

# **Featherstone Primary School**

## **Behaviour Policy (In and out of School)**



**Agreed by Governors. Approval date:** 26.03.26

**Review date:** Every three years

### **Statement of intent**

Featherstone Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The School's Behaviour and Values Policy centres around creating a school ethos, rooted in the understanding of the school's Core Values. As a result, all stakeholders within the school setting are valued and respected; each person is treated fairly and there is mutual trust and respect for all. Consequently, children grow in a safe and secure environment and develop into positive, responsible and increasingly independent members of the school community.

Encouraging and fostering positive values and choices is at the heart of the Behaviour Policy with a clear process for managing any behaviours which do not follow this, encouraging children to reflect on these behaviours in a restorative manner.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

### **School Expectations**

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

### **Definitions**

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

**Other serious unacceptable behaviour may include:**

- Possession of banned items
- Truancy and running away from school

- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public or school transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

### **Our Values**

Featherstone Primary School is proud to be a Values-based school. In order to give our children the opportunity to thrive socially, morally, personally and culturally, we underpin our practice with 11 carefully-chosen Values, taught over the academic year.

In choosing our Values, we consulted with children, parents, all staff and governors to ensure that the final Values reflected the needs of our children.

Each Value is studied in-depth during one month: it is introduced and worked upon in-class and then consolidated and extended in Key Stage Collective Worship. The Values are linked throughout the curriculum, especially through PSHE and RE, as well as through daily school life.

In actively teaching and promoting our Values, we aim for our children to develop into well-rounded individuals who care for themselves, others and society.

Our 11 Values are:

Month	Value
September	Respect
October	Diversity
November	Friendliness
December	Honesty
January	Self-discipline
February	Trust
March	Co-operation
April	Patience
May	Self-belief
June	Courtesy
July	Aspiration

### **Pupil Pledge**

Pupils at Featherstone will agree, and pledge their commitment, to society, and to uphold the rules of the school.

At the beginning of the school year, pupils will be reminded of the expectations set out in the school pledge. Teachers will ensure that pupils understand this.

The three values that link to the behaviour around school are:

- **Be Respectful**
- **Be Responsible**
- **Be Co-operative**

### ***As a pupil of Featherstone School, I pledge to...***

- Be Respectful
- Be Responsible
- Be Co-operative

### **Commitment to British Values and Society. Pupils pledge to:**

### ***As a citizen of Great Britain, I pledge to...***

- Uphold the values of Great Britain.
- Use my democratic freedom to make the right choices.
- Appreciate the importance of the Monarchy, its Parliament and their roles.
- Be a responsible citizen in my community.
- Stay safe online and use technology responsibly.
- Treat everyone equally and respect their choices.

What does this look like around school?

<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Co-operative</b>
<p><b>Actions</b> Call everyone by their given name.</p> <p>Respect everyone’s race, religion and gender.</p> <p>Respect others’ personal space by keeping hands, feet and objects to ourselves.</p>	<p><b>Actions</b> Keeping hands, feet and objects to yourself.</p> <p>Be kind by including other people in your games and sharing equipment.</p> <p>Look after school equipment.</p> <p>No fighting or name calling.</p>	<p><b>Actions</b> Co-operate with everyone in school, pupils and staff (incl. lunch time supervisors).</p> <p>Following given instructions the first time.</p> <p>Know where and how to line up at given times.</p> <p>Using your quiet voice during appropriate times.</p>
<b>As a result of being respectful</b>	<b>As a result of being responsible</b>	<b>As a result of being co-operative</b>
<p>People will say that your character is kind.</p> <p>People will in return show you respect.</p>	<p>You will earn extra coins for your class.</p> <p>No one is hurt.</p>	<p>Staff will say that you are helpful in school.</p> <p>You could earn extra coins for your class.</p>

**Expectations and what pupils should know**

**Playtimes:**

- Know that you must walk from your classroom to the playground.
- Know that you must play safely without hurting anyone.
- Know that we do not ‘play fight’ because it may hurt someone by accident.
- Know that you must be kind, by including people in your games and sharing equipment.
- Know that you should not scream when playing together.
- Know that when the bell or whistle goes you must stand still.

