



## NET Relationship (Behaviour) Policy

### Policy Number – 33

#### Document Management Information

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#### Revision History

Document version	Description of Revision	Date Approved
1	New policy – overarching policy for school behaviour policies	9th June 2022
2	Updates in accordance with behaviour in school DfE recommendations	

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## **1 Introduction**

- 1.1 Nene Education Trust ("the Trust's) relationship (behaviour) policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education across its schools. Through work, world and wellness we will raise aspirations and develop character in a positive environment. Good behaviour and self-discipline lead to effective learning and helps prepare our children and young people for their lives beyond the school gate.
- 1.2 We understand as a Trust community that our role in promoting and supporting appropriate behaviour is based upon building and managing consistent positive relationships, however managing conflict can be challenging and so this document aims to set out procedures to be followed to minimise what can be a difficult process. Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have. The Trustees of Nene Education Trust take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:
- Effective line management, Commitment to reducing workload, Supportive and professional working environment, staff wellbeing sessions, The Teacher Support Line telephone number 08000 562561 or website [www.teachersupport.info](http://www.teachersupport.info)
- 1.3 This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the consequences that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.

## **2 Aims and Objectives**

By setting high standards of expected behaviour, the Trust and its schools aim to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

### **3 Application of Policy**

- 3.1 This policy applies to all members of the Trust community. Each school within the Trust will apply consequences within this policy for behaviour that takes place both inside and outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
  - 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

### **4 Roles and Responsibilities**

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

#### **4.1 Board of Trustees**

The Trustees will work with the Central Team and each respective school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principals to account for its implementation. Trustees will ensure that they and local advisory board members receive relevant training on exclusions, behaviour and discipline at least every two years.

#### **4.2 The Chief Executive Officer**

The CEO will ensure that this Relationship Policy is applied consistently across the schools within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

#### **4.3 Local Advisory Board (LAB)**

Local advisory board members in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school Principal on behavioural consequences and support put in place for pupils at the respective school. LAB's will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Principal.

#### **4.4 Principal**

The Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

#### **4.5 Staff**

All staff will:

- apply this policy fairly, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable pupils may face;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given consequences on Arbor. Repeated behaviours that are out of character for a pupil should also be recorded on My Concern;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- if age appropriate set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### **4.6 Parents/Carers**

Parents (by parents, we mean parents/carers) play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- sign the home school agreement when their child starts at any Trust school;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible;
- in the case of permanent exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

#### **4.7 Pupils**

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the individual school expectations to which all pupils must adhere. Reminders of the school rule/expectations and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

#### **5 Rewards**

The Trust community believes that it is important to encourage good conduct throughout the school by noticing, celebrating and rewarding positive behaviour. (individual school reward programme listed as an Appendix)

#### **6 Consequences**

- 6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them, the school will impose consequences (also known as 'disciplinary penalties'). All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.
- 6.2 The particular level of consequence will depend on the severity and regularity of the behaviour.
- 6.3 Each school uses a range of consequences in response to incidents of poor behaviour. These may include: (Individual school consequences listed as an Appendix)
  - verbal reminder;
  - requiring a written apology;
  - confiscation of a pupil's property;

- time to reflect at break / lunchtime / afterschool (this may include catching up on missed work);
  - extra work or repeating unsatisfactory work until it meets the required standard;
  - school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; removing graffiti or mending damaged property;
  - loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
  - asking the student to leave a class or group and directing the student to an identified safe space;
  - internal exclusion;
  - seclusion/isolation to complete tasks set supported by staff;
  - regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
  - education off-site for a designated period;
  - suspension or permanent exclusion.
- 6.4 School staff aim to work in cooperation with parents to understand the reasons behind changes in their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a consequence is imposed, parents will be informed.
- 6.5 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.6 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.7 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions:
- verbal abuse to staff and others;
  - verbal abuse to pupils;
  - physical abuse to/attack on staff;
  - physical abuse to/attack on pupils;
  - any form of bullying (to the extent not covered above);
  - indecent behaviour;
  - damage to property;
  - gambling on school property;
  - recording or taking images of pupils or staff without their express consent;
  - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;

- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- child on child sexual violence and sexual harassment;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Annex).

