Mountbatten Primary School

Behaviour Policy

1	Summary	Behaviour Policy
2	Responsible person	Jamie Wegg
3	Accountable SLT member	Jamie Wegg
4	Applies to	☒All staff ☐Support staff ☐Teaching staff
5	Who has overseen development of this policy	SLT
6	Who has been consulted and recommended policy for approval	Governors
7	Approved by and date	Autumn 2023 – Governing board.
8	Version number	1

9	Available on	Every	☐Y ☒N	Trust website	☐Y ☒N
				Academy website	☒Y ☐N
				SharePoint	☒Y ☐N

10	Related documents (if applicable)	Safeguarding and Child Protection Policy Anti-Bullying Online Safety Policy Anti-Racism Policy Anti- Homophobia and Transphobia policy
11	Disseminated to	☒Trustees/governors ☒All staff ☒Support staff ☒Teaching staff
12	Date of implementation (when shared)	September 2023
13	Consulted with recognised trade unions	☐Y ☒N

Contents

1. Aims

This policy aims to:
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements
This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions
Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Not following simple instructions
- Poor attitude to learning and others

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Swearing or using offensive and abusive language
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers or vapours
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body
The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head of school to account for its implementation.

5.2 The Head of School

The Head of school is responsible for reviewing and approving this behaviour policy. The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour through use of scripted language and setting high expectations
- Providing a personalised approach to the specific behavioural needs of particular pupils, including graduated response forms, risk assessments, safety plans and PHP
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Show green behaviour at all times
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise and smiles
- Dojos
- House points

- Good day notes, charts or stickers
- Phone calls home to parents
- Special awards in celebration assemblies

The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- Directed to work away from the classroom environment
- Expecting work to be completed at home, or at break or lunchtime
- Children to stay in at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Meeting with parent/carers, phase leaders and SEND coordinator to agree behaviour support or plan

7.2 Zero-tolerance approach to sexual harassment and sexual violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

To assess the outcome and intervention required, the Academy takes guidance from 'The Aim Project' checklist.
For inappropriate behaviours this might include;
- · Home/school liaison
- · Setting appropriate boundaries and expectations in school
- · Addressing concerns through the curriculum or another appropriate intervention

For problematic behaviours this might include;
- · Possible referral to children's services
- · An Academy safety plan being established
- · Supporting with supervision and/or monitoring
- · Addressing concerns through the curriculum or another appropriate intervention

For abusive/violent behaviours:
- · Referral to children's services and the police
- · An Academy safety plan being established
- · Supporting with direct supervisions and restrictions in place.
- Individual work on understanding and controlling their sexual behaviour

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care

- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, Code of Conduct and Disciplinary Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Set the high expectation that all children will display green behaviour all the time
- Use traffic lights to support and modify pupil's behaviour
- Use precise, scripted language to ensure pupils understand what they need to do
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Recognising and eliminating low-level disruption
- Using positive reinforcement, such as praise and Dojos

8.2 Physical restraint
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded by a member of staff, PHR completed (see appendix 2 for example PHR) of given to Head of School
- Parents to be informed
- Appropriate risk assessments and plans to be put into place (see appendix 2 for samples of Individual Risk Assessments (IAR), Positive Handling Plans (PHP) and other templates).

8.3 Confiscation
Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The school's Emotional Behaviour, welfare officer can provided additional support, strategies and interventions to support the pupil, families and staff. Sessions will focus on the pupils needs and may include strategies for self-regulation, anger management, self-esteem, developing and maintaining positive relationships, etc.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher and some pupils will be given transition booklets for their new classes and key adults. Transition meetings for staff are arranged in the summer term to discuss and transfer key information regarding pupil's behaviour issues and support/ strategies in place. Parent and carers are welcome to arrange a transition meeting with the new teacher, in which the SEND coordinator or a member of the safeguarding team may attend to discuss the pupil's historical information, eliminate any concerns and discuss positive strategies and approaches that may support transition.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All staff are Team Teach Trained and this is updated regularly to ensure certifications are in date and practice is current. Behaviour management will also form part of continuing professional development. The school will use a range of agencies and services to provide relevant training for staff.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Full Governing Body annually. At each review, the policy will be approved by the Head of School.

12. Exclusions

The Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head of School may exclude a child permanently. It is also possible for the Head of School to issue a further fixed-term exclusion or issue a permanent exclusion in exceptional circumstances e.g. if new information or evidence has come to light.

