Polehampton CE Infant and Junior Schools
Behaviour Policy

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Introduction

At Polehampton Church of England Infant and Junior Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help children make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

Our values (Gratitude, Friendship, Perseverance, Forgiveness, Honesty and Compassion) and our Christian vision (to "Let your light shine"), create the foundation of our behaviour policy, allowing children to let their light shine through

positive reinforcement of good behaviour and clear, firm boundaries to help children understand how they can and cannot act.

The purpose of this policy is to provide staff, governors and parents with clear guidance on the principles and practices that create a learning environment where positive behaviour is promoted and children understand the supportive boundaries which allow them to succeed, both in and out of school. To achieve this, we have adopted an approach to behaviour that is underpinned by the principles of Therapeutic Thinking, but also recognises the necessity for clear, supportive structures so that all stakeholders know what is expected of them and how they can succeed within the school environment. This will also allow children to let their lights shine outside of school, and beyond Year 6.

This policy should be read in conjunction with the Behaviour: Anti-Bullying Policy. It should also be noted that the behaviour expectations in this policy should be the same for Polecats OSC.

It should be noted that all references to 'parents' should be read as 'parents, carers or guardians'.

Aims of this policy

We are committed to creating a safe and secure environment in which children can learn. Our school recognises that every member of the school community has a responsibility for their actions, and all are expected to behave in a way which reflects our Christian values by caring for, helping and respecting people, the school and its contents. Staff are committed to working closely with parents, children and governors to promote positive behaviour and to create a culture of respect where exemplary behaviour is evident. We (staff, parents, children and governors) all share this responsibility to maintain high standards of behaviour. We will always take a considered and sensitive approach to managing behaviour in order to support all of our children to develop an understanding of behaviour expectations and the impact of antisocial behaviour on others.

Our key aims are as follows:

- To work to create a positive culture that promotes and celebrates excellent behaviour, ensuring that all children have a fair and equal 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 their own behaviour, and assesses and manages risk appropriately to keep themselves safe.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To ensure a systematic and consistent management of behaviour by setting clear boundaries and following school policy.
- To ensure the expectations are clear to all stakeholders, and ensure positive parent cooperation and involvement.

Roles and responsibilities

The groups below are integral to the appropriate and effective functioning of this policy.

The Local Governing Body (LGB)

The local governing board is responsible for the following:

- To ensure that the school behaviour policy reflects the Christian ethos, vision and values of the school.
- To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and government guidance.

- Monitoring this behaviour policy's effectiveness and holding the Executive Headteacher / Heads of School to account for its implementation.
- Being provided with, and questioning, school behaviour data and trends, including those linked with any safeguarding concern or protected characteristic.
- To ensure the behaviour policy is made available to parents.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from other agencies.
- To ensure that staff undertake appropriate behaviour management training.

The Executive Headteacher / Heads of School

The Executive Headteacher is responsible for the following:

- Setting, with the Heads of School and LGB, the behaviour and anti-bullying policies.
- Supporting the Heads of School in ensuring that the school environment encourages positive behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of children.
- Supporting the Heads of School in ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Supporting any serious issues, including serious antisocial and/or suspensions and exclusions.

The Heads of School are responsible for the following:

- 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 children.
- 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 children 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 children both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children, including those with protected characteristics, are being disproportionately impacted by this policy.

All staff (including teachers, TAs and other support staff)

The teachers and staff are responsible for the following (in and out of class):

- Creating a calm and safe environment for children.
- Establishing and maintaining clear boundaries of acceptable child behaviour.
- Implementing the behaviour policy (and anti-bullying policy) consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children.
- Modelling expected behaviour and positive relationships at all times.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on CPOMS, and in line with agreed guidelines to ensure clarity and consistency.

- Challenging children to meet the school's expectations.
- Consistently value the effort and input from children, and reward both effort and outcome.
- Build positive relationships with each child – listen and show empathy.
- Be comforting and forgiving.
- Use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children.
- Role model what positive behaviour looks like and how to 'play nicely'.
- Be consistent with responses to behaviour.
- Give positive reinforcement of positive behaviour – through recognition strategies.
- Use positive phrasing and positive body language.
- Give children time and space to reflect on their behaviour.

Whilst the Senior Leadership Team (SLT) will support staff in responding to serious behaviour incidents or others which are deemed necessary, it is the staff who set the example 'on the ground', and are expected to manage the majority of behaviour issues as part of the 'first wave response'.

Classroom staff

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

- Create and maintain a stimulating environment that encourages children to be engaged.
- Display their own classroom rules, which are in line with our school expectations.
- Develop positive relationships with children, which may include the following:
    - Greet children in the morning/at the start of lessons.
    - Establish clear routines.
    - Communicate expectations of behaviour in ways other than verbally.
    - Highlight and promote good behaviour.
    - Conclude conversations or issues in a firm but positive way.
    - Having a plan for dealing with low-level disruption.
    - Using positive reinforcement.

Polecats OSC staff

Staff who work at our OSC are responsible for setting the tone and context for positive behaviour within the setting:

- Create and maintain a stimulating environment that encourages children to be engaged.
- Display their own OSC rules, which are in line with our school expectations.
- Develop positive relationships with children, which may include the following:
    - Greet children in the morning/at the start of setting.
    - Establish clear routines.
    - Communicate expectations of behaviour in ways other than verbally.
    - Highlight and promote good behaviour.
    - Conclude conversations or issues in a firm but positive way.
    - Having a plan for dealing with low-level disruption.
    - Using positive reinforcement.

Parents

Parents are expected to adhere to and/or support the following:

- Behave in a way which reflects the Christian ethos, vision and values of the school at all times, in any dealing with the school (see our Code of Conduct for parents).
- Know the school's behaviour policy and reinforce it at home where appropriate.
- Support the actions of staff when implementing this policy, to ensure consistency for pupils.
- Support their child in adhering to the school's behaviour policy.

- Show an interest in all that their child does at school and promote positive attitudes towards learning.
- Encourage independence and self-discipline in their children.
- Establish good communication with school staff and support the behaviour policy.
- Encourage, respect and model good behaviour, whilst also making their child/ren aware of inappropriate behaviour.
- Work with school staff to address and review any behaviour issues with their child/ren.
- Attend key events and support the school by reinforcing key messages with regard to behaviour.
- 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 any form antisocial (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, in a respectful manger whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture in its fullest and in the appropriate spirit.
- Ensure their child/ren attends school, arrives on time and is collected on time each day.

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

Children

When they join the school (extra support will be provided for children who are mid-year arrivals) and at other regular intervals during their time in school, children will be made aware of, and reminded at regular intervals about, the following:

- The expected standard of behaviour they should be displaying at school (and out of school, or at Polecats OSC).
- 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 consequences they will face for antisocial.
- The pastoral support that is available to them to help them meet the behavioural standards.

Children are expected to meet the following:

- Behave in a way which reflects our school's Christian ethos, vision, and values, including being kind, polite, helpful, honest/truthful and showing care, respect, understanding and empathy for others. This includes behaving safely at all times.
- Respond appropriately to the instructions of staff and other adults working in school, and cooperate with staff and their peers.
- Show respect to members of staff and each other.
- Help formulate and comply with the classroom rules and behaviour expectations.
- Move sensibly and quietly in and around school.
- Share in celebrating the achievements of all members of the school community.
- Represent the school in a way which reflects our values on residential trips, class trips, sporting matches and/or local visits.
- Use positive behaviour to enhance their learning, and be positive learners in the following ways:
    - Be ready and well-prepared to begin each lesson
    - Be an active participant in all learning activities
    - Always complete tasks to the very best of their ability

  - Be confident and resilient when approaching new learning
  - Be ready to stop and listen immediately, and take on board feedback to learn
  - Be prepared to consider, reflect and respond positively to written/verbal behaviour feedback.
- Behave in an orderly and self-controlled way (which is age-appropriate – children who are older are expected to exercise a greater degree of self-control and behavioural discipline).
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times. Any uniform adaptations are made in consultation with the class teacher and SENDCo and recorded on CPOMS. Any adaptations to uniform should be kept to a minimum.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

