Respect Collaboration of Schools

# Behaviour Policy

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| **Date approved** | July 2023 | **Approved by** | Resources |
| **Review cycle** | 1 year | **Signature** | |
| **Date for review** | July 2024 | **Author** | Executive Headteacher |

**Aims**

- To develop culture, environment and classroom practices that allow all pupils to flourish and prosper
- Develop expertise in personalised approaches to behaviour and restorative practices
- Guide staff to explore, with the sophistication, the reasons why pupils display challenging behaviours and develop strategies to address them
- Guide staff to deliver impactful SEND interventions and develop appropriate strategies to support all pupils needs

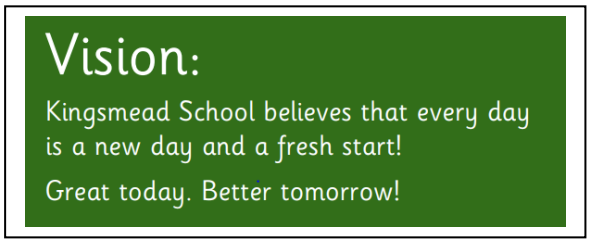
**1. Statement of Intent**

The Respect Collaboration of Schools (the school) values the dignity, distinctiveness and learning of every pupil. Staff at all levels will apply this policy fairly and consistently in line with the core values of RESPECT.

The school believes that, in order to facilitate progress and learning, acceptable behaviour must be demonstrated in all aspects of school life. Pupils are helped to understand the need for

rules and respect the rule of law. This helps pupils engage more successfully in learning and helps prepare them for success in wider society.

The school's approach to positively managing behaviour is defined by a sense of unconditional positive regard. Our vision is that every day is a new day and we never give up on a child.




We are very proud of our track record of never permanently excluding a child. We lead with a non-punitive approach. This has a clear focus on restorative practices that build, sustain and repair relationships to connect with pupils before behaviour is corrected.

To bring about sustainable improvement in attitudes to learning and behaviour the school endeavours to understand the specific social, emotional, mental health and wider needs of each pupil. It is widely understood that all behaviour is a form of communication and our staff are trained to interpret and understand pupil's behaviour in the context of trauma, adverse childhood experiences and SEMH. Only in the most serious of cases are sanctions enacted to help pupils understand the gravity of their actions and/or to safeguard the welfare of others.

Our intention is to explore individual behaviours and vulnerabilities and to understand what support will help pupils to reduce anxiety within clear, consistent guidelines.

The school aims to support, encourage and enable pupils to behave in a socially acceptable way both at school and in the wider community as a vital preparatory phase on a pupil's pathway to independence and lifelong success

**2. Informed approach**

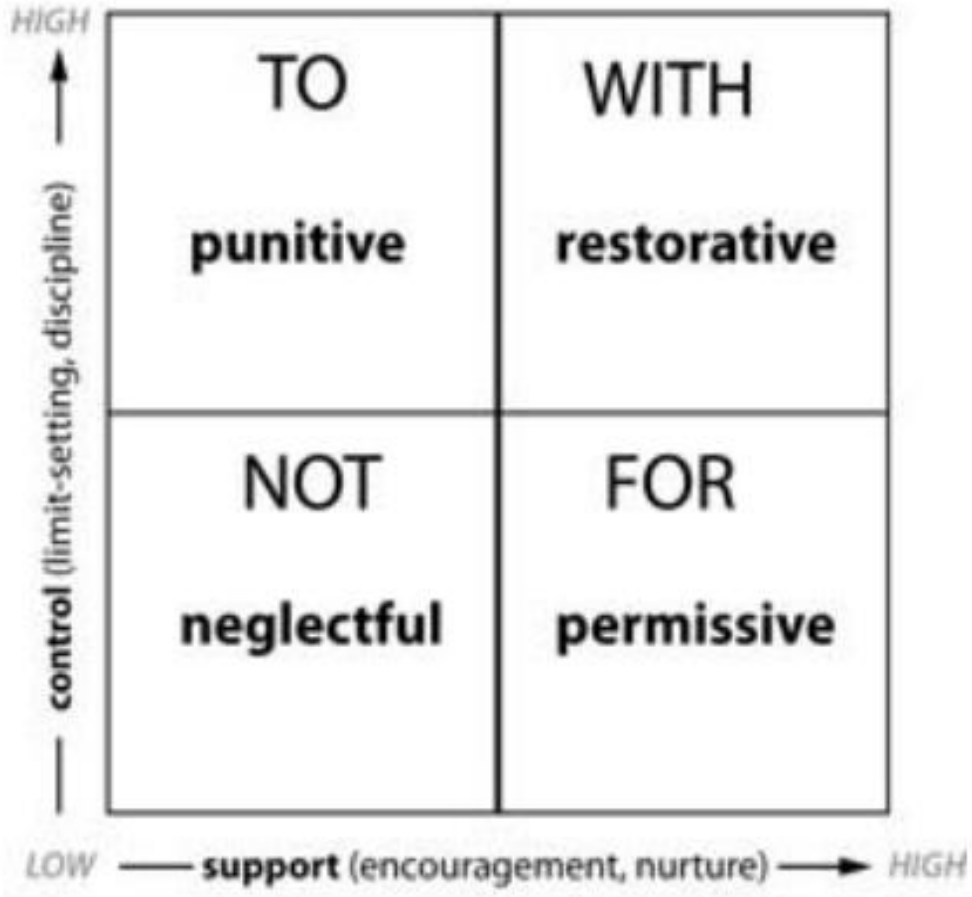
Connection before Correction. This approach aims to help pupils better self regulate or co-regulate