**Lunchtime:**

- Know where to line up for lunchtime when you are called.
- Know that you must respect and listen to lunch time staff.
- Know that you should use your quiet voice in the dinner hall.
- Know how to properly dispose of rubbish and waste in the dinner hall.
- Know how to play and interact properly with each other.

**Preventing Bullying**

- Know that bullying is:
- Hurting someone else on purpose.
  - Hurting someone repeatedly.

- Bullying can be physical, verbal and emotional.

Know that bullying can be indirect:

- Deliberately leaving other people out of groups or games.
- Talking about someone behind their back.
- Standing by and watching someone get bullied without letting an adult know.

Know that bullying can be online:

- Being nasty to some on online.
- Sending nasty messages.
- Teasing someone in a group chat.

### **The routines to be taught:**

Good behaviour is an expectation at all times within our school

Teachers will:

- Communicate and ensure that children understand these expectations.
- Create opportunities so that all pupils from EYFS to Year 6 practice routines in school.
- Ensure that all staff remind, check and practice routines and expectations.

<b><u>Aut 1</u></b>	<b><u>Aut 2</u></b>	<b><u>Spr 1</u></b>	<b><u>Spr 2</u></b>	<b><u>Sum 1</u></b>	<b><u>Sum 2</u></b>
Introduce the the Pledge		Revisit Pledge		Revisit Pledge	
Behaviour Expectations in and around school		Revisit behaviour expectations in and around school.		Revisit behaviour expectations in and around school.	
Prohibited Items in school	Reminders about routines and expectations	Prohibited Items in school	Reminders about routines and expectations	Prohibited Items in school	Reminders about routines and expectations
Practice routines and expectations		Practice routines and expectations		Practice routines and expectations	

### **Managing Behaviour in School**

If a pupil fails to keep one or more of the expectations for behaviour in or around school or demonstrates an action against one of our school values, the member of staff will initially give the child a first reminder. During this, the child will be reminded of the school's expectations and what they need to do to change this behaviour. If the child changes their behaviour and demonstrates the expectation, the member of staff may praise the child and the reminder will be removed.

However, if the child repeats the behaviour, the child will be given a second reminder. The pupil is encouraged to make the right choice by being reminded again of the school expectations. If the child changes their behaviour and demonstrates the expectation, the member of staff may praise the child and the reminders will be removed. If a child is repeatedly getting second reminders, the class teacher/staff member may inform parents of this.

**Reflection time**

If the child receives a second reminder and continues to demonstrate behaviour against the school expectations, they will be informed by the member of staff that they will be discussing their choices at play time/lunchtime.

The member of staff will discuss with the pupil their actions using the restorative approach. The amount of play or lunch missed is at the discretion of the class teacher, relative to child’s age and reason for reflection. Class teachers will inform parents via phone call if they have received reflection time during the day.

**Detention time**

Where a child has already had a reflection, and they continue to make poor choices the child will then be sent to a detention at playtime. The detention will last the duration of the playtime and will be monitored by a member of staff.

Class teachers will inform parents via phone call if they have received detention during the day.

**Behaviour – Lunchtimes**

Lunch time staff are trained to manage behaviour incidents during lunch. Children will receive a reminder if their behaviour at lunchtime is not in line with the school expectations or the school values.

If this behaviour continues a child will receive a 2<sup>nd</sup> reminder of the expectations at lunchtime. If after a second reminder the child continues, the lunchtime member will bring this to the attention of the class teacher.