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

Managing behaviour: a therapeutic approach that is proportionate and fair

Our goal is to improve a child's behaviour and help them understand why positive behaviour is essential, and our methods and flexibility reflect this. Children will respond differently to behaviour management techniques. Therefore, it is important to have a consistent behaviour management approach which offers the flexibility to allow children to be supported to improve their behaviour. We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

Therapeutic approach

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)

It is almost universally acknowledged in education that consistency plays a huge part in effective behaviour management. The Keys Academy Trust and Wokingham Borough Council endorses the practices of Therapeutic Thinking approaches to behaviour, founded by Angela Wadham. Therapeutic Thinking is, at the heart of it, a set of principles and an approach that is designed to better understand and meet young people's needs. The underlying theory and a practical, graduated set of tools supports leaders with the development of policy, culture and practice in relation to young people's behaviour.

We will promote a therapeutic approach towards behaviour management and, to enable this, it is the responsibility of every adult at our school to know how to promote positive behaviour, to know how to manage antisocial (including difficult or dangerous behaviour) and to understand what certain behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Logical consequences to behaviour are not used as the driving force behind our policy, but are used as a supportive method to managing behaviour effectively. 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 and other sanctions to support positive behaviour (as outlined later in this policy). The appendix section at the end of this policy outlines some helpful phrases to illustrate how rewards and sanctions can be used with a therapeutic approach.

A proportionate but firm approach

Children do not act in the same way or learn in the same way and, therefore, we cannot apply behaviour sanctions in the same way. With this in mind, there must be some adjustment made to support individual children with their

behaviour and the provision offered, as long as this is taken with the best outcome and learning from the child at the heart of any decision taken.

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. We must ensure equity for our children and recognise that some may need much more from us to help them before certain logical consequences are put in place.

Therefore, the school's response will aim to ensure the following:

- A response/action is **proportionate**. This means all factors surrounding the event (including historical events or behaviour) will be taken into account, as well as the severity of the incident.
- A response/action is **considered**. This means that time will have been taken to establish facts, understand context and make a decision,
- That we, as a school, act in a way that will **support** the child not just now, but long term.
- That a response/action will be **balanced**, and take into account a wide range of factors surrounding the child and incident.
- An investigation is thorough and a decision is **firm**, so that all parties understand the decision and consequences. This does not mean that we cannot change our view if additional evidence comes to light, but it is designed to ensure clarity of decision. This may mean that some communications are direct in tone, so that they are clear to all parties.

In being **proportionate, considered, supportive, balanced** and **firm**, the school must consider the impact on the school's aims and expectations (as outlined above). The school will not shy away from issuing logical consequences (outlined later in this policy) where necessary, but will do so after careful consideration of a range of factors (outlined throughout this policy).

Definitions and explanations of key terms for when enacting this policy

It is important that the terms used within this policy are clear to all who are reading and/or subject to action from this policy. It should be noted that the examples below are not an exhaustive list, and other acts or behaviours may be included in the definition as they arrive, without needing to be written into this policy.

- **Equality** is defined as promoting 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.
- **Bullying** is defined as emotionally or physically harmful behaviour, and is specifically defined as the following:
    - Repetitive, wilful or persistent.
    - Intentionally harmful, carried out by an individual or a group.
    - Difficult to defend against.

  It is "the intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power" (Anti-Bullying Alliance).
- **Positive (prosocial) behaviour** is defined as behaviour that benefits the individual and/or those that are around them.
- **Antisocial behaviour** is defined as behaviour that causes harm to an individual, group, the community or to the environment. It is behaviour that is likely to cause injury, harassment, alarm or distress. Unsocial behaviour (not enjoying or trying to behave sociably in the company of others, but not to the detriment of others) will also be encompassed as 'antisocial behaviour' for the purposes of this policy.
- **Difficult antisocial behaviour** is defined as low-level non-compliance or disruption, Verbal incidents (e.g. inappropriate language or high-level unkindness towards others).