6.8 Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a suspension or permanent basis.

6.9 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

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

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future and sets out clear behavioural expectations.

6.10 Detentions/reset and repairs will only be issued by and recorded by The Vice Principal/Principal. These can be carried out by any member of the SLT/staff under direction from the Principal or Vice Principal if they are not available. Staff will only issue detentions outside of academy hours when it is reasonable after having considered whether:

- the detention may put the pupil at increased risk or compromise their safety;
- the pupil has known caring responsibilities or religious requirements;
- the detention timing conflicts with a medical appointment;
- parents ought to be informed of the detention; and





- whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.

## **7 Pupils with Special Educational Needs and/or Disabilities**

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning, which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of communicating unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

7.3 Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display behaviour that challenges and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's special educational needs policy for more information.

## **8 Investigating Incidents**

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary schools, pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary schools, pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of

the investigation and the content considered before imposing a consequence. Please see the Trust's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to conclude on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

## 9 Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

9.2 Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school code of conduct and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a consequence and are protected from liability for damage to, or loss of, any confiscated items.

9.3 A teacher or someone who has lawful responsibility of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the school may impose a consequence for failing to follow a reasonable instruction.

9.4 The Principal and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- "legal highs";
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that have been or could be used to commit an offence or cause harm.

9.5 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will

be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

- 9.6 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).
- 9.7 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.8 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time and location of the search;
  - which pupil was searched;
  - who conducted the search and any other adults or pupils present;
  - what was being searched for;
  - the reason for searching;
  - what items, if any, were found; and
  - what follow-up action was taken as a consequence of the search.
- 9.9 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

## **10 Use of reasonable force**

- 10.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Principal has given the responsibility to be in charge) are lawfully permitted to use reasonable force to prevent pupils committing an offence,

injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where pupils need to be held to help them to calm down will be securely recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents will be informed as a matter of course.

## **11 Bullying**

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. (see NET anti-bullying policy). 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The Trust wants to make sure that all pupils feel safe in school and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationship (Behaviour) Policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in a consequence for the action.
- 11.4 If an allegation of bullying does come up, the respective school will follow the NET anti-bullying policy guidance and:
- take it seriously;
  - investigate as quickly as possible to establish the facts;
  - record and report the incident; depending on how serious the case is, it may be reported to the Principal;
  - provide support and reassurance to the victim;

- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a consequence is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

11.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the pupil.

## 12 **Child-on-Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

## 13 **Complaints**

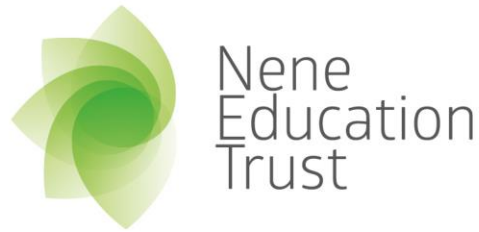
If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

### **Appendix 1 – Rights and Responsibilities of Pupils**

<b>Rights</b>	<b>Responsibilities</b>
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any consequences that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

### **School Code of Conduct**

1. Attend the school and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
2. Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
3. Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's Uniform Policy at all times to and from the school.
4. Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
5. Do not use rude, derogatory, racist or defamatory language.
6. Do not bully, belittle, or intentionally harm other pupils or staff.
7. Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
8. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
9. Complete school work and homework on time and to the very best of your ability.
10. Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
11. Take care of school equipment.
12. Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).
13. Meeting expectations around sneezing and coughing including adhering to the "catch it, bin it, kill it" policy
14. Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the school.



15. Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
16. Report to the school office if you arrive late, feel unwell or need to leave for an appointment. Particularly by notifying your teacher or the school office if you begin to experience symptoms of Covid-19 namely: a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
17. Stay on the school premises at break and lunch time, (exceptions e.g. unless they have a written, signed permission slip) including adhering to instructions relating to the areas you can be in during break and lunch time.
18. Do not bring into the school under any circumstances:
  - alcohol and drugs including "legal highs";
  - e-cigarettes, cigarettes, matches, and lighters;
  - chewing gum;
  - weapons of any kind or instruments/substances intended to be used as weapons;
  - material that is inappropriate or illegal for children to have such as racist or pornographic material;
  - mobile phones/other non-authorised electric devices;
  - any article which 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).