***A restorative approach does not mean expectations are low!*** **-** to create a positive culture of respect it is important to have high expectations. All pupils are expected to be (at all times):

- **Ready** and willing to learn
- **Respectful** to all members of the school community
- **Safe** i.e. not putting themselves or others at risk of harm

Our expectations need to be regularly re-visited and referenced as an integral part of building a positive culture around behaviour and conduct.

Pupils achieve better outcomes when expectations are high but they are supported to achieve these expectations. It is essential to work **with** pupils to help them meet our expectations.



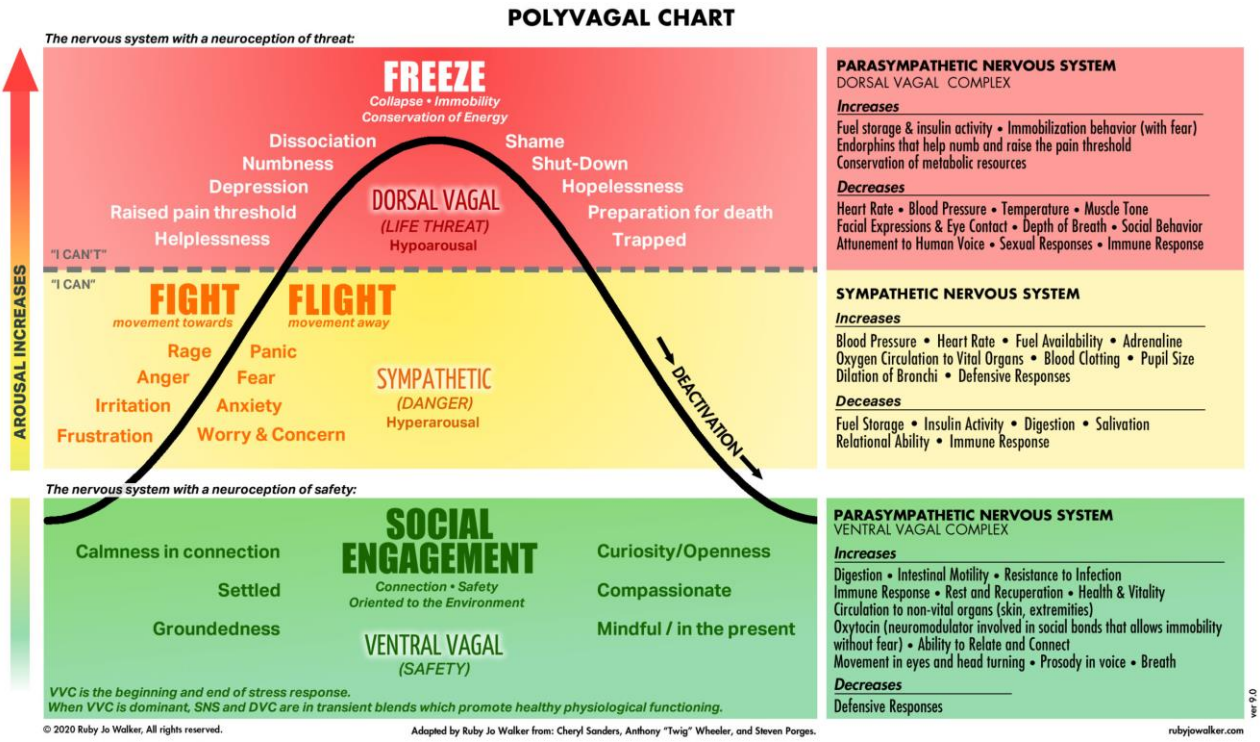

Where expectations and support are low pupils will **Not** consistently behave in a way that reflects our RESPECT values.

Challenge without support and support without challenge are equally less effective.
These do not foster independence or improve pupil's ability to regulate and relate

*Adapted from D. Whittaker – Kindness Principles*

Pupil's ability to respond positively challenges within the school day and to relate to peers and colleagues can depend heavily on their emotional state/state of arousal.

Polyvagal theory is an unproven neuroscientific and psychological model that describes the role of the vagus nerve in emotional regulation, fear response and social connection.




Within Polyvagal theory humans have three states:

- Social engagement
- Flight/flight
- Freeze/shutdown

These three states are based on a perception of threat. They are biological and nervous system responses based on a subconscious assessment of threat. Everyone has a unique assessment of threat. This is based on many factors including prior trauma, adverse experiences and SEMH/SEND needs.

The 3 physiological states dictate behaviour patterns. For example, if the fight/flight system is most present, pupils will not be available for connection. When pupils feel safe, their nervous system will be present, aware, and responsive, meaning we (as teachers/key workers) can respond and not react. This social engagement state is critical, placing the body in the physiological state of health, growth, and restoration. This is the foundation for healthy relationship skills.

### 3. Responsibilities

The Governing Board has overall responsibility for

- the monitoring and implementation of this policy
- handling complaints outlined in the school's complaints policy

School Leaders are responsible for

- establishing the standard of behaviour expected by all pupils