- **Dangerous antisocial behaviour** is defined as repeated difficult antisocial or serious incidents that meet one or more of the following:
    - Behaviours that are unsafe (to the child or others, including staff).
    - Behaviours that could encourage others to engage in unsafe behaviour.
    - Bullying.
    - Incidents involving protected characteristics.
    - Physical incidents (toward children or staff).
    - Incidents that involve property damage, theft etc.

Responding to prosocial behaviour

Children do not behave better by feeling worse about themselves. Therefore, it is important to teach and model prosocial behaviour. Initially, we support prosocial behaviour through having very clear expectations of behaviour which are set out in our 'Polehampton Guiding Lights', which link directly to our school values.

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. These positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. They are not seen as 'bribes' or 'incentives' but are seen as opportunities to acknowledge positive behaviour.

Success is celebrated and individual and collective achievement valued. Children are encouraged to identify their own and others' strengths and to recognise and value diversity as described in our school vision. The achievements of individuals are celebrated in many ways at our school and this happens through the following:

- Verbal (praise and encouragement) as well as individual conversations for positive feedback.
- Stickers, certificates and other visual rewards.
- Headteacher Awards are awarded for consistently exceptional learning/behaviour. Headteacher Awards are collated and celebrated in our regular celebration worship.
- Weekly 'Shining Light' certificates are awarded to two children within each class and presented at Celebration Assembly on a Friday. Often, there is a focus linked to our school values and Christian ethos which are the basis for choosing children to receive these awards.
- House points (junior school only): These are given to children for exceptional consideration for others, positive learning attitude/behaviour, good work, consistent effort or a specific achievement. Please see the appendix for overview of House point system.
- Any other reward deemed appropriate by school staff, allowing for staff creativity and class/child interests and motivations in line with our Christian vision and values.

Responding to antisocial behaviour

When a child engages in antisocial behaviour (see definitions and appendices), staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of this. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that antisocial will always be addressed. A range of strategies are used to support the understanding of (and reduce instances of) antisocial behaviour, in order to protect the welfare of children, and the security, stability and ethos of the school community. Any strategy employed is intended to achieve the following aims:

- Help the child understand their behaviour and how they could make better choices in the future in order to build positive relationships.
- Educate the child as to the impact their behaviour has had on others.

- Educate them away from repeating that behaviour.

At specific times, it may also be necessary to use a response to antisocial to signal to other children that the behaviour is unacceptable and deter them from doing it.

De-escalation techniques, including the use of pre-arranged scripts and phrases, may be used to help prevent further behaviour issues arising.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Staff may make reasonable adjustments in the spirit of equity over equality, but we will be open and transparent about our reasons.

When issuing consequences to behaviour, staff will also consider what support could be offered to a child to help them to act pro-socially in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour, including antisocial (as outlined in this policy):

- A private verbal reprimand and reminder of the expectations of behaviour.
- Work to reflect on their behaviour/action and write a letter of apology or complete a similar educational consequence (see the 'educational consequences' section for a definition). They may also be asked to reflect on their behaviour/action and complete a self-review of their behaviour or a similar educational consequence, which may be sent home to parents.
- Expecting work to be completed at home, or at break or lunchtime (if the antisocial resulted in lost learning time for the child). This is to help the child understand the importance of their education and ensure they do not miss out on key learning. This schoolwork is seen as restorative practice – and used carefully.
- Loss of privileges – for instance, the loss of a key responsibility.
- Letter or phone call home to parents.
- Agreeing a behaviour contract.
- Removal from classroom in consultation with SLT (child to work in a different part of the school), or removing other children if a child's behaviour is unsafe or dangerous.
- Protective or logical consequence (e.g. where a child is withdrawn from part of a break or lunch time).
- Internal exclusion (where a child is withdrawn from class or lesson/s to work away from other children as a logical consequence to their behaviour).
- Suspension (see the Suspensions and Permanent Exclusions Policy for full details).
- Permanent exclusion, in the most serious of circumstances (see the Suspensions and Permanent Exclusions Policy for full details).

