



St John's

School Billericay

Behaviour Policy

Date: September 2022

Those Responsible: Andrew Angeli - Headteacher

Amy Fleming - Deputy Headteacher and DSL

Sandra Revill - Head of Kindergarten and EYFS, and DDSL

Jo Littlefield - Head of Juniors

Bea Raynard - Head of Pastoral Care and Discipline for U3 and L4

Liz Morgan - Head of Pastoral Care and Discipline for U4 and

Barbara Hobbs - Head of Pastoral Care and Discipline for L5 and

Polly Lines - SENCo

To be reviewed: Regularly

Policy Introduction

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our pupils and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with pupils (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

General Expectations

We strive to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When pupils do misbehave, staff respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

To support these aims, this policy refers to different responses to behaviour that we use, including sanctions and pastoral approaches. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded in order to ensure the safety of other pupils.

We have high expectations for our pupils, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where pupils are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the pupils know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place for:

- Start and end of day
- Transition times between lessons
- Lining up incl. assemblies
- Getting changed for PE (if applicable)
- Moving around the school
- Break and Lunchtimes

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Pupils will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the pupils so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our pupil's behaviour and maintain our relationship with them.

What do we do to teach and promote positive management of behaviour?

It is understood by all staff that teaching behaviour by example and that courtesy, politeness, punctuality, respect, conflict resolution and avoidance are implicitly taught on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas for example PSHE, Citizenship, Drama and Religious Education. Within general classroom practice there are clear and understood expectations and preferred approaches which are designed to teach positive behaviour. All staff use rewards, sanctions and systems appropriately to avoid confrontation between pupils and themselves and to promote the ethos of mutual respect within the school.

Rewards:

It is recognized that praise is more effective than punishment and that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement. There is a reward system in place for all pupils including Early Years.

1. Verbal praise
2. Communicating praise to parents by email or a phone call.
3. Positions of responsibility e.g. prefect.
4. Credits are awarded for good work and behaviour. These count toward a House Shield. Pupils are also able to achieve milestone certificates recognising the individual's credits.
5. The younger pupils including Early Years also receive stars, stickers and stamps.

6. House Certificates, (instead of credits), are awarded to senior school pupils, Years L5 and U5.
7. Certificates of Excellence are also awarded across the school.
8. Prize giving every year rewards excellence in many areas of school life.
9. Good attendance is rewarded by certificates.
10. Success in sport is rewarded regularly in school assembly by Head of PE/Games.

Our general responses to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring. The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour

In using this process, we consider the following:

- What happened?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, pupils have the opportunity to reflect on what's happened and the impact this may have had on others.

Our staff work with the pupils to ensure that they have learnt from an incident so that their behaviour can improve. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Sanctions

Sanctions are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- Positive questioning and explanation that there will be a consequence, 'Are you choosing to break the rule about.....'; 'If you continue to do this you will be....'
- Change of seat in class
- Work to be completed in own time
- increased supervision in lessons or at break/lunch.
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- detentions, break, lunch or after school.
- after school detention with the Deputy Head.
- fixed term exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).
- Permanent exclusion (please see our Exclusion policy for further details).

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and usually occur at the same time if necessary. Following a sanction, it may be necessary to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to ‘put things right’ through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively low impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing 	<p>Verbal Interventions– e.g.</p> <p><i>I know you can behave better than this. I’d really like to see that.</i></p> <p>Reflection support during breaktime or lunchtime.</p> <p><i>I can see there’s something wrong (acknowledge their right to their feelings)</i></p> <p><i>I’m here to help and listen. Tell me what happened</i></p> <p><i>Talk and I’ll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i></p>
<p>Relatively higher impact</p> <p>Examples:</p> <ul style="list-style-type: none"> • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to school property 	<ol style="list-style-type: none"> 1. Pastoral lead notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident recorded. 5. Parents notified by telephone by pastoral lead 7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). 8. If response leads to Fixed-term exclusion – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term exclusion.

Detentions

A detention is used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

Detentions at break and lunch time can be issued for the same day. A record is made in the pupil’s planner. Break and lunch time detentions can be issued by any member of teaching staff.