- determining and communicating the schools rules and sanctions
- reporting on incidents and the implementation of this policy to the governing board
- monitoring and evaluating trends and patterns in behaviour and implementing appropriately informed strategies to address behaviours concerns.
- Coordinating CPD to keep staff informed and current and emerging best practice.

All staff are responsible for

- setting high expectations for positive behaviour
- adhering to the Teacher's Standards
- being aware of the individual needs of pupils and using these to inform practise
- reporting all behaviour incidents accurately in line with the school's MIS system (SIMS)
- adhering to this policy and the Behaviour Management Supporting Document to ensure a consistent approach
- contacting parents/carers/agencies to keep them informed and co-develop strategies to address concerning behaviours

Pupils are responsible for

- their own behaviour
- conducting themselves in a way that reflects the schools values
- behaving in a way that keeps themselves and other members of the school community safe

Parents and carers are responsible for

- the behaviour of their children both in school and outside of school
- supporting the school on attendance and punctuality by notifying the school of any absences or lateness
- notify the school of any factors which may affect the behaviour of their child
- support their child by attending regular reviews, open days and other meetings

**Sanctions**

Unconditional and consistent re-enforcement of positive behaviour is always more effective than sanctions. However, in cases of repeated misbehaviour or when a behaviour incident is extreme, for example, it causes harm to themselves or others, staff will adopt the following 5 step approach:

**1. De-escalate** – support the pupil to re-align themselves so that they become in control of their own feelings, emotions and actions.

**2. Connect** – the adults involved will help the pupil to regulate (or signpost to the most appropriate colleague - this is the adult at school with which the child has the best 'connection.').

**3. Reflect** – the key person will support the pupil to explain, in their words, what has happened.

**4. Empathise** – staff will support the pupil to understand how their actions may have impacted others.

**5. Restore** – the key person will work with the child to develop a course of action (a sanction) that is logical and purposeful. The course of action will aim to support the child to change their behaviour, restore a relation and/or fix a problem.

