will aim 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.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. 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.

### **Definitions**

For the purposes of this policy, the school will define “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 will include, 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

**Other serious unacceptable behaviour may include:**

- 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 disruptive 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 will define “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 or school 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.

**Roles and responsibilities**

The Governing Board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- 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.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the Governing Board, and having any regard to guidance provided by the Governing Board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing 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.

The Senior Mental Health Lead will be responsible for:

- 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 SEMH Policy.

The SENDCo will be responsible for:

- Collaborating with the Governing Board, Headteacher and the Senior Mental Health Lead, as part of the Leadership Team, 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 will be 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- 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:
  - SENDCo.
  - Headteacher.
  - Subject leader.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

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

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in the circumstances which may effect their child's behaviour.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour.

Teachers will create opportunities at the start of the academic year to discuss what rules and boundaries are i.e. opportunities for pupils to understand sharing and taking turns will be taught as well as the importance of understanding keeping hands, and feet and objects to themselves

### **Classroom rules and routines**

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily through the daily dashboard and Values assemblies.

### **Effective classroom management for Teachers/Staff**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Promote the school values through the curriculum.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.

- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school 'Pupil Pledge,' which pupils are required to agree to and sign.

### **Behaviour in the curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson and what is good learning behaviour.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Staff at Featherstone will always use the school values as the cornerstone to re-enforce what is good behaviour.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Review the school day timetable for a short period of time

### **Pupil Pledge**

Pupils at Featherstone will agree, and pledge their commitment, to society, and to uphold the rules of the school.

Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been shared, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

### **School Rules. Pupils Pledge to uphold the school rules by:**

As a pupil of Featherstone School, I pledge to...

1. Respect everyone's feelings.
2. Respect everyone by calling them their given name.
3. Respect others' education by allowing them to listen and learn.
4. Respect and follow instructions given by any member of staff.
5. Respect others by being courteous and honest at all times.
6. Respect others' personal space by keeping hands, feet and objects to yourself.
7. Respect others' belongings.
8. Respect the school environment by keeping our school clean, tidy and safe.

### **Commitment to British Values and Society. Pupils pledge to:**

As a citizen of Great Britain, I pledge to...

- Uphold the values of Great Britain.
- Use my democratic freedom to make the right choices.
- Appreciate the importance of the Monarchy, its Parliament and their roles.



- Be a responsible citizen in my community.
- Stay safe online and use technology responsibly.
- Treat everyone equally and respect their choices.

## **Praise and celebration**

### **1. House teams**

Featherstone Primary School operates a house system to promote a sense of unity, co-operation and healthy competition. Our houses are Phoenix (red), Pegasus (yellow), Unicorn (blue) and Griffin (green). All pupils will be placed in a house when they are enrolled into school. Children will not be placed in the same house as their sibling/s. Any house points earned count towards the half termly and yearly treat.

At the end of the year, the house that has earned the most house points from September to July will win a larger treat, which may take place in or out of school.

Any child that has been in reflection for six times or more in a year, will miss out from the end of year house treat. This is the case even if the child is in the winning house.

### **2. House points**

House points may be given out by any member of staff in school incl. office staff, lunch staff, site staff, teachers, teaching assistants and school leaders. This will be for demonstrating our school values or going above and beyond, for example: being courteous and helpful around school, demonstrating an excellent answer, producing excellent pieces of work.

House points may also be given for moving up the Celebration Board for demonstrating school values above and beyond the expectation (*at an age-appropriate level*).

### **3. Other forms of praise**

Values certificates will be given once a week during key stage assemblies. This certificate celebrates a pupil who has actively demonstrated the value of the month. The pupil earning the values certificate will receive 5 house points.

Good Work certificates will be given out weekly during Friday reflection time. This certificate celebrates a pupil who has produced an excellent piece of work, demonstrated high levels of determination or shown excellent improvement in learning. The pupil earning the Good Work certificate will receive 5 house points.

Pupils may receive stickers for demonstrating a particularly good attitude to learning in a particular subject or in school life. These stickers may include: *Ask me about my amazing writing, Ask me why I'm a super mathematician, Ask me how I showed my school values, Ask me about my super science, Ask my how I've been amazing today ...* Staff will seek to praise and share in children's successes wherever possible.

Staff will actively seek to share positive praise with parents and carers either at collection time or via a phone call. This could be based on behaviour or learning.

Pupils may share their excellent learning or progression with the relevant subject leader / SLT.

### **Celebration Board**

The school uses a Celebration Board to support the school's Behaviour and Values Policy and school expectations. It also provides a visual celebration of where children have demonstrated the school values above and beyond expectations.