If the Head of School excludes a child, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head of School makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the management group. The school informs the parents/carers how to make any such appeal. The Head of School informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the LA appeals panel decides that a child should be reinstated, the Head of School must comply with this ruling. In the absence of the Head of School, the Assistant Headteacher has the powers to exclude a pupil for the reasons above; this will be in consultation with the Head of school, Executive Headteacher or Chair of Governors.

Appendix 1: written statement of behaviour principles
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: PHP template
Date:

Positive Handing Plan

Name: DOB:

Environments Triggers: (situations which have led to a dangerous incident in the past)

Risk: Low Medium High

Frequency: Low Medium High

Adults targeted   Pupils targeted

slap   punch   bite   pinch   spit kick   neck grab   clothing grab body hold   arm grab

throws missiles   used weapons
Describe other behaviour:

Prevention: (which might reduce the risk of above happening)

Diversion and Distractions: (interests, words, objects used to divert attention from an escalating crisis)

de-escalation – successful strategies/or to avoid

physical intervention – successful strategies/or to avoid

	Try	Avoid		Try	Avoid
Verbal advice and support			Help Hug		
Firm clear directions			Cradle Hug		
Negotiation			Standing Wrap **if size appropriate**		
Limited choices			Sitting Wrap **if size appropriate**		
Distraction			Standing Double Elbow		
Diversion			Standing Single Elbow		
Reassurance			Standing Single Elbow (2 person)		
Planned ignoring **when safe**			Sitting Single Elbow (2 person)		
C.A.L.M. taking/stance			Other Time Out removed to less stimulating environment with supervision		
Take up Time					
Withdrawal Offered					
Withdrawal Directed					
Transfer Adult			Small child escort		
Reminders about Consequence			Half shield		
Humour			Seated beanbag hold		
Success Reminders					

Name	Role	Signed	Date

Appendix 2: PHR template

Log No:		**Positive Handling Record**	Date	

Child's name		Staff involved		Witnesses	
Location		Start time		Duration of restraint	

Reason for RPI

Criminal Offence	
Absconding	

Injury to:	Other pupil	
	Adult/s	
	Self	

Serious disruption	
Damage	

Incident

Diversion, Distraction and De-escalation employed						
Verbal advice & support		Firm clear directions		Negotiation	Limited choices	
Distraction		Diversion/Diffusion		Reassurance	Planned ignoring	
CALM stance & talk		Take-up time		Humour	Withdrawal offered	
Withdrawal directed		Transfer adult		Reminders about consequences	Success reminders	

Physical strategies employed						
Single elbow(1 person)		Single elbow(2 person)		Sitting single elbow (2 person)	Half shield	
Double elbow (1 person)		Double elbow (2 person)		Punch/kick response	Wrap	
Sitting wrap		Small child escort		Fight response		
Other						

PHP amended?	NO		YES		Reason
Positive Debrief	NO		YES		

Positive debrief: repair, reflection and rebuilding of relationships is an essential element in the positive handling response.

Signatures	Date	Signatures	Date
Monitor Signature			

Appendix 2: IRA

INDIVIDUAL RISK ASSESSMENT

How to use this form
1. **Identify potential hazards and risks e.g. self-harm, absconding, violence, communication, vulnerability, medical etc.**
2. **Identify those affected by the hazard or risk e.g. Child (C), Staff (S), Other Children (OC), Other Adults (OA)**
3. **State the measures have been taken to reduce the risk by limiting the severity or likelihood of harm arising as a result.**
   When staff become aware of a new behaviour, risk or successful de-escalation strategy they must update this document on the same day. All plans and risk assessments should be read prior to working with a class.

Name of Child:		Admission Date:	

Date of Birth		Date of Risk Assessment:	
Risk Assessment Last Reviewed:		Next Review Date:	

Risk identified	Person(s) Affected				Measures to control risk
Violence	(C)	(S)	(OC)	(OA)	
Additional Information:					
Absconding	(C)	(S)	(OC)	(OA)	
Additional Information:					
Self-harm	(C)	(S)	(OC)	(OA)	
Additional Information:					
Communication	(C)	(S)	(OC)	(OA)	
Additional Information:					
Medical / Medical Diagnosis	(C)	(S)	(OC)	(OA)	
Additional Information:					

Head of school:	EBWO:	Parents:
Class teacher:	Phase leader:	SENCO: