



# Behaviour Policy

Date: July 2021

Review date: July 2022

Approved by the Advisory Board: September 2021

Linked with other policies:

- Safeguarding and Child Protection
- Anti-Bullying
- Bullying and Harassment
- Cyberbullying
- Exclusion
- Attendance
- Special Educational Needs
- Rewards
- Safe touch, physical intervention and restraint
- Curriculum, learning and assessment
- Whistleblowing
- Supporting children with medical needs
- Off sites and visits policy
- ICT and internet acceptable use policy

Signed:

## Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
1		Page 4 – Roles and responsibilities	<p>REMOVED: bring it to the attention of other staff at the weekly staff meeting</p> <p>Added: <b>recorded by a member of staff on CPOMS</b></p> <p>Added: <b>to support the student with their behaviour</b></p> <p>Removed: kept in the student’s individual file in the school office.</p> <p>Headteacher changed to <b>SLT</b></p> <p>Student(s) <b>may</b> (changed from ‘will’) be required to pay for the damage.</p>
1		Page 5	<p>Added: <b>All behaviour categories logged on CPOMS will be monitored by SLT and presented to the Advisory Board every half term to track and monitor the effectiveness of the strategies laid out in this policy.</b></p> <p>Headteacher changed to <b>SLT.</b></p> <p>Notify Headteacher changed to <b>notify the school office or a member of the SLT.</b></p> <p>‘homework’ [planner] removed.</p>
		Page 6	<p>‘form tutors’ changed to ‘<b>teachers</b>’.</p> <p>‘Behaviour plan’ amended to ‘<b>detailed behaviour management plan</b>’</p>
			<p><b>Paragraph added: In addition to the Norfolk STEP training the school also uses The Zones of Regulation framework. The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolding skills</b></p>

			towards developing a metacognitive pathway to build awareness of their feelings/internal state. The students learn how to use a variety of tools and strategies for regulation, self-care and overall wellness. Training in this area will be given on induction and the school's occupational therapist provides further support and guidance. Please see SENCo in the first instance for further support
		Page 7: Guidelines	Added: 'and carers' Removed: 'learning styles'
		Page 7	Removed repeated paragraph (see P8 para1)
		Code of Conduct	Removed: Bring the correct equipment to lessons  Added: <b>Use "Kind Hands, Kind Words, Listening Ears and Respectful Actions."</b>  Removed: Remember that the school's reputation depends upon you, on the way you speak and behave.  Removed: Bring completed homework to the lesson when it is due to be handed in.  Added: <b>Eat lunch in form rooms in an appropriate manner</b>
1	July 2021	Page 8 – Lunch time arrangements	Removed: Lunch time is between 12.15pm and 12.45pm for Juniors and Years 7, 8 and 9 and 12.30pm - 1.00pm for Years 10 and Years 11. All Junior and Senior school students to eat their lunch in their classroom bases.
			Removed: To be punctual for all lessons.
		School uniform	Added: <b>In some circumstances, students may need uniform adjustments due to sensory issues. These adjustments will be documented on the student's</b>

			<b>positive behaviour plan and agreed by a member of the SLT.</b>
		Sanctions (‘unacceptable behaviour’)	<p>Removed: eating in the classroom.</p> <p>Added: <b>Social Media platforms</b></p> <p>In place of ‘Facebook or other <i>‘chat sites’</i></p> <p>Added: [parents] <b>and carers</b></p> <p>‘Headteacher’ replaced by <b>‘Member of SLT’</b></p> <p>‘In extreme cases exclusion will be considered and the set procedures followed’ replaced by:</p> <p><b>‘It is recognised that both fixed-term and permanent exclusions or ceasing of the placement for students with an EHCP will only be used in extreme circumstances and only when other strategies have been exhausted’</b></p> <p>Added: <b>or for students with an EHCP end of placement.</b></p> <p>‘Incident form’ replaced by <b>the event must be recorded on CPOMS immediately.</b></p> <p>Added: <b>this too will be logged on CPOMS.</b></p> <p>Added: <b>Full details can be found in the safe touch, physical intervention and restraint policy</b></p>
		P13 Confiscation	<p>Added: These items will be disposed of appropriately</p> <p>removed: an incident form (replaced by CPOMS)</p>

## Principles

Effective teaching and learning can only take place in a well ordered and safe environment. Promoting positive behaviour requires the commitment of all staff and students and consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them.

