The Polehampton C. of E. Schools

"Let your Light shine"

Matthew 5:16

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Behaviour Policy

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1.0	July 2012	First Federation policy	13
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"Let your light shine" Matthew 5:16

These words of Jesus are at the heart of our school's vision. They inspire and motivate our whole school community. Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we share his light with others and change the world!

In this policy, we "let our light shine" by addressing the strategies we employ to facilitate environments where children feel safe, valued and confident to share their development in a way they feel comfortable doing so.

"Children should be afforded freedom from the expectation of permanence. They are in a 'trying on' stage of life …" (Valuing All God's Children, 2021)

Introduction

The purpose of this policy is to provide, staff, governors and parents with clear guidance on principles and practices that create a positive learning environment where positive behaviour is promoted.

At the Polehampton Church of England Schools, our values (Gratitude, Friendship, Perseverance, Forgiveness, Honesty & Compassion) and our Christian vision; to "Let your light shine", creates the foundation of our behaviour policy, with priority given to positive behaviours in order to build each person up.

To achieve this, we have adopted an approach to behaviour that is underpinned by the principles of **Therapeutic Thinking**.

Aims of Polehampton Behaviour Policy:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- 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.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

Roles and Responsibilities

The Local Governing Body

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Heads of School

The heads of school is responsible for:

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

Teachers and Staff

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour (Key Code)
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read the expectations within our home-school agreement (Appendix 4) and expect parents to read them and support them fully.
- Support the actions of staff when implementing this policy.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly in a calm and respectful manner
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Working closely with parents allows us to get to the root cause the of the behaviour quicker.

Pupils

Pupils will be made aware of the following when they join the school and reminded at regular intervals:
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-year arrivals.

What does the 'therapeutic culture' look like at Polehampton?

Creating a culture is imperative to the success of new strategies and is, "understood and subscribed to by the whole school community." (Bennet, T, 2017, p.6)

It is almost universally acknowledged in education that consistency plays a huge part in effective behaviour management. The Keys Academy Trust endorses the practices of Therapeutic Thinking approaches to behaviour, founded by Angela Wadham. Therapeutic Thinking is also endorsed by Wokingham Borough Council. This approach centres children's social, emotional and mental health and senior leaders in both schools have undertaking three-day training which has been, and continues to be, cascaded back to staff through a continuous cycle of continued professional development.

Key Principles of Therapeutic Thinking:

Polehampton staff will teach, and model, pro-social behaviours. Pro-social Behaviours are behaviour that benefit not only the individual but also those that are around them.

It is the responsibility of every adult at our school to seek to know how to promote pro-social behaviours, to know how to manage difficult or dangerous behaviours and to understand what behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Children are expected, and supported, to model pro-social behaviours.

Anti-social behaviours will be managed in a **creative, considered and child-centred** manner. Anti-social Behaviours are defined as behaviours that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.

Every member of staff employs logical consequences to anti-social behaviour; **not punishments**.

Every member of staff has a secure understanding Adverse Childhood Experiences (ACEs) and attachment; and how these impact on children's behaviour and future life chances.

All staff understand the risk factors associated with childhood trauma.

There is a shared feeling that some children **need** strategies and supportive elements of their provision are not removed, even If that gives the appearance of a reward.

Logical consequences are always **related to an incident** and therapeutically healthy.

Staff should make reasonable adjustments in the spirit of equity over equality and will be open and transparent about our reasons.

Equality is defined as aiming to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is defined as giving everyone what they need to achieve success.

Key features seen in and around school:	
Classroom management	Additional Support

Staff relationships with children are excellent: ✓ The work; its resources and intervention are pitched effectively ✓ Children feel safe ✓ Children have strategies and support mechanisms if they are unregulated or at risk of difficult or dangerous behaviour	➢ Specific feedback ➢ Privately shared positive reinforcement ➢ Movement breaks ➢ Specific resources ➢ Timetabled adult support ➢ Resources tailored to need ➢ Timetabled nurture support ➢ Redeployment of existing staff, where possible

Polehampton no longer uses rewards and sanctions as the basis of its behaviour management system.

However, children continue to get *unexpected* rewards by the way of house points and other, miscellaneous, treats such as extra playtime, games in class etc. We will also continue to use loss of privileges.

Rewards and Sanctions – Some examples

We employ the use of logical consequence	Unexpected rewards (no bribes)
"We won't be able to let you go on the playground in case you hurt someone again" "You broke that ruler, so you won't be able to keep one in your tray" "You didn't get all of your work finished, let's spend some time going over it for 10 minutes at lunchtime"	"You worked so hard on that piece of work. I was particularly impressed by how calm you stayed when you struggled with question 5. Why don't you go and have a look at your comic book now?" "Thank you for holding the door for me, have 2 house points"

Behaviour Strategies and the Teaching of Prosocial Behaviour

✓ Positive staff role models – using and teaching emotional vocabulary, explicitly through PSHE
✓ Excellently planned and delivered PSHE lessons
✓ Expectations to children articulated clearly; pitched so all can understand (this, in some instances, might require an additional adult)
✓ Active teaching of prosocial behaviours via PSHE and sharing positive examples
✓ Active understanding of the underlying reasons for antisocial behaviour; developing the ability to pre-empt what might trigger behaviours and minimise these risks (e.g. unpredictability)

! Triggers are known among staff; understanding, where possible, the reason for them.
! Team Teach® strategies for safety – if a child reaches a point of crisis, we will ask that the other (more regulated) children move away from that situation.