Behaviour around school	Outcome
<p><b>1<sup>st</sup> reminder</b></p> <ul style="list-style-type: none"> <li>• Be Respectful</li> <li>• Be Responsible</li> <li>• Be Co-operative</li> </ul>	<p>If a child receives a 1<sup>st</sup> reminder and as a result, makes the correct choices, class teacher will remove the 1<sup>st</sup> reminder and praise the child.</p> <p>If a child receives a 1<sup>st</sup> reminder and does not improve their behaviour choices, they receive a 2<sup>nd</sup> reminder (see below).</p>

<p><b>2<sup>nd</sup> Reminder</b> Repeating actions from 1<sup>st</sup> reminder</p>	<p>If a child receives a 2<sup>nd</sup> reminder and as a result, makes the correct choices, class teacher will remove both reminders and praise the child.</p> <p>If a child receives a 2<sup>nd</sup> reminder and does not improve their behaviour choices, they have some reflection time (see below).</p> <p>Repeated 2<sup>nd</sup> reminders will be entered onto CPOMs by the class teacher.</p>
<p><b>After 2<sup>nd</sup> reminder - Reflection in class (during play)</b></p> <p>Reflection is for pupils who do not improve their choices after two reminders.</p>	<p>A child who has two reminders followed by reflection, spends some time (play) with the class teacher, who facilitates a discussion with a restorative approach.</p> <p>The amount of play or lunch missed is at the discretion of the class teacher relative to child's age and reason for reflection.</p>
<p><b>Detention at Playtimes</b> After a reflection if the child's behaviour does not improve then this will warrant a detention.</p> <p>It is for pupils who do not improve their choices after having had some reflection time with the class teacher.</p> <p>The detention time will take place in the hall.</p>	<p>Where a child who has two reflections over the course of one week, or a child receives reflection time regularly (i.e. once per week) and continues to make poor choices in their behaviour then this will warrant a detention.</p> <p>Parents are informed by class teacher if a child reaches this stage.</p>

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Short-term behaviour contracts
- Long-term Individual Behaviour Plans
- Engagement with local specialists (i.e. City of Birmingham Schools – Behaviour School)

- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Physical intervention**

In line with the school's **Positive Handling Policy**, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the **Positive Handling Policy**. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the Headteacher will be informed immediately, and the pupil's parent will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher, Phase Leader or SENDCo will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as require.

### **Managing behaviour in school: Specific sanctions for educational visits, including residential visits and Y6 Leavers**

In order for children to remain well-behaved and make the right choices, school recognise that additional sanctions may be required for some cohorts of children in the run-up to very special events. Special events include all off-site educational visits, overnight residential visits, on-site treats (i.e. reindeer visits at Christmas) and specific on-site Y6 Leavers treats (i.e. production, day visits, shirt signing, etc.) where exemplary behaviour is required. On these occasions, school will write to parents and inform/remind them of our "Three Strike System."

The Three Strike System is a process where, in the run-up to off-site educational visits, residential visits, special in-school events and Y6 Leavers treats, if a child makes a poor behaviour choice/breaks the school Pledge, they will lose one of their strikes.

Parents will always be informed on the same day when a child loses a strike. If a child loses all three strikes on the run-up to the off-site educational visit, special event, residential visit or Y6 Leavers treat, then they will not be able to participate in this with their classmates.

Typical reasons that strikes will be lost for include, but are not limited to, the *serious unacceptable behaviour* list above, and also consistent displays of behaviour from the *low-level unacceptable behaviour* list, also above.

In the event of a child losing all three strikes in the run-up to off-site educational visits, residential visits, special in-school events and Y6 Leavers treats, if parents have paid any money towards the event, partial or full refunds **will not be given.** (Please also see: Charging and Remissions Policy with regards to refunds).

### **Child-On-Child abuse**

Child-on-child abuse is any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This can occur both inside and outside of school and both in person and online. This covers many types of unacceptable behaviour and further details can be found in the Child-on-child Abuse Policy.

Any behaviour of this nature will be taken very seriously, responded to promptly and appropriately in line with both the Child-On-Child Abuse policy and Child Protection and Safeguarding Policy. Discipline for these behaviours will be determined based on the nature of the case, the ages of those involved and any previous incidents.