The Celebration Board contains five coloured sections. At the start of the day, children begin on green, where they are expected to demonstrate school values. Through the school's Healthy Mind, Healthy Body programme of learning, pupils are taught a thorough values-based curriculum to foster and encourage respectful behaviour choices.

The Celebration Board is used to encourage and foster positive behaviour, linked to our Values.

Behaviours		Outcome
<p>Children's behaviour is celebrated when they demonstrate school Values above and beyond the expectation (<i>at an age-appropriate level</i>). For example (not an exhaustive list):</p> <ul style="list-style-type: none"> <li>Greeting/welcoming a school visitor without prompting and/or being courteous at an exemplary level.</li> <li>Offering help/support/guidance without the thought of reward.</li> <li>Inspiring younger children/being good role models.</li> <li>Leading by the Values as an example to others.</li> <li>Demonstrating resilience in challenging situations.</li> </ul>	Platinum	A child who ends the day on platinum receives 10 house points for their house team and a certificate in the house assembly (half termly). They will also celebrate their behaviour with SLT.
	Gold	A child who ends the day on Gold receives 5 house points for their house team.
	Silver	A child who ends the day on Silver receives 3 house points for their house team.
	Bronze	A child who ends the day on Bronze receives 1 house point for their house team.
All children start their day on green as positive, Values-based behaviour is the expectation of each day.	Green	A child who ends the day on Green has demonstrated the expected school Values during the day.
<p>Where a child is not demonstrating the Values-based expectation, they are given a reminder by the staff member. IE:  <i>Name, this is your first reminder. One of our school Values is _____. You need to _____. Thank you.</i>  <i>Name, you are not _____. I need you to _____. This demonstrates the Value of _____. Thank you.</i></p>	1 <sup>st</sup> reminder	<p>If a child receives a 1<sup>st</sup> reminder and as a result, makes the correct choices, class teacher will remove the 1<sup>st</sup> reminder and praise the child.            If a child receives a 1<sup>st</sup> reminder and does not improve their behaviour choices, they receive a 2<sup>nd</sup> reminder (see below).</p>
<p>Where a child continues to not demonstrate the Values-based expectation, they are given a 2<sup>nd</sup> reminder by the staff member. IE:  <i>Name, this is your second reminder. I have already reminded you _____. I need you to _____. Thank you.</i></p>	2 <sup>nd</sup> reminder	<p>If a child receives a 2<sup>nd</sup> reminder and as a result, makes the correct choices, class teacher will remove both reminders and praise the child.            If a child receives a 2<sup>nd</sup> reminder and does not improve their behaviour choices, they have some reflection time (see below).            Repeated 2<sup>nd</sup> reminders will be entered onto CPOMs by the class teacher.</p>
<p>Reflection is for pupils who do not improve their choices after two reminders.  <i>Name, you have already had two reminders. I will now be speaking to you about your choices at playtime/lunchtime.</i>            Note, children can move to reflection for hurting others, bad language, damaging property or endangering the safety of others.</p>	Reflection	<p>A child who has two reminders followed by reflection, spends some time (play/lunch) with the class teacher, who facilitates a discussion with a restorative approach. The amount of play or lunch missed is at the discretion of the class teacher relative to child's age and reason for reflection.            Parents are informed by the class teacher if a child reaches this stage and it is entered onto CPOMs.</p>
<p>Reflection with SLT will take place during Enrichment time. It is for pupils who do not improve their choices after having had some reflection time with the class teacher. In some instances, children may need reflection time with SLT at other times in the week (this may be without moving through the zones).</p>	Reflection with SLT	<p>Where a child who has two separate reflections over the course of one week, or, a child receives reflection time regularly (i.e. once per week) they spend some of their Enrichment time for further reflection with SLT.            Parents are informed by SLT if a child reaches this stage.</p>

## **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"
- Rather than say "Please can you do this" instead say "I want you to do this – thank you"

## **Managing behaviour in school: Sanctions**

Good behaviour is an expectation at all times within our school; however, clear processes for managing any behaviours which do not follow this are in place. Children are encouraged to reflect on these behaviours in a restorative manner to ensure a safe and positive learning environment.

If a pupil fails to keep one or more of the class expectations or demonstrates an action against one of our school values, member of staff will initially give the child a first reminder. During this, the child will be reminded of the school's expectations and what they need to do to change this behaviour. If the child changes their behaviour and demonstrates the expectation, the member of staff may praise the child and the reminder will be removed.

However, if the child repeats the behaviour, the child will be given a second reminder. The pupil is encouraged to make the right choice by being reminded again of the school expectations. If the child changes their behaviour and demonstrates the expectation, the member of staff may praise the child and the reminders will be removed. If a child is repeatedly getting second reminders, the class teacher may inform parents of this and record this using CPOMS.