The aim and principles of the *Behaviour Policy* is to create a caring, safe, learning environment in the school by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

At All Saints School, we expect a high standard of behaviour at all times. Our aim is to encourage self-discipline and independence in all our students. The main philosophy of the school encompasses the following characteristics:

To have **CONSIDERATION** for all, irrespective of their ethnic or national origin, culture, religion, gender, disability or sexuality.

To show **COURTESY** to all staff, parents and fellow students.

To have **COURAGE** to say and do what they know is right, not to be led by others in any wrongdoing or bad behaviour and to speak up against bullying.

To take **CARE** and show **RESPECT** for their own property and also for the property of the school, staff and other students.

To have **CONFIDENCE** in their own ability and to leave All Saints School ready to face the challenges that await them in their future lives and careers.

## **Aims**

To teach, enable and encourage students to develop positive attitudes, good manners, care and respect for others, self-control, and the ability and willingness to take responsibility for and to be accountable for their actions.

- To create a safe, positive and stimulating environment, free from disruption, violence, bullying, discrimination and any form of harassment, where quality teaching and learning can take place.
- To foster proper regard for authority and positive relationships based on mutual respect.
- To establish a range of recognised, consistent rewards and sanctions.

## **Roles and Responsibilities**

- Following discussion with the staff and students, the Headteacher will establish a policy for the promotion of good behaviour in the school and review it annually. The Headteacher will ensure that it is communicated to students and parents and carers, that it is non-discriminatory and that the expectations are clear.
- The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures. The Headteacher will support any staff faced with challenging behaviour. Any incident of inappropriate behaviour will be recorded by a member of staff on CPOMS This will give clear and precise details of the incident and what has been put in place to support the student with their behaviour. It will be processed by the form tutor and a member of SLT if required. The Headteacher will review all incidents weekly and consider if any trends are happening in school.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Staff have a key role in advising the SLT on the effectiveness of the policy and procedures. They also have responsibility, with the support of the SLT, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy.
- Staff are responsible for encouraging good behaviour and maintaining discipline anywhere in the school at all times.
- The SLT and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school and to assist the school in maintaining high standards of behaviour. They will also have the opportunity to raise with the school any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- Students will be encouraged to make genuine verbal or written apologies for their inappropriate behaviour. If they damage property belonging to the school or belonging to

other staff or students, parents and carers will be informed and the student(s) may be required to pay for the damage.

- All behaviour categories logged on CPOMS will be monitored by SLT and presented to the Advisory Board every half term to track and monitor the effectiveness of the strategies laid out in this policy.

**Good classroom behaviour** rests to a large degree on the quality of the lessons and the effectiveness of teaching and classroom management. A good teacher will engage his/her students, keep them on task, and gain their respect. Accordingly, teachers have responsibility, with the support of the SLT, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. In addition to quality of teaching, teachers should:

- Ensure that their students arrive to lessons on time. If students are absent, the teacher should enquire of their whereabouts and if necessary, notify the school office or a member of SLT of any problems.
- Implement the school's Behaviour Policy and procedures.
- Ensure students have their planners to hand.
- Reward good behaviour and good answers with encouragement and descriptive praise. Make sure that all students have the opportunity to ask questions and be given appropriate time to answer and follow the philosophy that 'Every Child Really Matters'.
- Never ignore and always respond to inappropriate behaviour and disruption, be it in the classroom or anywhere within the school or when off site.
- Reward, reprimand or sanction both good and bad behaviour as appropriate.

In addition to the Norfolk STEP training the school also uses The Zones of Regulation framework. The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolding skills towards developing a metacognitive pathway to build awareness of their feelings/internal state. The students learn how to use a variety of tools and strategies for regulation, self-care and overall wellness. Training in this area will be given on induction and the school's occupational therapist provides further support and guidance. Please see SENCo in the first instance for further support.