<u>Stages of Behaviour Management</u>			<u>Actions for School What happens at this stage</u>	<u>BECO / DHT Support for the child</u>	<u>Support for the family</u>
<b>Stage 1</b>	<b>Writing to the Parent (to inform them of the child's behaviour and to meet with the Class Teacher)</b>	<p>If there is a regular pattern of behaviour concerns, parents will be contacted via letter to come into school to meet the class teacher. A written trail of communication will be kept by school to document the appropriate actions. Class teachers will continue to log children's behaviour on CPOMs.</p> <p>If the child's poor behaviour continues after writing to parents, parents will be informed via letter that their child will be moving to Stage 2</p>	<ul style="list-style-type: none"> <li>○ Meeting with the parents / with Class Teacher and Assistant Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>○ Discuss patterns of behaviour in school</li> <li>○ Look at transition for Year R, Y1 and Y3</li> <li>○ Where are the triggers and why these are happening?</li> </ul>	<ul style="list-style-type: none"> <li>○ Health Support</li> <li>○ Family Support</li> </ul>
<b>Stage 2</b>	<b>Forming a Success Plan - contract</b>	<p>The class teacher / Assistant Headteacher will form a Success Plan for the pupil.</p> <p>This plan will be monitored for 4 weeks.</p> <p>If a child's behaviour improves at Stage 2, then at a later date, their behaviour deteriorates again, school may move to Stage 3 and bypass Stages 1 and 2 as this is repeated poor behaviour.</p> <p>Consent from parents is not needed for a pupil to be on the Success Plan as this is an internal plan between pupil and staff.</p>	<ul style="list-style-type: none"> <li>○ Meeting with the parents with Class Teacher and Assistant Headteacher</li> <li>○ Ensure that the contract has success to positive outcome (i.e. <i>I will focus on my learning so that I can get great results</i>)</li> <li>○ Review after 4 weeks</li> <li>○ Praise book to</li> </ul>	<ul style="list-style-type: none"> <li>○ SEND support / Assessment</li> <li>○ Review routines</li> <li>○ Make any adjustments</li> <li>○ Where are the triggers and why these are happening</li> <li>○ Review meeting with teacher</li> <li>○ Wishes and feeling teacher / voice of the child</li> </ul>	<ul style="list-style-type: none"> <li>○ Health Support</li> <li>○ Family Support</li> <li>○ Behaviour at home plan</li> </ul>

			gather good things that are going well ○ If the contract is not met – then what happens next?	<b>SEMH sessions in place</b> ○ Support from Place2be – place 2talk ○ Mentoring to be in place	
<b>Stage 3</b>	<b>Writing to parent again</b>	After four weeks of the implementation of the success plan school will write to the parents again to inform them whether or not behaviour has improved.  If behaviour is better, then school will simply continue to monitor behaviour. If unsuccessful, school will move to Stage 4.	○ Meeting with the parents with Class Teacher and Assistant Headteacher / DHT	○ Look at further support COBs / observations <b>SEMH sessions in place</b> ○ Place2be / counselling ○ Mentoring support	○ Family support through place2be ○ Triple P parent support ○ Cygnet if relevant ○ Compass support for pupil
<b>Stage 4</b>	<b>Individual Behaviour Plan (IBP) – ‘Planning for Success’</b>  <b>What will this Individual Behaviour Plan look like?</b> <b>School Action</b>	If a child’s behaviour still continues to cause a concern, school will devise an Individual Behaviour Plan (IBP) ‘Planning for Success’ with targets which will be discussed with the child and their parents.  These targets will be set by the class teacher, SENDCo and/or a member of SLT. If it is felt that external support and advice is needed, then the school at this stage may involve the support/advice of external agencies (Family Support, Behaviour School Support and Place2Be). The plan will give parents an opportunity to have an input and reviewed with	○ Ensure that the class teacher takes a lead for the IBP ○ AHT – to oversee and weekly check in with teacher and pupil ○ Praise book to gather good things that are going well	○ Meets with the parents and CT to start the process of the IBP ○ Check in DHT weekly review ○ After 6 weeks BECO/DHT/AHT to review ○ IBP to continue or cease  <b>SEMH sessions in place</b> Mentoring Place2be (counselling)	○ Family Support / Early Help ○ Compass support for pupil