The strategies or responses listed above are not in order of severity, and different measures and methods are applied depending on the child and circumstance. At all stages, other staff members or a Phase Lead may be asked to speak with a child.

These consequences will often be linked with both difficult and dangerous antisocial behaviour. However, individual circumstances of the child will be taken into account when choosing consequences, and decisions will be made on a case-by-case basis. There will also be an acknowledgement of the impact certain antisocial may have on others and the orderly conduct of the school.

In addition, staff will also consider the following:

- The child's capacity to understand.

- The child's perception of risk or consequence.
- The child's understanding, which prevents them from being responsive to support.

Antisocial at Polecats OSC
We expect our children to act pro-socially at all times, including in our OSC. If a child engages in antisocial behaviour, the child may not be able to attend Polecats OSC.

Withdrawal from regular activities or privileges
Removing a child from an event/activity, restricting them from attending an event/activity or withdrawing rewards or privileges is not designed to punish a child, but is used as a precaution if the school does not believe the child can represent the school appropriately, keep themselves safe or keep others safe. Examples of this are as follows:

- Withdrawal of privileges (e.g. responsibilities, the right to go on visits, residential trips, participation in class activity, membership of school teams and attendance at events/activities run by the school or PTA).
- Exclusion from clubs attended within or out of school hours offered by the school, including Polecats OSC.

Restorative discussion
Where children do not make positive improvements with their behaviour despite adult guidance, a restorative discussion may be had in isolation or will form part of a reflective process. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. This approach aims to restore relationships following antisocial behaviour.

This process may be supported by staff to ensure that the child embeds the understanding of the consequences of their choices and antisocial behaviour, and how they can learn from this experience to help them make more positive behavioural choices in the future.

Protective consequences
Protective consequences involve the actions taken to manage the risk of harm. This could include the following:

- Increased staff ratio.
- Limited access to outside space/resources (e.g. footballs).
- Escorted in social situations.
- Restricted on/off site activities.
- Differentiated teaching space, including an internal exclusion.
- Suspension or permanent exclusion.

Protective consequences are often short-term as they often require additional staffing resources which are not available. Therefore, suspension is a key part of protective consequences to antisocial behaviour.

Suspensions and Permanent Exclusions
As part of our approach, a suspension or, in serious cases, a permanent exclusion, may be issued. As outlined in the DfE's guidance on suspensions and permanent exclusions:

"This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both child's and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all child behaviour can be amended or remedied by pastoral processes, or consequences within the school."

Suspensions are also specifically referred to as "an essential behaviour management tool that should be set out within a school's behaviour policy."

Please refer to our Suspension and Permanent Exclusion Policy for more information. This can be located on our website.

Antisocial behaviour that occurs offsite

Logical or protective consequences may be applied where a child has behaved antisocially offsite when representing the school. As outlined below:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Wearing school uniform.

Logical or protective consequences may also be applied where a child has acted antisocially offsite, at any time, whether or not the conditions above apply, if the antisocial behaviour meets one or more of the following criteria (or similar):

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child.
- Could adversely affect the reputation of the school.

Logical or protective consequences issued to a child following an offsite antisocial behaviour will be enacted on school premises or elsewhere when the child is under the lawful control of a staff member.

Antisocial behaviour that occurs online

The school can issue behaviour consequences to children for online antisocial behaviour when the following criteria (or similar) are met:

- It poses a threat or causes harm to another child.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The child is identifiable as a member of the school.

Sanctions issued to a child following an online act of antisocial behaviour will be enacted on school premises or elsewhere when the child is under the lawful control of a staff member.

Children with SEND or additional needs

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of antisocial behaviour arise, we will consider them in relation to a child's SEND and liaise with external professionals accordingly.