If the child receives a second reminder and continues to demonstrate behaviour against the school expectations, they will be informed by the member of staff that they will be discussing their choices at play time/lunchtime. The member of staff will discuss with the pupil their actions using the restorative approach. The amount of play or lunch missed is at the discretion of the class teacher, relative to child's age and reason for reflection. Class

teachers will inform parents either at the end of the day or via phone call if they have received reflection time during the day. This will be recorded on CPOMS.

Where a child who has two separate reflections over the course of one week, or, a child receives reflection time regularly (e.g. once per week) they spend some of their enrichment time in further reflection with a member of SLT. Parents are informed by the member of SLT if a child reaches this stage.

In some instances, during the week, some children may require reflection intervention by a member of SLT. In this case, either the class TA or by using the red hand a member of SLT will be notified to have an immediate conversation with this child. Either the class teacher or member of SLT will inform parents

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written reflection task, such as an account of their behaviour
- Removal of privileges i.e. playtime or enrichment time
- Discuss the pledge agreement

### **Managing behaviour in school: Specific sanctions for residential visits and Y6 Leavers**

In order for children to remain well-behaved and make the right choices, school recognise that additional sanctions may be required for some cohorts of children in the run-up to very special events. This includes residential visits and Y6 Leavers treats (i.e. production, day visits, shirt signing, etc.) where exemplary behaviour is required due to the. On these occasions, school will write to parents and inform them of our “Three Strike System.”

The Three Strike System is a process where, in the run-up to residential visits and Y6 Leavers treats, if a child makes a poor behaviour choice/breaks the school Pledge, they will lose one of their strikes. Parents will always be informed on the same day when a child loses a strike. If a child loses all three strikes on the run-up to the residential visits/Y6 Leavers treat, then they will not be able to participate in this treat with their classmates.

Typical reasons that strikes will be lost for include, but are not limited to, the *serious unacceptable behaviour* list above, and also consistent displays of behaviour from the *low-level unacceptable behaviour* list, also above.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil’s

specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Short-term behaviour report cards
- Long-term Individual Behaviour Plans
- Engagement with local partners and agencies (I.e. City of Birmingham Schools)
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

#### **Physical intervention**

In line with the school's Physical Intervention Policy, trained members of staff will 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 Physical Intervention 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. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried

out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent. 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, in line with the Suspension and Exclusion Policy.

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

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space. These areas are Sensory room, SEND room or Place2be Mental Health Room.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the

expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

## **The Stages of Behaviour Management**

### **Monitoring the Behaviour**

Class teachers log children's behaviour onto CPOMs.

### **Stage 1 – Writing to the Parent (to inform them of the child's behaviour and to meet with the Class Teacher)**

If there is a regular pattern of behaviour concerns, parents will be contacted via letter to come into school to meet the class teacher. A written trail of communication will be kept by school to document the appropriate actions. Class teachers will continue to log children's behaviour on CPOMs.

### **Stage 2 – Forming a Behaviour Contract**

If the child's poor behaviour continues after writing to parents, parents will be informed via letter that their child will be moving to Stage 2, where they will form a Behaviour Contract/Pledge with their class teacher and member of SLT. This contract/pledge will be monitored for four weeks.

If a child's behaviour improves at Stage 2, then at a later date, their behaviour deteriorates again, school may move to Stage 3 and bypass Stages 1 and 2 as this is repeated poor behaviour.

### **Stage 3 – Writing to parent again**

After four weeks of the implementation of the contract/pledge, school will write to the parents again to inform them whether or not behaviour has improved. If behaviour is better, then school will simply continue to monitor behaviour. If unsuccessful, school will move to Stage 4.

### **Stage 4 – Individual Behaviour Plan (IBP)**

If a child's behaviour still continues to cause a concern, school will devise an Individual Behaviour Plan (IBP) with targets which will be discussed with the child and their parents. These targets will be set by the class teacher, SENDCo and/or a member of SLT. If it is felt that external support and advice is needed, then the school at this stage may involve the support/advice of external agencies (Family Support, Behaviour School Support and Educational Psychologist). The plan will give parents an opportunity to have an input and reviewed with them on an agreed date, usually six weeks.

### **Stage 4 continued – What will this Individual Behaviour Plan look like?**

#### **School Action**

- Parents will be informed of the school's decision to devise an IBP with set targets.



- The IBP will have set targets which will show how the behaviour can be improved and how this will be monitored.
- Targets may be devised by the Class Teacher, SENDCo or a member of SLT (whoever has most contact with the child) alongside the parent.
- Targets will be specifically personal to the child with praise and rewards built in to identify success.
- The targets will be measured through discussion with the Class Teacher, child and parent.
- A review of the targets will take place on a six-weekly basis. Parents will be involved in the review process.