## **GENERAL GUIDELINES FOR PROMOTING POSITIVE BEHAVIOUR**

Each staff member will undertake Norfolk STEPs training. The Norfolk Steps Team provides training and consultancy to schools and services to support early intervention and manage complex or challenging behaviour. The specialist team has extensive SEN and inclusion experience. This training provides guidance and support to teachers and TAs in creating a detailed behaviour management plan for each student.

- Create a positive, purposeful, calm and supportive environment.
- Positive relationships with the students will promote security and motivation to do well.
- By establishing a good relationship with the students, it will be easier to read the 'signs' when all is not well with them.
- Look for reasons why a student may have started to behave inappropriately, eg: in pain or in some discomfort or not understanding what they have to do.
- All rules within the school need to be understood by the students, the staff and parents and carers and need to be consistently and fairly applied by the staff.

### **School Behaviour Policy**

- Parents and carers will be encouraged to work in partnership with the school and to assist the school in maintaining high standards of behaviour.
- All members of staff will help to build the self-esteem of the students, to make them feel good about themselves whenever possible, as a way of fostering positive behaviour.
- All students will have a relevant and realistic curriculum which is differentiated and appropriate to their needs.
- If a sanction is to be applied, it must be fair, appropriate and be applied immediately.
- Set simple, achievable targets for a student exhibiting inappropriate behaviour.
- Staff to provide a consistent role model of courtesy at all times, which promotes mutual respect.
- All staff to present themselves in a positive, confident and consistent way.
- All staff to develop their knowledge and skills in anticipating disruptive behaviour in order to diffuse potential situations and avoid conflict. Ongoing training will be provided as necessary in order to implement the policy. Staff will be provided with opportunities to develop their knowledge and skills into such issues as:
  - Implementing the school's Behaviour Policy
  - Logging and recording of incidents
  - Classroom management
  - Legislation affecting behaviour management (eg: detention, exclusion, student restraint, child protection).
- Be aware that body language and non-verbal communication can convey encouragement, approval or disapproval.
- Avoid negative labelling of students.
- Look for good behaviour and acknowledge it, giving descriptive praise or reward for any achievements, (see Rewards).
- If reprimanding a student, do not make it personal. Deplore the action or behaviour and not the students themselves.
- Appropriate use of humour can help to diffuse difficult situations.
- Keep calm and speak slowly, quietly and firmly, using language that the student will understand. This will help to diffuse a difficult situation.



- Staff must respect a student's 'personal space.' If the student is very agitated, it will not help them by a member of staff getting too close to them.
- To achieve a whole school approach, it is necessary for staff to meet regularly as a team to ensure consistency of approach.

**Procedures:** The procedures will include details on the Code of Conduct, the use of rewards and sanctions, the referral and behaviour management system and the use of outside agencies.

Our policy emphasises the importance of using encouragement and praise as often as possible and certainly, more often than disapproval or criticism. We seek to emphasise the good and reinforce the positive whenever possible.

### Code of Conduct

- Be ready and willing to learn.
- Arrive on time.
- Wear your uniform correctly.
- Show courtesy and respect to each other at all times.
- Behave at all times with consideration for others.
- Use "Kind Hands, Kind Words, Listening Ears and Respectful Actions."
- Follow staff instructions
- Move quietly and sensibly around the school.
- At break and lunch times, play safely. Play fighting is potentially dangerous and therefore not allowed.
- Keep the school clean and tidy (use the litter bins).
- Mobile phones and other electrical equipment must be handed in to the office on arrival.

#### **Expectations at break and lunch times:**

- During school breaks, all students are to go outside unless given permission by a member of the senior leadership team to stay inside.
- When the weather is unfavourable, then students will be expected to go to their form rooms.
- Eat lunch in form rooms in an appropriate manner

#### **Expectations with regards to work and learning:**

- To cooperate with others.
- To listen attentively to adults in the class.
- To attempt tasks independently.
- To try to achieve the highest possible standard.
- To attempt the given task without wasting time. If students waste class time, they will be expected to make up any lost time at break times or lunch times.
- If a child has three break time detentions, they will be expected to complete an after school detention with a senior leader.
- To adhere to, and abide by the home school contract.