		<p>them on an agreed date, usually six weeks.</p> <ul style="list-style-type: none"> <li>• Parents will be informed of the school’s decision to devise an Individual Behaviour Plan (IBP) – ‘Planning for Success’ with set targets.</li> <li>• The Individual Behaviour Plan (IBP) – ‘Planning for Success’ will have set targets which will show how the behaviour can be improved and how this will be monitored.</li> <li>• Targets may be devised by the Class Teacher, SENDCo or a member of SLT (whoever has most contact with the child) alongside the parent.</li> <li>• Targets will be specifically personal to the child with praise and rewards built in to identify success.</li> <li>• The targets will be measured through discussion with the Class Teacher, child and parent.</li> <li>• A review of the targets will take place on a six-weekly basis. Parents will be involved in the review process.</li> </ul> <p>Consent form parents is not needed for a pupil to be placed on an Individual Behaviour Plan (IBP) – ‘Planning for Success’ this is an internal school behaviour support system between pupil and staff</p>		<p>Wishes and feeling teacher / voice of the child</p> <p>Review</p> <p><b>If a suspension takes place with this time.</b></p> <p><b>Suspension: 1</b></p> <ul style="list-style-type: none"> <li>○ Flexible timetable (P/T)</li> <li>○ Flexible breaktime arrangements (home at lunch, adult support at break)</li> <li>○ Reduced class time</li> <li>○ Re-integration timetable</li> <li>○ Visit to cobs centre</li> <li>○ Review IBP targets</li> <li>○ Mentoring</li> <li>○ Social Skills Sessions</li> <li>○ Place2be sessions - (counselling)</li> <li>○ Wishes and feeling teacher / voice of the child</li> </ul>	<p>At suspension 2 and 3 Referral to CASS – risk of exclusion</p>
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				<b>Suspension 2 and 3</b> <ul style="list-style-type: none"> <li>○ Flexible timetable (P/T)</li> <li>○ Flexible breaktime arrangements (home at lunch, adult support at break)</li> <li>○ Reduced class time</li> <li>○ Re-integration timetable</li> <li>○ Visit to cobs centre</li> <li>○ Review IBP targets</li> <li>○ Mentoring / Social Skills Sessions / Place2be sessions</li> <li>○ Visit to cobs</li> <li>○ Wishes and feeling teacher / voice of the child</li> </ul>	
<b>Stage 5</b>	<b>Review of the Individual Behaviour Plan</b>	<p>If a child's behaviour still continues to cause a concern, school will devise an Individual Behaviour Plan (IBP) 'Planning for Success' with targets which will be discussed with the child and their parents.</p> <p>These targets will be set by the class teacher, SENDCo and/or a member of SLT. If it is felt that external support and advice is needed, then the</p>		<ul style="list-style-type: none"> <li>○ Meets with the parents and teacher to review IBP 1 and Write up IBP 2</li> <li>○ Check in DHT weekly review</li> </ul>	<ul style="list-style-type: none"> <li>○ Family Support / Early Help</li> <li>○ Compass support for pupil</li> </ul>