We will only use positive handling strategies if a child is at risk of harming themselves, others or significantly damaging school property (e.g., breaking resources which could harm).

Exclusion will be considered if a child:

- Makes violent or sexual threats to another pupil or member of staff
- Uses inappropriate digital devices, included threats, intimidation or distribution of unlawful images
- Persistent refusal to follow instructions or requests
- Frequent disruption of lessons
- Bringing any sort of weapon, drugs or alcohol into school, whether or not there was any intention to use it

Anti-bullying Policy

Our behaviour policy is used in conjunction with our anti-bullying policy; working on the premise that every behaviour is a form of communication. We will not punish or bribe children in order for them to behave; we want life-long learning to take place instead of immediate systems.

What will school leaders do to ensure this is in place?

School leaders will undertake, plan and provide quality Continual Professional Development to staff. INSETs and twilight sessions will be dedicated to developing our therapeutic thinking approach. Leaders in each school will be present in and around the school community, throughout the year.

How will we know we are being successful?

The following features will indicate that the school has been successful in its implementation of therapeutic teaching:

- Children learn that antisocial behaviours can cause harm to themselves and others.
- School and home working to understand the root causes of antisocial behaviours.
- Meaningful conversations around the reasons for antisocial behaviour.
- Children learn to act pro-socially, intrinsically, and have better long-term outcomes for themselves and those around them.
- Children have their self-esteem raised and not punished punitively for communicating feelings or being unable to regulate themselves.
- Coaching and mentoring of staff to ensure skills and expertise are shared across the school for a consistent approach.
- Management of staff with the same considered approach expected to be taken with children.

- We will see children having an increased emotional vocabulary and better able to articulate how they feel about a situation.
- We will see children behaving prosocially, for the majority of the time. (Bearing in mind that children are learning and we will see examples of antisocial behaviour as children)
- Any children seen acting antisocially will be having considered conversations, reflective time with an adult or be in the process of undertaking a logical consequence such as apologising, fixing something, picking something up or other reparation work etc.
- Regular Boxall Profiling for more difficult and dangerous behaviours will provide indicators of how well therapeutic plans are working.

How will we monitor our Therapeutic Teaching?

In practice, through learning walks, appraisals and listening to parent and pupil voice.

Possible Support Available:		
	For Children	For Parents
Wave 1 Class Support	Positive Relationships Time to Talk Focused PSHE teaching Reflection Time	Class Teacher Meeting(s) Support Team (FIRST) - behavioural and sleep support
Wave 2 Additional Support	Nurture Support Regular Baseline and Review Learning Support Service	Regular, planned meetings with Class Teacher ILP meetings with Class Teacher & Inclusion Lead where appropriate Parenting Special Children Courses (or similar)
Wave 3 External Support	Bespoke Therapeutic Plan Learning Support Service Educational Psychologist Foundry College CAMHS referral	Class Teacher Meeting(s), Inclusion Lead and Head of School Early Help ASSIST (Autism) SENDIASS

Responding to the behaviour of pupils with SEND

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

When dealing with anti-social behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Some of these preventative measures include:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments
- Safe spaces for regulation

Adapting Management Strategies for children with SEND

When considering the management strategies for a pupil with SEND we will take in to account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

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

Sexual harassment and Sexual Violence

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

The school's response will be:

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

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

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:

   o Manage the incident internally

   o Refer to early help

- o   Refer to children's social care
- o   Report to the police

Please refer to our **safeguarding policy** for more information.

Monitoring Behaviour

The school will collect data based on the number of incidents that have occurred and the type of behaviour that has occurred.

This data will be analysed on a termly basis and will be from a range of perspectives including:
- Year group comparisons
- By characteristic group including protected characteristic groups (Perpetrator and Victim)
- By time of day/day of week

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information https://www.st-cecilias.wokingham.sch.uk/assets/Documents/Attachments/Safeguarding-Policy.pdf

Staff training

Each year, as part of the annual safeguarding refresher training, the school will revisit the expectations of the behaviour policy and the staff's roles within that. There will be ongoing monitoring of the implementation of this policy and when necessary support/ guidance will be given.

As part of the induction programme for new staff members, there will be thorough training on the behaviour policy so that new adults know the expectations and how to maintain a consistent approach.

Exclusion

Please click **here** for our Exclusion Policy.

This policy is based on statutory guidance from the Department for Education:

Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude pupils:

o   Section 52 of the Education Act 2002, as amended by the Education Act 2011
o   The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
o   Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

o   Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
o   Section 579 of the Education Act 1996, which defines 'school day'

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

Bibliography

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

Monitoring of Policy

The monitoring of this policy and its implementation will be done by the Head of School and SLT members on an ongoing basis. The Head of School will report to the Governing body on a regular basis about the behaviour in the school and the implementation of this policy.

The views of both pupils and staff will be taken in to consideration when making any adjustments to this policy.