### **Expectations of behaviour in transport provided by Norfolk County Council**

- All students to sign and adhere to the behaviour as laid out in the taxi code of conduct (see Appendix 1).

### **School Uniform:**

- School uniform must be worn correctly at all times (see uniform lists for Juniors and Seniors). In some circumstances, students may need uniform adjustments due to sensory issues. These adjustments will be documented on the student's positive behaviour plan and agreed by a member of the SLT.

### **Prohibitions:**

- No article which may cause physical or material harm is to be brought into school. This includes matches and cigarettes, alcohol, fireworks and particularly illegal substances and weapons, possession of which will lead to permanent exclusion (see list below).
- Inviting other students to take drugs inside or outside of school will also lead to permanent exclusion.
- Smoking or involvement in drugs are both absolutely prohibited in school, on the way to and from school and in any other circumstances in which the good name of the school would be brought into disrepute.
- It is an offence to smoke anywhere on the school site.
- Chewing gum must not be brought into school.
- Money or valuables should not normally be brought into school, but if this is unavoidable, they should be left with the School Office. The school takes no responsibility for money or valuables.

### **COVID 19 - STUDENT GUIDELINES**

- To tell an adult if you are experiencing symptoms of coronavirus.
- To remain in your taxis, when you arrive at school, until a member of staff collects you.
- To wash your hands thoroughly on entering and leaving a room and the building.
- To use the 'catch it, bin it, kill it' approach.
- To help staff with cleaning desks and surfaces regularly during the day.
- To keep a safe distance apart from each other at all times.
- To only play or socialise in areas that staff have allocated for you.
- To wait in your classroom until a member of staff either collects you or calls for you by walkie-talkie, in the afternoon and takes you to the taxi.

### **Rewards**

The school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Rewards help to promote good relationships between staff and students and encourage good behaviour. There should be an emphasis on rewards rather than sanctions.

It is important to have a reward system in place which recognises students' achievements, both academic as well as social and non-academic achievements, such as appropriate social behaviours.

The aim of the behaviour policy is to encourage students to value themselves and others by respecting rights and tolerating differences.

#### How does the school encourage positive behaviour?

This is done by rewarding children, challenging unacceptable behaviour, providing appropriate support and by operating a system of clear and fair sanctions.

Praise is the best way in which value is communicated. It is an excellent motivator and can be delivered formally and informally. The school will promote good and improved behaviour by students, through a system of recognition and reward. Success is acknowledged and celebrated in assemblies and form tutor time.

This will include the use of:

- Genuine praise and encouragement should be used as much as possible.
- Good work shown to the Headteacher.
- Profile of good work shown to parents or carers.
- In class, students' work should be displayed as much as possible.
- Writing positive comments in the home school planner.
- House points and prizes for the house competition.

Please see much more detailed guidance on rewards in the rewards policy

### **Sanctions**

Sanctions are needed to interrupt and respond to inappropriate behaviour. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Disapproval should always be of the ACTION (the behaviour) and not of the child.

Sanctions will be more effective if praise is used on a regular basis. When sanctioning a child, a positive strategy should be included to show the child what he or she should be doing in order to learn how to avoid repeating the action.

A whole group should never be sanctioned for one individual's misconduct.

#### **What sort of behaviour is regarded as unacceptable?**

The school has identified examples of unacceptable misbehaviour. This will arise whenever the behaviour disrupts lessons or interferes in any other way with the smooth running of the school.

The following are examples of unacceptable behaviour:

- Impolite behaviour and lack of respect to peers, staff or parents.

