

# Dame Janet Primary Academy Behaviour Policy



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<b>Name of Responsible Manager</b> Executive Headteacher: <b>Mr S Atkinson</b> Head of School: <b>Mrs G Sherwin</b>	

## **'Creating Excellence Together'**

This document makes clear the strategies and sanctions in place at Dame Janet for all members of our school community to work together to enable children to make the right choices in their behaviour; to enhance their learning experiences and to give them crucial life skills.

**Dame Janet is a values-based school. We expect every member of our community to play a part in upholding and living by our values:**

**D- Determination** (e.g. to succeed and do well)

**J- Joy** (e.g. in our wellbeing and involvement)

**P- Pride** (e.g. in the school and its success)

**A- Achievement** (e.g. in achieving excellence in everything we do)

Our children should demonstrate sustained good behaviour, self-discipline and respect for all in line with the school's values. The school in return should provide a secure environment where children can learn and play free from threat to their safety and wellbeing. A simple but clear set of rules are in place and children are supported to make the right choices about their behaviour in class and on the playground.

**Be Respectful (to Others)**

**Be Responsible (for Ourselves)**

**Be Safe (at School)**

We support children's choices through a COLOUR SIGNED 'traffic light' system of green, yellow, orange and red behaviours:

Green is good. Every child should start every school day on Green.

If a child does not remain green then their behaviour is managed by the 'Ladder of Consequences' (the 'Ladder') – see APPENDIX A.

Staff at Dame Janet should use positive reinforcement of the message that good behaviour (in the classroom, during sports lessons/matches, in the corridors, lunch hall, or playground) supports excellent learning and achievement.

To reward children who demonstrate this and our values it is recommended that the following rewards be used:

- Praise and other simple positive reinforcement strategies e.g. stickers
- Responsibility in class and around school
- Achievement awards of SILVER badges and GOLD Dame Janet badges shared in assembly with peers.

**Staff are able to use other techniques to reward where appropriate and that are consistent with the school's recommendations for best practice.**

Children who demonstrate exemplary behaviour which goes above and beyond normal expectations over the course of a day will be awarded silver. Children awarded silver will have demonstrated clear and strong examples of the DJPA values. If behaviour remains positive, children stay on silver for the day.

Children who demonstrate silver behaviour and then exemplary behaviour which goes above and beyond the school's normal expectations will be awarded gold.

**It is essential to remind children of the importance of good choice making for behaviour and for teachers to investigate each incident, avoiding hearsay.**

**If a child starts to climb down the ladder of consequences all sanctions must be fairly and consistently applied and it is important that everyone understands that children are different and sanctions and their equal application might reflect these differences. But for ALL children:**

- Most behaviours are low level and should be dealt with using quality first teaching strategies and positive reinforcement – these do not need recording on CPOMS
- if a child enters the classroom and is unsettled the use of the sensory room to regulate their emotions should be considered
- A clear warning should be given prior to moving to yellow.
- Step 4 behaviour incidents are deemed to be the most severe and would be RED. A child can go straight to step 4 if the teacher deems it to be serious enough. This step will be evaluated by the Deputy Headteacher.

As a school we advocate trying individual supported study with the Behaviour Mentor in a Time out room before exclusions are used. This allows learning to be maintained and for valuable restorative dialogues to take place.

**Examples of Step 4 (Red) behaviours:** Intentional physical violence such as open hand slapping to the arm or leg, scratching and squeezing of an arm or leg, fighting using fists, kicking, slapping to face, biting, deliberately spitting in face, abusive language, persistent high- level disruption in class, or damage to property/environment.

If a child receives a fixed term exclusion, upon returning to school a reintegration meeting should take place with the Head of School, SENCO or Deputy Head plus the Behaviour Mentor and the child's parent.

**In extreme cases of poor behaviour, the school may consider excluding a pupil** (when 'there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently'). **Before the school does this they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion. The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable\* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.**

\*Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.

In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or member of staff;
- b) Sexual abuse or assault;
- c) Supplying an illegal drug, or
- d) Carrying an offensive weapon.

Regulations allow the Headteacher to exclude a pupil for one or more fixed periods which, when aggregated do not exceed a total of 45 school days in any one school year.

Where a pupil is given a fixed period exclusion of six school days or longer, the school has a duty to arrange suitable full time educational provision from and including the sixth day of the exclusion.