We recognise our legal duty under the Equality Act 2010, with respect to safeguarding and supporting children with special educational needs and disabilities (SEND). Approaches to managing the behaviour of these children will be decided by school staff after appropriately considering all safeguarding arrangements and needs of the child. Agreed approaches will usually be decided in consultation with our SENDCo.

The provision of children with SEND will be dependent on the circumstances and needs of the specific child. The acknowledgement of the impact certain antisocial behaviours may have on others and the orderly conduct of the school will form part of any decision making.

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 children caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014).
- If a child has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

However, it should be noted that, as outlined in the DfE's guidance on suspensions and permanent exclusions, schools may issue a suspension or permanent exclusion to a child with SEND, but must consider the following:

"Schools must also ensure that any provision, criterion, or practice does not discriminate against children by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a child with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to child's with SEN when administering the exclusion process, including (in the case of the governing board of relevant settings) using their 'best endeavours' to ensure the appropriate special educational provision is made for child's with SEN and (for all settings) having regard to the Special Educational Needs and Disability (SEND) Code of Practice."

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of antisocial behaviours, and put in place support to prevent these from occurring. This may also include seeking advice from external agencies.

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.

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 the following:

- Year group comparisons.
- By characteristic group including protected characteristic groups.
- By time of day/day of week, if relevant

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 children are identified by this analysis, the school will review its policies to tackle it.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether the management of this situation sits within this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and child's accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children This can be located on our website.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child needs help or protection. We will consider whether a child's antisocial 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. This can be located on our website.

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. Children 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 the following:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police.

Please refer to our safeguarding policy for more information.

Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident

to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Reasonable force and searching, screening and confiscation

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force to prevent a child from any of the following:

- Causing disorder or inciting/encouraging others to cause disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must also meet the following criteria:

- It should always be used as a last resort.
- It must be applied using the minimum amount of force and for the minimum amount of time possible.
- It must be used in a way that maintains the safety and dignity of all concerned.
- I should never be used as a form of punishment.
- It must be recorded on CPOMS and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Please see the appendix later in this policy for further details on reasonable force.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. The school has a separate policy on this, which is an adopted model policy from our academy trust. This policy can be located on our website.

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement
- Use of reasonable force in schools
- Supporting children with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

- Sharing nudes and semi-nudes: advice for education settings working with children and young people.

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on the following:

- 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.

Equal opportunities

Our Equal Opportunities Policy states that our school believes that no-one should receive less favourable treatment on the grounds of, for example: race, gender, disability, sexuality, age, income, religion, colour, ethnic background, origin, marital status, nationality or appearance. This statement is particularly pertinent to our behaviour policy and our Christian values of respect and love. It is useful to note that strategies may be adapted to suit individual needs, our school will be vigilant to ensure there is, and every child knows that there is, a fair system in place to ensure good behaviour exists at school.

Appendix: Examples for types of antisocial behaviour

The below examples are not an exhaustive list, and are used to provide an indication of the type of behaviour that would be categorised for each term.

Difficult antisocial behaviour is defined at Polehampton as the following (or similar):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes. This includes 'low level' disruption (e.g. distracting others, calling out)
- Non-completion of class learning or home learning.
- Poor attitude, including disrespect to peers or adults.

Dangerous antisocial behaviour is defined at Polehampton as the following (or similar):

- Repeated breaches of any of our school rules.
- Repeated acts from the 'difficult antisocial behaviour' list.
- Behaviours that are unsafe (to the child or others, including staff).
- Behaviours that could encourage others to engage in unsafe behaviour.
- Physical incidents (toward pupils or staff).
- Any form of bullying.
- Incidents that involve property damage, including vandalism (including repeated minor acts, such as drawing on tables, chairs or walls).
- Theft.
- Fighting.
- Racist, sexist, homophobic or discriminatory behaviour.
- 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 child).

Whilst we note that Polehampton are infant and junior schools, we also recognise that serious issues can occur anywhere. Therefore, whilst unlikely, the below also class as serious antisocial (as defined in model guidance):

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments.
    - Sexual jokes or taunting.
    - Physical behaviour, such as interfering with clothes.
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content.
- Smoking.
- Possession of any prohibited/banned items:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images.

