



BEHAVIOUR IN SCHOOL POLICY

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Behaviour Management Policy

Rationale

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, 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 to involve them in the implementation of the school's policy and associated procedures

Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policies and procedures consistently.

The Governing Body, Headteacher and staff will ensure that there is no differential application of the policy and procedure on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure the concerns of pupils are listened to and appropriately addressed.

Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school and to support the decisions of the school regarding behavioural issues by signing the home school agreement. They will be encouraged to work in partnership with the school to assist the school in maintaining the high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their behaviour and, at a level appropriate to their age and stage of development, to adhere to school policy, procedures and expectations. Pupils also have a responsibility to ensure that any instances of inappropriate behaviour are reported immediately.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents. The procedure will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards and Sanctions

A 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 pupils 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.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for and minor and major instances of inappropriate behaviour.

Training

The Governing Body will ensure that appropriate training is provided to support the implementation of the policy.

Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, has been established.

Involvement With Outside Agencies

The school works positively with external agencies, such as the SEBD service and the Jigsaw Centre, making use of their advice and services when necessary, for both whole school and individual issues.

When appropriate the school gives support to children dealing with social, emotional and behavioural difficulties by offering a nurture group programme delivered by trained staff.

The school has access to appropriate specialist child and family support services including

- Education Welfare Service
- Education Psychology Service
- Social Services
- Parent Support Advisory Service

The school makes referrals using the relevant referral forms from outside agencies.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that their operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher. Outcomes of review will be communicated to all those involved, as appropriate.

Dissemination

The school ensures that parents/carers are fully informed, in the prospectus and home/school agreement, of the existence of the behaviour policy and their right to have full knowledge of its contents.

The school communicates the policy to all new and existing pupils through school rules, school assemblies and within the curriculum wherever relevant. Staff are consulted regularly about the policy and its implementation. The school communicates the behaviour policy to all teaching and support staff by providing copies of the policy within the policy files held centrally on the Google Drive and as part of the induction process.

Acceptable and Unacceptable Behaviour

We define acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.

The school has identified examples of unacceptable behaviour as that which includes name-calling, rudeness and disrespectful remarks, verbal abuse, threatening behaviour, aggressive physical contact, bullying including racist, sexist and homophobic abuse.

The school communicates the standards of acceptable and unacceptable behaviour to staff through the staff handbook and the staff-training programme.

The school communicates the standards of acceptable and unacceptable behaviour to the children by being role models, through the Class Code of Conduct, which is drawn up in discussion with the class and reviewed on a regular basis. For the rules to be effective they should be

- Few, concise, memorable and stated positively
- Effectively promoted through displays, publication, discussion and reference

Recognition, Rewards and Sanctions

The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of;

- House points as an instant reward and to support positive reinforcement strategies
- Commendations for more significant acts of kindness or courtesy. The awarding of three acts of kindness or courtesy is rewarded in Celebration Assembly
- Merits are awarded in Celebration Assembly for outstanding work
- Visits to the Headteacher
- The school does not promote or endorse the use of public behaviour charts; this is seen as demeaning and the aim of our behaviour policy is not to bring shame on a child in order for them to reflect on unacceptable or inappropriate behaviour.

The school will review the support available to individual pupils who may be at risk of disaffection or exclusion, including

- Nurture support
- Mentoring
- Individual education planning
- Curriculum resources
- Restorative justice procedures

A sanction is a response designed to discourage inappropriate behaviour. However, for sanctions to be effective they must also protect the adult's relationship with the child and the child's self-esteem.

Teachers will

- be firm and fair
- target the right child
- criticise the behaviour not the child
- identify and assess the underlying needs
- reward appropriate behaviour

The school implements a range of strategies to deal with inappropriate behaviour by pupils, including (not in sequential order)

- Verbal reprimand
- Outlining of consequences of further poor behaviour
- Sanctions appropriate to the misdemeanour.
- Moving the child away from the group they are working with
- Temporary isolation within or exclusion from the classroom
- Referral to the Headteacher
- Moving the child temporarily to a different class
- Time-out during break/lunchtime (maximum of 5 minutes)
- Contacting parents
- Removal from lessons
- Meeting with parents
- Temporary or permanent exclusion

The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Early Intervention

The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.

The school will investigate, as appropriate, reported incidents of pupil misbehaviour.

The school will ensure that staff receive appropriate training for the conduct of investigations. The school will complete investigations as soon as it is possible and appropriate to do so. A copy of the results of all investigations undertaken will be held on record until such time as the pupils leave the school.

Developing Capacity

The school provides relevant information and training on behaviour management matters to all groups of staff. This will be achieved through induction training for all new staff, whole school INSET and specific planned/tailored training.