Exclusions are only for serious offences. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher should:

- Ensure that a thorough investigation has been carried out;
- Consider all the evidence available to support the allegations;
- Allow and encourage the pupil to give their version of events;
- Check whether the incident may have been provoked, e.g. by bullying or by racial or sexual harassment;
- If necessary, consult others;
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.

In general, the school will exclude only in the most extreme circumstances. Fixed term exclusion indicates that a pupil is in real danger of being permanently excluded and in these cases Local Authority involvement and Pupil Committee meetings will be necessary.

The school operates a stepped approach to exclusions. For a first offence where exclusion is believed to be necessary the minimum appropriate number of days will be applied. However, if a pupil offends again, the number of days given will normally be greater than the previous exclusion – subject to consideration of conduct since the previous exclusion.

Individual fixed period exclusions should be for the shortest time necessary. When deciding the length of fixed term exclusion, the Headteacher should consider:

- The seriousness of the offence;
- Any mitigating circumstances – such as provocation and including whether the student is SEN, disabled or looked after;
- Previous record. We normally take a cumulative approach, with a rising tariff for repeated fixed term exclusion, irrespective of the seriousness of the offence.

Whenever the Headteacher excludes a pupil, the parent will be notified immediately, ideally by telephone followed up by a letter within 1 school day.

The reintegration meeting with parents will be an opportunity to discuss how best the pupil can return to school.

If a parent does not comply with an exclusion, the school will consider whether to contact the Attendance and Behaviour Service and seek the advice of the local authority about available legal remedies.

The Governing Body has delegated all its functions to a Pupil Committee. The quorum for a Pupil Committee meeting is 3 members. If any governor has a connection with the pupil, or knowledge of the incident that led to the exclusion that could affect his or her ability to act impartially, he or she would be asked to step down.

Governing Bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 15 school days in any one term, or missing a public examination.

Governing Bodies must review fixed period exclusions which would result in the pupil being excluded for more than 5 school days, but not more than 15 school days in any one term, where the parent has expressed a wish to make representations.

The Local Authority makes arrangements for Independent Appeal Panels to hear appeals against permanent exclusions where the governing body upholds the exclusion.

The School will monitor exclusions termly and report on all fixed term and permanent exclusions. There is no legal requirement for the Headteacher to inform the governing body of short fixed period exclusions (i.e. those of up to and including 5 school days in total in any one term) as they occur, with the exception of such an exclusion which would result in the pupil missing a public examination. This will take the form of 3 Headteacher Reports delivered to both the LGB and Regional Governing Body.

**Bullying problems at Dame Janet are rare but can occur.**

Dame Janet defines bullying as:

**“The use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. The behaviour is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict. Behaviours used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular targets.**

**Rationalizations for such behaviour sometimes include differences of social class, race, religion, gender, sexual orientation, appearance, behaviour, body language, personality, reputation, lineage, strength, size or ability. Bullying is commonly divided into four basic types of abuse – emotional (sometimes called relational), verbal, physical, and cyber.”**

Bullying will not be tolerated at the academy. The academy has a ‘zero policy’ on bullying incidents and all reported incidents will be dealt with in accordance with the academy’s bullying policy.

Incidents of bullying are recorded and contact will be made with parents about incidents.

The abuser, where identified, would then be subject to our sanctions as identified above. Restorative justice is essential when incidents of bullying are identified.

**It is expected that all parents and carers agree to work with and support the school in the best interests of the child. The school in return will communicate clearly and effectively the**

**strategies and sanctions used and why. Dame Janet will keep records of children's behaviours for behaviour management purposes.**

### **Incidents relating to Protected Characteristics**

A prejudice related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the academy will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

All incidents relating to Protected Characteristics will be logged and reported to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools.

### **Incidents relating to Sexual Harassment and Sexual Abuse**

In line with government recommendations following Ofsted's review of Sexual Abuse in Schools and Colleges, academy starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

### **Drugs**

The academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE

programme and the academy will also involve outside agencies such as drugs education charities.

Any incidents will be reported to the governors for their consideration. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the academy. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally.

Sometimes, it will also be necessary to involve the police. The academy will discuss this and take advice as necessary.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. The academy may carry out searches for drugs in accordance with this policy.

Parental involvement: Usually the academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### **Use of social media**

There are clear expectations about the use of social media both in and out of the academy. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the academy:

- damage to the academy or its reputation, even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the academy's behalf
- using academy logos or trademarks.

Any misuse of social media will be investigated by a member of Headship and overseen by the academy's Designated Safeguarding Lead.