Logical consequences could include but may not be limited to;

1. Completing missed work at an agreed time.
2. Missing break or lunch time play for an agreed period of time.
3. Repairing/restoring/replacing any damaged or broken items or property.

Any logical consequences should be completed with the pupil's key worker or member of the school's senior leadership team, if appropriate.

As well as the above, the repeated misbehaviours or extreme behaviour must be:

1. Discussed with the child's family.
2. Appropriately monitored to identify trends and patterns that could help inform improvements.
3. Reported to the Head of School or School Deputy who may decide to apply other actions such as:
    a. Meeting with the child's family to develop a personalised plan of action.
    b. Creating and monitoring the impact of a behaviour support plan (BSP).
    c. Suspending the pupil for a period of days.

***Treating all children in the same way may be unlawful where disability affects behaviour***

**4. Principles**

In order to achieve our respective vision of 'RESPECT' it is essential that the school environment promotes a feeling of inclusion, safety and support by adhering to the school behaviour policy.

As a school, we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations

**Table 1**

| Rights | Responsibilities |
|---|---|
| ▪ To be treated with respect.<br>▪ To feel safe (emotionally and physically).<br>▪ To make mistakes.<br>▪ To be treated courteously by ALL members of the school community.<br>▪ To be listened to without being judged. | ▪ To respect others and the school environment<br>▪ To behave in a way that does not cause risk or alarm to others<br>▪ To reflect on mistakes and allow others to make mistakes.<br>▪ To treat everyone courteously.<br>▪ To model courteous behaviour.<br>▪ To listen to others without prejudging. |

**5. Expectations**

The school's vision and values are clearly displayed at all sites with an expectation that these will be explained and taught so that everyone understands their meaning. Reasonable adjustments, for understanding these rules will be made as appropriate and consistent with individual needs.

Many pupils arrive at school having experienced considerable disruption and trauma. Allowances are made for pupils during this phase as they adjust to their new setting and building positive relations with staff based on mutual trust and respect.

We expect all pupils to be 'great today and better tomorrow'.

For those pupils who have consistently challenging behaviour it is expected that ‘we never give up’ – all pupils have a right to access learning and colleagues at all levels will explore all options on the route to finding strategies and initiatives that work best for individuals.

## 6. Effective Behaviour Management

Building and sustaining positive relationships between pupils and staff is the most effective form of behaviour management in the context of the school.

Where these relationships cannot be leveraged, in order to effectively manage behaviour, school staff will be expected to follow the Behaviour Management Supporting Document that gives clear guidance to staff for unacceptable behaviour and scenarios.
At the heart of effective behaviour management is whole school consistency and an understanding that managing behaviour is everyone’s responsibility.

Positive staff-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow colleagues to understand their pupils and create a strong foundation from which behavioural change can take place.

## 7. The use of Reasonable Force

In some circumstances it may be appropriate for colleagues to use ‘reasonable force’ to ensure the safety and welfare of pupils and/or staff.

The use of Reasonable Force Policy outlines the schools philosophy and approach to the use of reasonable force. This is only used as a last resort to keep members of our school community **Safe**

## 8. Rewards and Achievement

Every pupil has the potential to receive a positive ‘point’ for each session in the school day plus additional ‘points’ for exceptional behaviour. The collation of these ‘points’ will enable pupils to earn rewards.

The details of these rewards are clearly outlined in The Rewards Policy document.

## 9. Recording

Pupil behaviour (both positive and negative) is recorded using the school’s MIS system (SIMS). All staff will receive training to ensure that this process is fully understood and that all behaviour is reported effectively.

SIMS behaviour data will be monitored by key staff to ensure that an incident has been followed up and a suitable consequence/reward has been given.

If a behaviour incident occurs, there is a duty for staff to record what has happened and also for this to be followed up by key staff. A detailed record of the incident, who was involved and responsive actions must be recorded on SIMS.

Follow up actions must also be recorded and incident status changed ‘resolved’ once a resolution has been implemented.

## 10. Restoration and Consequences

Restorative approaches are encouraged and supported for all incidents. Incidents of a more serious nature will incur a consequence. Possible responses are outlined in The Behaviour Management Supporting Document and will depend on the individual circumstance of the situation.