- Bullying e.g. name calling, verbal abuse, intimidation, physical and psychological abuse, harassment, (including racist, sexist and homophobic abuse).
- Excessive noise and irresponsible behaviour which could result in danger to other students.
- Chewing gum
- The wearing of jewellery (other than ear studs as stipulated in the uniform policy).
- Damage to school property or to property belonging to other students or staff.
- Use of Social Media platforms in an inappropriate manner, in breach of school contract on school facilities or as a tool for bullying or inappropriate conversations at home or in company of peers.
- Smoking, drinking of alcohol or taking of recreational drugs in or around school premises.
- Insolence or inappropriately challenging language towards a member of staff.

**Sanctions include:**

- A verbal reprimand – stating what the sanction will be if inappropriate behaviour continues.
- Time out – the student is removed from the situation for a cooling off period.
- Loss of free time (usually breaks and lunchtime). If a student disrupts a lesson, the length of time in which they take to settle will be timed by the teacher. If they continue to disrupt the lesson, they will be sent out of class. Any time lost is made up in break or lunch times.
- where the school's behaviour policy expressly provides, search through a phone where a student is reasonably suspected of involvement.
- Contacting of parents by letter or phone call.

**Persistent misbehaviour or a serious incident is dealt with by:**

- Parents and carers will be invited into school to discuss their child's behaviour which may result in the child being put on report, so that all teachers can monitor their behaviour throughout the school day. The students may also be asked to sign a Behaviour Contract which is also signed by the parents and the Headteacher.
- Member of SLT to agree to any new strategies, including possible referral to other services through the Code of Practice. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.
- It is recognised that both fixed-term and permanent exclusions or ceasing of the placement for students with an EHCP will only be used in extreme circumstances and only when other strategies have been exhausted.

At any stage, the student will be totally removed from the situation if she/he is a danger to her/himself or to others. The school will not tolerate students endangering the welfare or safety of staff or other students by any dangerous or criminal activity. In particular, students selling drugs on the school premises or bringing weapons into school will be at risk of permanent exclusion or for students with an EHCP end of placement. (See exclusion policy).

**Searching:**

Following the most recent DfE guidance (February 2014, updated September 2016), *Screening, Searching and Confiscation*, the Headteacher can search a student for any item if the student agrees.

The Headteacher or designated member of senior staff has the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item, identified in the school rules. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, matches/lighters and cigarette papers
- Fireworks
- Pornographic images
- Any article that the senior staff reasonably suspects has been, or is likely to be used:
  - a. To commit an offence
  - b. To cause personal injury to, or damage to the property of any person, (including the student).

**Confiscation:**

The senior staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. These items will be disposed of appropriately.

**The Use of Reasonable Force**

All members of staff are aware of regulations regarding the use of force by teachers as set out in the revised DfE non-statutory guidance, *'The Use of Reasonable Force,'* (July 2013).

**When can reasonable force be used in school?**

- Staff will only intervene using physical restraint to prevent injury to a child, or if a child is in danger of hurting him/herself or others, from damaging property or from causing disorder.
- Staff can escort disruptive children from the classroom where they have refused to follow an instruction to leave the room.
- To prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a student from leaving the classroom, particularly if allowing them to do so would risk their safety or lead to behaviour that would disrupt the behaviour of others.
- To prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- To restrain a student at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is unlawful to use force as a punishment.

Following a serious incident, the event must be recorded on CPOMS immediately. The Headteacher will also inform parents or carers of the incident and this too will be logged on CPOMS.

The Headteacher will ensure that staff have undergone suitable training to enable them to carry out their responsibilities as defined within the school Behaviour Policy. Full details can be found in the safe touch, physical intervention and restraint policy.



# Taxi Code of Conduct Contract

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- I will comply at all times with the driver's instructions.
- I will sit in my seat at all times with my seat belt on.
- I will not distract the driver.
- I will speak politely to all students and adults.
- I will only be respectful and kind to all students and adults.
- I will only eat or drink in the taxi with permission from the driver.
- I understand I can only be taken to my home address at the end of the day.
- I will not take photos in the taxi.

Signed \_\_\_\_\_

Name (block capitals) \_\_\_\_\_

Date \_\_\_\_\_