In accordance with the prevent duty, the academy uses extensive and effective filtering of the academy's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

### **Prohibited items and searches**

Academies have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in School Guidance with more detailed information provided in Screening, Searching and Confiscation. This includes "any item banned by the academy rules which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

### **Use of reasonable force**

**The academy will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.**

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the academy will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school / academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded including any training that staff have had.

### **The power to discipline beyond the academy gate**

The academy may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- taking part in any academy organised or academy related activity
- travelling to or from the academy
- wearing academy uniform
- in some other way identifiable as a pupil at the academy.

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the academy. This includes bullying and cyber-bullying.

### **Amendment to Behaviour Policy**

This addendum to the Behaviour Policy is for use during the arrangements for education of students in school during the Covid-19 pandemic. It is to be used in conjunction with, and read alongside, the on-line safety policy and our Child Protection policy.

For pupils attending school (in addition to the established roles, responsibilities and expectations of school staff and pupils) the following expectations are in place and sanctions will be upheld:

- Staff and pupils will adhere to the social distancing requirements in place.
- Staff and pupils will take every precaution to reduce the risk of virus transmission by regularly washing hands, using hand sanitizer and keeping work areas clean, making use of the cleaning materials provided.
- Any incident of aggressive spitting will result in immediate exclusion from school for a period of up to 3 days. (including internal exclusions with the Behaviour Mentor)
- Use of threatening, aggressive language and behaviours towards staff from either pupils or their families will result in immediate exclusion from school for a period of up to 3 days. (including internal exclusions with the Behaviour Mentor)

For pupils accessing remote learning;

- Staff and pupils will continue to implement the expectations of safe internet usage stated within the on-line safety policy.
- Use of inappropriate language within the Google classroom will result in a telephone call home.

- Use of threatening or aggressive language and behaviours within the Google classroom towards staff from either pupils or families will result in immediate access being denied and a requirement from parents/carers to collect a paper copy of work set from the office weekly.
- Any use of racist, homophobic, discriminatory, or bullying language/behaviour within the Google classroom will result in immediate access being denied and a requirement from parents/carers to collect a paper copy of work set from the office weekly.

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All schools have a statutory duty to provide full time education for all pupils according to their age, aptitude and ability, considering any special needs.

DfE guidance states that in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a pupil's individual needs.

In these circumstances the school will follow the guidance for schools on the use of reduced timetables.

([https://www.kelsi.org.uk/\\_\\_data/assets/pdf\\_file/0019/74521/Guidance-for-Schools-on-the-Use-of-Reduced-Timetables.pdf](https://www.kelsi.org.uk/__data/assets/pdf_file/0019/74521/Guidance-for-Schools-on-the-Use-of-Reduced-Timetables.pdf) )

#### Appendix A 'Graduated Sanctions '

The academy's sanctions for behaviour(s) are tabulated below:

Ladder of Consequences:

Step 1 - reminder

If I am not displaying green behaviour my teacher will give me a warning. I know that there will be consequences if I continue to make the wrong choices.

Step 2 - consequence 1

I will be placed in yellow. I need to think carefully about my behaviour. If I make the correct choices, I can move back up to green.

Step 3 - SELF REGULATION

If I continue to make the wrong behaviour choices, I will be placed on orange and will be asked to move to a Time Out area within the classroom for 5 minutes, where I will be asked to think about my behaviour. I will need to catch up with the learning I have missed.

#### Step 4 - first sanction

If I continue to make the wrong behaviour choices, I will be placed in red and a red letter will be sent home. I will be taken to my link class to work and I will lose extended time at break or lunch time. My behaviour will be recorded on CPOMS. If I continually make the wrong choices and I have been on red more than twice in a week, I will be placed on Step 5.

#### Step 5 - restoration

The class teacher and the Behaviour Mentor will complete a Success Contract and targets for my behaviour will be set and recorded on CPOMS. My behaviour will be monitored, recorded daily and shared with my parents. If I do not meet my targets, I will be placed on Step 6

#### Step 6 - second sanction

I MUST keep my targets on my Success Contract or I will be placed in internal seclusion for an appropriate amount of time. If after this my behaviour does not improve I will be placed on Step 7

#### Step 7

My parents will be informed by letter that I am not allowed to come to school for a set period of time and I will need to complete my work at home.

The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances

The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table

#### **Related Policies:**

Anti-bullying

Positive handling (use of physical restraint)

Race and Equalities policies

SEN

Online Safety