The school will seek to re-broker and engage with all stakeholders to resolve ongoing concerns. A child and/or their parent/carers will be encouraged to participate positively in these processes. However, the school has to consider the full range of contextual factors surround these circumstances and a lack of engagement in these processes will not result in further sanctions.

## 11. Suspensions

The safety and welfare of pupils and staff extremely important. The school will only suspend a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions have failed to be successful.
The following examples of behaviour may underline the school's decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
- Any incident that deliberately compromises the safety/welfare of members of the school community
- Any incidents which breach the law
- Persistent bullying
- Verbal and/or physical abuse
- A single, serious and major incident, e.g. serious assault on another individual leading to Injury

Pupils can be excluded on a fixed-period basis, i.e. up to 45 school days within a year, or permanently. Similarly, pupils can be permanently excluded following a fixed-period exclusion, where further evidence is presented.

In all cases, the Executive Head Teacher or Head of Schools will decide which exclusion period a pupil will be subject to, depending on what the circumstances warrant.

In some circumstances the school may exercise its right to direct a pupil to receive off-site education to help manage a pupils needs and improve their engagement with the schools values. This will be in consultation with stakeholders and as part of strategy to avoid suspension and maximise progress.
Please see the school's exclusions policy for more information on the school's use of exclusions.

## 12. Monitoring, Evaluation and Reporting

Trends and patterns in the type and number of incidents are monitored using SIMs. Heads of School and the Head of Schools evaluate this each half term. This informs leadership action and is reported to the Resources Committee

## 13. Legal Framework

This policy has due regard to all the relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Single Equalities Policy and Plan
- Drug and Alcohol Policy
- Exclusion Policy
- Complaints Policy
- Use of Reasonable Force Policy
- Search and Confiscation Policy
- Pupil Reward Policy

**Annex A**

**Peer on Peer (child on child) abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports

**Types of Peer on Peer Abuse**

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third

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

**Responsibilities**

- All staff should maintain an attitude of 'it could happen here'
- Report to the DSL/DDSL immediately In the absence of the designated safeguarding lead, staff should speak to a member of the senior leadership team
- Report the incident on CPOMS
- Report the incident on SIMS

The Designated Safeguarding Lead or Assistant Headteacher will generally take the lead on the next steps. Which could include the following

- Phone Call/Meeting with parents
- Referral to external agencies which could include social care
- Discussion with pupils
- Reporting to the police

**Annex B**

**Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

**Managing reports of Sexual Violence/Sexual Harassment (SVSH)**

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. 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

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college 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

Staff should make clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.13 Additional barriers can sometimes exist when recognising abuse in SEND children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- Communication barriers and difficulties overcoming these barriers.

**Responsibilities**

- Staff should alert the DSL/DDSL to any report of SVSH
- Report the incident on CPOMS
- Report the incident on SIMS

The DSL will generally lead on these incidents and in collaboration with senior leaders discuss the following:

- reporting to external agencies
- report to the police where appropriate using the 2491596 C&YP schools guides.indd (npcc.police.uk) When to call the police guidance
- Social care referral

**Bullying**

Measures to Prevent and Tackle Bullying: As a school, we believe bullying is the persistent use of any kind of behaviour with the intention of hurting another person, and which results in pain or distress to the victim.

There are many definitions of bullying, but most consider it to be:
- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves (The Children’s Act 2004)

We define bullying as having occurred **S**everal **T**imes **O**n **P**urpose (**STOP**).

All Staff, governors, children and parents should have an understanding of bullying and clear procedures for reporting bullying should be understood and followed.

SEND
The SEND Code of Practice Where there are SEND needs or mental health needs, reasonable adjustments may need to be made. Treating all children in the same way may be unlawful where disability affects behaviour.

For more details on how the school supports children with SEND needs, please read the school's SEND policy.
https://static1.squarespace.com/static/5e4c05c11ea5462a7ab0df5b/t/61cdf210c4b88 2097525b51a/1640886812826/SEND+Policy+2021+V2.pdf For more details on how the school supports children with mental health difficulties, please read the school's mental health and well-being website page. https://www.brackenwood-infant.wirral.sch.uk/mental-health-and-wellbeing

*Please note, this policy has been updated to incorporate the new school structures and name changes from 1st September 2023. The author and approver of this policy refer to the previous structure and will be updated when the policy is reviewed.*