Detentions after school cannot be issued for the same day as parents need to be informed. This is to ensure that the parents can make arrangements for their child to travel home safely. After school detentions can be issued by any member of the pastoral team.

Reintegration meetings following fixed term exclusion

Following a fixed term exclusion, a meeting takes place between the pastoral lead and the parents. The pupil will also be required to attend. This usually takes place on the morning that the pupil is due to return to school, but can take place during the fixed term exclusion if deemed more appropriate. During this meeting, the focus is on the support required to reintegrate the pupil and to support them in maintaining good behaviour from that point forward. It is not intended to focus on the misbehaviour, but rather to try and move forwards and to learn from the incident and the exclusion.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some pupils will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these pupils, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We aim to promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We follow a whole-school approach aiming to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We strive to create calm environments which will benefit all pupils, including those with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Ways to Support Understanding

We believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging

- Understand that any event in a child's life can impact on how they think, feel and act
- Use of logical (natural) consequences for relatively low level misbehaviour rather than just simply punishments or sanctions.
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all pupils feel safe and secure

Our Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school. Where a pupil is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private discussions with pupil in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our pupils
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.
- Support and challenge all pupils to maintain the boundaries of good behaviour.

Head Teacher (and Deputy)

- Leads on all aspects of this policy
- Is the only person authorised to exclude a pupil (or the deputy head teacher in his absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Be highly visible, routinely engaging with parents, pupils and staff on maintaining positive behaviour and an environment where everyone feels safe and supported.
- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure that they, and staff they line manage are appropriately trained and understand the behaviour expectations and the importance of maintaining them.
- Oversee the specific needs of all pupils across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all pupils
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs

- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficulty a pupil may be having.

Pupils

- Be aware of the school's expectations of good behaviour by following the school rules.
- Report any concerns or worries to a teacher so that they can support.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Proprietor

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and for safeguarding reasons.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

‘The general power to discipline’ and the ‘Power to search without consent’; from the ‘Behaviour and Discipline in Schools - Advice for head teachers and school staff’ (January 2016)

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- tobacco and cigarette papers
- fireworks
- pornographic images

Staff must inform the Headteacher (or Deputy) before searching pupils. If searching for a prohibited item is necessary, it will always be done with more than one member of staff. Pupils will be asked to remove items from their pockets, bag or locker themselves. If they refuse to do so, their parent will be called to assist with the process.

Managing Pupil Transition

It is important to recognize that the transition from Kindergarten to Juniors, from Juniors to Seniors and the move of a single pupil to a new school can be described as a ‘predictable crisis’, therefore, staff should be alert to the experiences of pupils in this situation. Form groups are small and allow for a small number of pupils to be known well by one member of staff and this allows for close monitoring of pupils at this stage. The House system allows for senior pupils to be known by junior and KG pupils and vice versa. Pupils in the Kindergarten and Junior department spend most of their time with their class teacher, who knows each child well and is aware of many aspects of life which could render a child vulnerable. There is close dialogue between all teachers, teacher assistants and the Headteacher regarding any pupils who give cause for concern.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Preventing Recurrence of Misbehaviour

A range of initial intervention strategies may be required to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Examples of interventions schools can consider include:

- frequent and open engagement with parents.
- providing mentoring and coaching
- short-term behaviour report cards or longer-term behaviour plans
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

If we have serious concerns about a pupil's behaviour, we may consider whether a multi-agency assessment such as an early help assessment is required.

Specific Behaviour Issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we would follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident is considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. Staff are aware of the importance of challenging all inappropriate language and behaviour between pupils.

Sexually abusive language or behaviour should never be normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Responding assertively to sexually inappropriate behaviour is an

important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, sanctions will apply. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The Department for Education states that *'Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.'*

The same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment is addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Please see the paragraph below regarding cases if we suspect a pupil of criminal behaviour online.

Please see our safeguarding policy for incidents involving nude or semi-nude images and/or videos. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the

Suspected criminal behaviour

In cases when a member of staff or the head teacher suspects criminal behaviour, the school would make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and we would make every effort to preserve any relevant evidence. Once a

decision is made to report the incident to police, the Headteacher will ensure any further action they take does not interfere with any police action taken.

However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.