#### **Stage 4 continued – Strategies that may be put into place**

- One to one sessions with the class teacher.
- A personal 'Choices' sheet with linked awards.
- Counselling with a learning mentor.
- A book for parents and teacher to communicate through.
- Extra attention from the Head / Deputy head to acknowledge their good behaviour.

#### **Stage 5 – Review of the Individual Behaviour Plan**

The child will have set targets for six weeks and these will then be reviewed. If we find that the targets need adjusting as a result of the child's needs, then this will be reviewed more regularly. If the child's behaviour does not improve after having been on the first IBP, the next stage is for the child to have more specific 'high focus' behaviour targets, which will be agreed with the child and their parents. This may include devising a 'Choices' sheet / Time out sheet.

The targets would be more individualised to the child's needs at the time. Advice on this will also be taken from external agencies.

If behaviour improves as a result of the IBP, once again behaviour will simply be monitored in school as the child no longer needs an IBP.

If a child's behaviour improves at Stages 4 or 5, then at a later date, their behaviour deteriorates again, school may move straight to Stage 4 and bypass Stages 1 – 3 as this is repeated poor behaviour.

#### **Stage 6 – External agency involvement**

If a child's poor behaviour continues then the support of external agencies will be called upon for advice:

- Behaviour Support: following an IBP review and where there is no improvement in the child's behaviour, this will then lead to a referral and support from the City of Birmingham Schools (CoBs) to gain further support and advice. In such circumstances we can provide specific targeted intervention, e.g. Social Skills groups.
- Communication and Autism Support (CAT): Some children with a specific diagnosis can demonstrate challenging behaviour. If this is the case, we are able to access support from CAT to be involved in the review process of the IBP.

- Educational Psychologist Assessment: Where there is a need for the Educational Psychologist to be involved to carry out any forms of observation / assessment linked to learning or behaviour, consent for this will have to be granted from parents.

### **The Role of Parents**

We try to build a supportive dialogue between the home and school and we inform parents immediately if we have any concerns about their child's behaviour.

At the start of the school year, parents, teachers and pupils sign the Home/School Agreement which states that the family will support the school's policies and guidelines for behaviour. We expect parents to support their child's learning and to co-operate with the school.

If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Head Teacher.

- Parents should regularly monitor their child's home school book/bag as any incidents may be communicated.
- Parents should attend the review so that they are fully involved in the process and that the system of communication is clear and transparent.

### **Behaviour – Lunchtimes**

To work alongside the system that is used in the classroom, lunch time staff are trained to manage behaviour incidents during lunch. Children will receive a reminder if their behaviour at lunchtime is not following the school expectations or the school values. If this behaviour continues a child will receive a 2<sup>nd</sup> reminder of the expectations at lunchtime. If after a second reminder the child continues, they will miss five minutes of lunchtime with the lunchtime supervisor who will inform the class teacher.

Where a child misses five minutes of lunch and continues to not meet the expectations, or, a child demonstrates an action which requires immediate attention (i.e. swearing/ fighting) the child will be taken to the member of SLT who is on lunchtime duty.

### **Sexual abuse and harassment**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

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 sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will 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. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Stolen items.
- Tobacco, cigarette papers and e-cigarettes (vapes).
- Fireworks.
- Inappropriate material.
- 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.

### **Notifying Parents/Carers**

As specified above, teachers will notify parents at the end of the school day (in conversation or via a phone call home) where a child has received repeated second reminders or had reflection time during the day.

Parents will be informed by email/text to speak to their child's class teacher regarding any behaviour incidents.

### **Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Pledge apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

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

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

### **Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Restrain and Positive Handling register
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **Staff induction, development and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

### **Pupil Transition**

School will ensure that when a pupil leaves Featherstone School, including Year 6 to Year 7 leavers, relevant pupil files and data, including behaviour files, shall be sent across to the new school.

### **Suspension or Exclusions**

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The Headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The Headteacher will consider whether a permanent exclusion is necessary, in line with the DFE's guidance on Suspension and Exclusion.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

The Head Teacher will reserve his/her right to exclude any child for serious misconduct as advised by The Secretary of State for Education / DFE Guidance.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use of, threat of use, of an offensive item that has been prohibited in the behaviour policy
- Bullying
- Racist abuse
- Abuse against gender orientation
- Abuse relating to a person's disability
- Breach of the Online Safety Policy

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert suspension into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board.

The school informs the parents how to make any such appeal. The Head Teacher informs the Local Authority (Exclusions Team) and the Governing Board about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Governing Board has a Discipline Committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

### **Monitoring and review**

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

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is December 2024 (every two years).