The school carries out an annual review of the development needs of all staff.

The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as

- Implementing the school's behaviour policy
- Logging and recording of incidents
- Lunchtime supervision
- Classroom management
- Educational visits
- Learning Styles
- Legislation affecting behaviour management
- Pastoral support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

Clear Roles and Responsibilities

The school ensures that all job descriptions include appropriate reference to maintaining acceptable standards of behaviour. The Behaviour Management policy forms part of the induction pack. The Governing Body is advised of the implications of the behaviour policy for their own practice.

Resources

The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following

- Staffing
- Training and development
- Provision for non-contact time
- Health and Safety
- Provision of administrative and record keeping systems
- Monitoring arrangements
- Curriculum appropriateness
- Environment

Meeting Needs

The school has identified the Headteacher as the person responsible for undertaking assessments and reviews of the needs of pupils whose behaviour is disruptive.

The school encourages pupils, at a level appropriate to their age and stage of development, to take responsibility for their own learning and behaviour.

The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

Community Involvement

The school liaises with a range of bodies to as appropriate, including the LA, health services, police, voluntary sector and religious bodies, social services.

Record Keeping

The prompt and accurate recording of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

The school maintains accurate records of persistent unacceptable behaviour incidents within the child's electronic record on Integriss.

The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

Where an individual child is being monitored, trends in behaviour will be explored in terms of

- Type of incident
- Critical days/times in the week
- Critical places within/outside the school
- Pupils involved
- Profile of students involved (gender, ethnicity, age, SEN)
- Timeliness of response
- Outcomes

The school ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

This policy was first adopted by the Governing Body on 21st June 2005.

Ridgmont Lower School
Anti-Bullying Policy

Bullying: Our School's Values and Beliefs

Everyone at Ridgmont Lower School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

We recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. It can take many forms but the main types are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks

- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.

The school works hard to ensure that all pupils and parents know the difference between bullying and simply “falling out”.

Creating an anti-bullying climate in school

Our school’s Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other’s emotional and social well-being and include and support each other.

Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy,
- Increase understanding for victims and help build an anti-bullying ethos, and
- Teach pupils how to manage their relationships with others constructively.

Some of the ways in which this will be done are through:

- Circle Time - role play and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.
- School assemblies and collective worship which reinforces our message that bullying will not be tolerated.

Actions To Tackle Bullying

Staff are always vigilant for signs of bullying and always take reports of incidents seriously. Children are told that they must report any incidence of bullying to an adult and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The Class teacher of the victim will be responsible for this and will be required to give a copy of reports and actions taken to the Headteacher. Older pupils may be asked to write a report themselves. If bullying includes racist abuse then it should be reported to the Headteacher to be recorded in the Racial Incident Book.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this

as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. The school has a buddy system to assist in this process.

Work with children who have been bullied could include some or all of the following:

- They will be reassured that they do not deserve to be bullied and this is not their fault. We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does

Action following an incident of bullying will involve some or all of the following:

- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.
- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school's Behaviour/Discipline Policy.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will follow up after incidents to check that the bullying has not started again. We will do this within two weeks, and again within the following half term.

When tougher measures are needed

If necessary, we will invoke the full range of sanctions that are detailed in the school's Behaviour policy. These include:

- Removal from the group
- Withdrawal of privileges
- Withholding participation in school events that are not an essential part of the curriculum.

It also includes fixed term and permanent exclusion from school, which would obviously be a last resort.

Our responsibilities

Everyone within school is expected to

- Act in a respectful and supportive way towards one another, and
- Adhere to and to promote the objectives of this policy

Pupils are expected to

- Report all incidents of bullying and suspected incidents that victims may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school

Parents can help by

- Supporting our anti-bullying policy and procedures.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours. Parents are reminded to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Where necessary we have and will call on outside resources.

Concerns, complaints ...and compliments

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying – and we would ask that this is brought to the notice of the Headteacher. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure, a copy of which is available on request. We would also be pleased to receive Compliments – feedback from parents when things have gone well.

Evaluating Our Policy

We will evaluate our anti-bullying policy by analysing the following:

- The numbers of incidents that are reported to staff over a given period
- Pupils' perceptions of bullying in school through structured discussions in class time
- The number of complaints and compliments that we receive from parents.

Ownership Of This Policy

The policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll.

The Head Teacher is responsible for introducing and implementing this policy. However all staff, all pupils and their parents have an active part to play in maintenance of the policy, and in its success.

This policy is seen as an integral part of our Behaviour Policy, and will be reviewed alongside it annually.