

## Positive Behaviour @ Stamshaw Junior School



## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

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

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

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Stamshaw Junior School, when dealing with the bullying of children in school, we believe that

- No one deserves to be bullied whilst at the academy
- All of us should feel safe and secure in the academy
- Everybody should have the opportunity to talk to somebody if they feel they have a problem
- All adults in school should deal with bullying in the same way
- If everyone works together, we can stop bullying

## **Exclusions**

### **Internal Exclusions**

Internal exclusion is an internal process within the school and is used when the objective is to remove a child from their class, not from the school site, for disciplinary reasons. An internal exclusion is part of our whole school approach to promoting positive behaviour which offers immediate, short-term provision in order that learning and teaching for the majority of children can continue uninterrupted. An appropriate, quiet space will be used with adult supervision for a period of either half a day or a whole day. The decision to give an internal exclusion will be taken by the Head teacher or deputy head and parents will be informed.

Children will be required to complete set work whilst excluded from class and this work will be provided by their teachers. Children will also be encouraged to reflect upon the reasons for their internal exclusion. This will involve reflection time and a discussion about the incident or unwanted behaviour with suggestions of how this can be avoided in the future. A restorative conversation will take place with an appropriate outcome. It is important that the child understands exactly what they have to do and why they are doing it.

The number, duration and reasons for internal exclusions will be monitored.

### **Fixed Period Exclusions**

Where a pupil's behaviour endangers other people and him/herself, the Head teacher will deal with the incident and exclusion for a set period may be deemed appropriate following up to date guidance with reference to Portsmouth City Council's exclusion policy.

In this case the Head teacher will:

- inform the pupil's parent or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary.
- carry out an investigation to identify the reasons for the exclusion.
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee.
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided.
- ensure that the pupil has work provided to complete at home throughout the exclusion.
- convene a Return to School meeting with parent(s)/carer(s) before the pupil re-commences attendance.
- notify both the local authority, the Trust and the chair of the governing body and report to the relevant governor body committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

This will be used in response to serious breaches of the school's behaviour policy and after a range of alternative strategies to resolve the problem have been tried and proven to have failed and where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of other pupils, staff or themselves. A pupil who may be at risk of exclusion will have a Pastoral Support Plan (PSP) which describes the services supporting the school and policies and strategies used to promote behaviour.

### **Dealing with allegations against pupils including child-on-child abuse**

At Stamshaw Junior School, we believe that all children have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. In most instances, the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the child protection policy and in line with Keeping Children Safe in Education (2021). These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

### **Sexism and Sexual Harassment**

At SJS, sexism and sexual harassment will not be tolerated and all pupils involved will be listened to and supported.

These behaviours are most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

When an allegation is made by a pupil against another pupil which features one or more of the behaviours outlined above, our school's response will be:

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

Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction. Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. After incidents we may take these actions.

- A verbal warning
- Restorative conversation with the pupil/pupils involved
- A phone call to parents/carers
- A meeting with parents/carers
- A period of internal exclusion (length dependent on incident)

Only after serious incidents we may

- Involve the police
- Issue a fixed-term exclusion (length dependent on incident)
- Issue a Permanent exclusion

The response to each incident will be proportionate. We will address 'lower-level' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect.

We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

In these incidents, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

And this may result in

- Managing the incident internally
- Referring to early help
- Referring to children's social care
- Reporting to the police

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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## 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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

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## 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (serious incidents are recorded on CPOMS)

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

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Adhere to our schools values and school motto

## 6. Pupil code of conduct

Pupils are expected to:

- Follow our school values and respect our school motto '**Be kind. Do your best. Achieve together.**'
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Headteacher sticker & badge
- Use Marvellous Me to inform parents & carers
- Table Trophy Race
- Stamshaw Piggy Bank
- Celebration Assembly
- Wall of Fame
- Special responsibilities & privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour but should follow the stages of sanctions when appropriate:

- A verbal warning
- Moving a pupil to another seat
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime
- Behaviour Report
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Internal or external exclusion
- ELSA Support

**All serious cases are logged onto CPOMS**

#### Stages of behaviour sanctions

<b>Stage 1</b>	Verbal Warning
<b>Stage 2</b>	Move places in the room
<b>Stage 3</b>	Move to the 'TIME OUT' class (30 mins) <b>Inform parent</b>
<b>Stage 4</b>	Detention @ Lunchtime. Bring the child down with lunch with a detention slip <b>Inform parent</b>
<b>Stage 5</b>	Place child on 'Behaviour Report' for 5 days <b>Inform parent</b>
<b>Stage 6</b>	Internal or external exclusion <b>Inform parent</b>

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour linked to our school values & motto
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Raised voice rather than a 'shouty' voice is more effective when needed.

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **8.3 Confiscation**

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

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



## 8.4 Pupil support

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

The school has two qualified ELSA's (Emotional Literacy Support Assistants) ELSA's support children with social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. They are also there to sign post parents and carers to the correct agency.

The school's Deputy headteacher or Headteacher will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

<b>Revised by School</b>	September 2022
<b>Responsible Person</b>	Rob Jones Headteacher
<b>Responsible Committee</b>	Local Governing Body
<b>Next Review</b>	September 2023