		<p>school at this stage may involve the support/advice of external agencies (Family Support, Behaviour School Support and Place2Be). The plan will give parents an opportunity to have an input and reviewed with them on an agreed date, usually six weeks.</p> <ul style="list-style-type: none"> <li>• Parents will be informed of the school's decision to devise an Individual Behaviour Plan (IBP) – 'Planning for Success' with set targets.</li> <li>• The Individual Behaviour Plan (IBP) – 'Planning for Success' will have set targets which will show how the behaviour can be improved and how this will be monitored.</li> <li>• Targets may be devised by the Class Teacher, SENDCo or a member of SLT (whoever has most contact with the child) alongside the parent.</li> <li>• Targets will be specifically personal to the child with praise and rewards built in to identify success.</li> <li>• The targets will be measured through discussion with the Class Teacher, child and parent.</li> <li>• A review of the targets will take place on a six-weekly basis. Parents will be involved in the review process.</li> </ul> <p>Consent form parents is not needed for a pupil to be placed on an Individual Behaviour Plan (IBP) – 'Planning for Success' this is an internal school behaviour support system between pupil and staff</p>		<ul style="list-style-type: none"> <li>○ After 6 weeks BECO to review</li> <li>○ IBP to continue or cease</li> </ul> <p><b>SEMH sessions in place</b>  Mentoring  Place2be - (counselling)  COMPASS Support  Wishes and feeling teacher / voice of the child</p> <p>Review</p>	
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<p><b>Stage 6</b></p>	<p><b>External agency involvement</b></p>	<p>If a child's poor behaviour continues then the support of external agencies will be called upon for advice:</p> <ul style="list-style-type: none"> <li>• Behaviour Support: following an Individual Behaviour Plan (IBP) – 'Planning for Success' review and where there is no improvement in the child's behaviour, this will then lead to a referral and support from the City of Birmingham Schools (CoBs) to gain further support and advice. In such circumstances we can provide specific targeted intervention, e.g. Social Skills groups.</li> <li>• Communication and Autism Support (CAT): Some children with a specific diagnosis can demonstrate challenging behaviour. If this is the case, we are able to access support from CAT to be involved in the review process of the IBP.</li> <li>• Educational Psychologist Assessment: where there is a need for the Educational Psychologist to be involved to carry out any forms of observation / assessment linked to learning or behaviour, consent for this will have to be granted from parents.</li> <li>• Place2Be: Support with emotions that can be linked to behaviour</li> </ul>		<ul style="list-style-type: none"> <li>○ Meets with the parents and teacher to review IBP 1 and Write up IBP 2</li> <li>○ Check in DHT weekly review</li> <li>○ After 6 weeks BECO to review</li> <li>○ IBP to continue or cease</li> </ul> <p><b>SEMH sessions in place</b>  Mentoring  Place2be - (counselling)  COMPASS Support</p> <p>Review</p>	
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## **The Role of Parents**

We try to build a supportive dialogue between the home and school and we inform parents immediately if we have any concerns about their child's behaviour.

At the start of the school year, parents, teachers and pupils sign the Home/School Agreement which states that the family will support the school's policies and guidelines for behaviour. We expect parents to support their child's learning and to co-operate with the school.

If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school.

- Parents should regularly monitor their child's home school book/bag as any incidents may be communicated.
- Parents should attend the review so that they are fully involved in the process and that the system of communication is clear and transparent.