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. Therefore, bullying involves the following:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group.
- Difficult to defend against.

Bullying can include the following acts or behaviours:

Type of bullying	**Definition**
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Electronic or cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

There are also types of bullying that are linked to a specific aspect of a person or protected characteristic. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include the following:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation or gender.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist, sexual or transphobic bullying.
    - This could include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching.

Bullying is covered specifically in our Anti-Bullying Policy, which can be located on our website.

Appendix: Examples of therapeutic adaptations to language used with children

As adults, our words and actions are important. Whilst we may not get it right every time, we endeavour to be consistent, supportive, fair and firm in our messaging. Below are some examples of how rewards and sanctions can be used effectively and the language used to facilitate this.

Rewards (not bribes or incentives)

- "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."

Sanctions (logical consequences)

- "We won't be able to let you go on the playground in case you hurt someone again."
- "Because you were unkind to your friends, we cannot trust that you will be kind when you are outside. Therefore, you must stay in with an adult until we can trust that you will be safe outside and kind to others. During our time inside, we will consider what other choices you can make. It is also important that we show other children that behaviour like this is not acceptable, so they will see that you are not on the playground at breaktime."
- "You broke that ruler, so you won't be able to keep one in your tray until you can prove that you can use one appropriately and with care."
- "You didn't get all of your work finished during lesson time, despite the help offered and/or provided. We are going to spend some time going over it for 10 minutes at lunchtime."

Appendix: House points (junior school)

Upon entry to the junior school, children are organised into four Houses. We have a House point system and children are encouraged to earn as many points as they can for their House.

Why a House points system?

It aims to encourage a real sense of pride and achievement for the children and reinforces our school values. It fosters community spirit and gives the children an opportunity to contribute to something bigger than themselves, which involves children from all year groups.

Awarding of House points

House points can be awarded by any member of school staff for various reasons. House points can only be received from the member of staff who awarded them or the child's class teacher (who will verify the awarding of the House points with the initial staff member). Points will be awarded for behaviours such as (but not limited to) the following:

- Behaviour which reflects our Christian ethos.
- For exceptional consideration for others.
- Good learning attitude/behaviour.
- Exceptionally good work, including effort to learn.
- Consistent effort or a specific achievement.

Appendix: Physical intervention policy and the use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children. Force is a last resort, and is usually used either to control or restrain, specifically with the goal of avoiding harm to a child or group of children. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school's policy reflects government guidance and law.

Principles

The use of physical intervention is an act of care. When force is used, it will be the least amount necessary for the minimum period of time to enable a child to regain self-control and/or de-escalate a situation. Reasonable force can be used as follows:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a child leaving the classroom, where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from physically engaging with a member of staff or another child, or to stop a fight in the playground.
- Restrain a child at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs (and legal drugs/prescriptions which a child should not have in their possession)
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force will not be used to search for items banned under the school rules, although staff will search smart devices if there is a safeguarding, bullying/racist incident or other issue or concern.

Partnership

The school recognises the important part that parents/carers, other professionals, the Trust and the local authority play in managing children with challenging behaviour, and will actively work in partnership with these people to promote acceptable behaviour in children and young people.

Authorised Staff

Staff should seek approval where at all possible before using force. However, it is recognised that, in some instances, acting quickly may prevent harm to a child or group and that there may not be time to seek approval. Therefore, the Headteacher authorises all staff to use physical interventions in the course of their duties if absolutely necessary.

Recording and Monitoring

All incidents of restraint and other physical interventions will be recorded and regularly reviewed. The Headteacher will provide an annual report to governors (which will be available to parents/carers and other professionals as part of Local Governing Body minutes).

Complaints

All complaints, which arise through the use of physical interventions, will be taken seriously and investigated properly. Under no circumstances should children or their parents take direct action against any member of school staff. Parents should follow the school's Complaints Policy.