## **Notifying Parents/Carers**

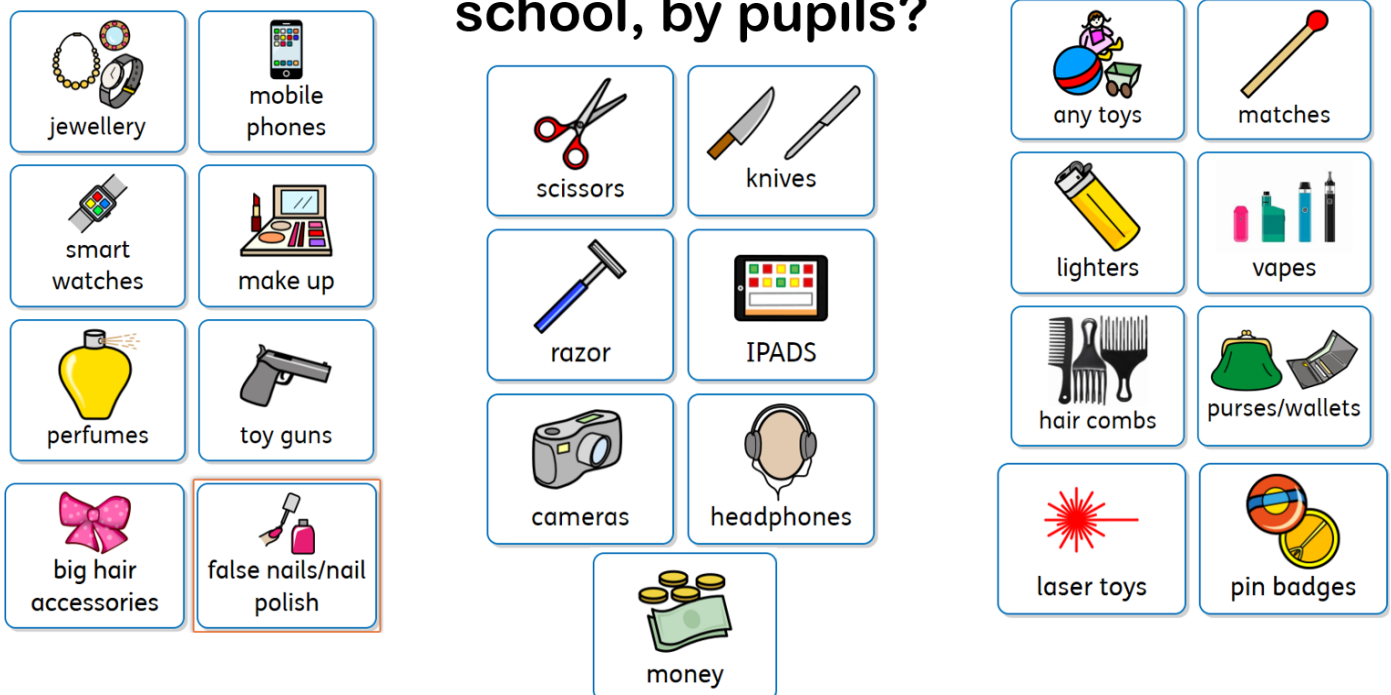
As specified above, teachers will notify parents at the end of the school day (in conversation or via a phone call home) where a child has received repeated second reminders or had reflection time during the day.

Parents may be informed by email/text to speak to their child's class teacher regarding any behaviour incidents.

## Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

### Which things are NOT allowed to be brought in to school, by pupils?



## **Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Pledge apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

### **Children should:**

- Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly.
- Know how to take care of your own safety when walking on the pavement and not on roads.
- Know that you should not walk in residents' gardens or damage them in any way.
- Know that you should not knock/ring the bells of residents' doors and run away
- Know that you are courteous to children from other schools.
- Know that you must go straight home and not stay around by shops

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy

## **Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Restrain and Positive Handling register
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **Staff induction, development and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## **Pupil Transition**

School will ensure that when a pupil leaves Featherstone School, including Year 6 to Year 7 leavers, relevant pupil files and data, including behaviour files, shall be sent across to the new school.

## **Suspension or Exclusions**

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The Headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place to try and improve behaviour, from the school's notional SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The Headteacher will consider whether a permanent exclusion is necessary, in line with the DFE's guidance on Suspension and Exclusion.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

The Head Teacher will reserve the right to exclude any child for serious misconduct as advised by The Secretary of State for Education / DFE Guidance.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bringing in, use or threat of use of an offensive item that has been prohibited in the behaviour policy
- Bullying
- Racist abuse
- Abuse against gender orientation
- Abuse relating to a person's disability
- Breach of the Online Safety Policy

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

**The Headteacher should give due consideration to the cumulative suspension before considering a permanent exclusion and if the circumstances warrant this.**

If the Head Teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board.

The school informs the parents how to make any such appeal. The Head Teacher informs the Local Authority (Exclusions Team) and the Governing Board about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Governing Board has a Discipline Committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

### **Roles and responsibilities**

The Governing Board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to: age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the Governing Board and having any regard to guidance provided by the Governing Board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Governing Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCo will be responsible for:

- Collaborating with the Governing Board, Headteacher and the Senior Mental Health Lead, as part of the Leadership Team, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.  
The relevant figures of authority include:
  - SENDCo.
  - Headteacher.
  - Assistant Headteacher.
  - Subject leader.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in the circumstances which may effect their child's behaviour.

### **Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is every three years.