## Appendix 2 – General School Behaviour Expectations

**At Raunds Park Infant School, we have a general set of guidance to support kind behaviour and positive learning. Alongside this, due to the age and the needs of our youngest pupils, we have a more detailed and bespoke set of guidance for our Early Years/Foundation Stage.**

### Golden Rules

There are 6 Golden Rules and we expect all children and staff to follow these. Posters listing the Golden Rules are displayed in each classroom and around the school. They are;

- **We are gentle**
- **We are kind and helpful**
- **We listen**
- **We are honest**
- **We work hard**
- **We look after property**



### Routines

**The routines below will be followed to demonstrate our Golden Rules;**

Children will walk inside school and in and out of school at breaktimes/home times.

Children will stop when they hear the shaker and show their "empty hands".

During transitions adults use 3,2,1 – 3 stand up, 2 walk to the table, 1 sit down. Children will move quietly.

Children will ask to go to the toilet and in KS1 use a toilet pass during lesson time.





When lining up children must face the front, stand quietly with their hands by their sides.

Children will follow routines related to carpet work regarding seating plans, talk partners etc.

### **Expectations of all staff**

We expect staff to build strong relationships with every child.

This means;

- Get to know and connect with each child as well as possible – take interest in their likes and dislikes, understand their quirks
- Meet, greet and welcome each child using their name when they enter the classroom each day showing visible enthusiasm
- Show 'deliberate botheredness'
- Set the tone for the classroom and other school areas by showing positivity and kindness at all times
- Use positive language at all times and never shout in anger or displeasure

All staff must expect, and deserve, to have the children respond to them appropriately. As a school we must show them that we have certain expectations that they must follow, and that everyone cares about this.

All staff must address any poor behaviour that is seen or any incidents of not following our expectations. This could be children running in the corridor, leaving their chair out or dropping their coat on the floor.

All staff must ensure they are keeping to the school times for things like assemblies, break times and end of the day. This is to ensure no learning time is wasted and so that all time is used effectively.

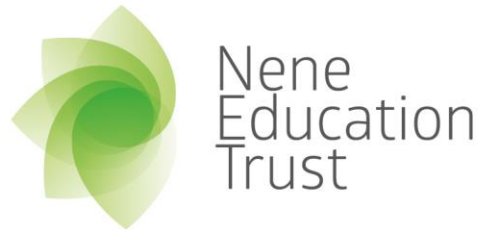
We have high expectations of children.

This means;

- Very explicitly teach, recall and regularly re-teach all expected behaviours and key routines in a timely manner with care and compassion rather than retrospectively and re-actively with a punitive tone
- Re-teach behaviours as context, curriculum, and age changes and as time passes
- Persistently and relentlessly catch expected and positive behaviours
- Agree rules, routines and expectations of behaviour in the class and demonstrate their relationship to our Golden Rules

### **Appendix 3 – School Rewards**

We aim to have a positive environment where children are frequently praised for doing the right thing. Rewards can also be given in the form of stickers, team points, certificates on Friday or points on Arbor. The class can also earn class rewards that they work to collectively. These could be to target a particular element of the Golden Rules or expectations that they



are finding harder – for example lining up quietly. They are working towards a collective reward such as a short disco or extra playtime. If you want to introduce a class reward please discuss this with your team leader (Rachel or Luke). Children should not have points earned deducted. Group rewards encourage collaboration, team work and do not lead to any children being left out and feeling like they are failing. **Remember a reward is designed to encourage further good behaviour – not make any child feel ashamed, ignored or undervalued.**

#### **Appendix 4 – Managing Poor Behaviour (Sanctions)**

We follow the steps below when a child demonstrates unacceptable behaviour.

Step 1 – reminder of the behaviour you want to see from the child – eg “remember that on the carpet we sit quietly” then give the child at least 30 seconds take up time.

Step 2 – a quiet and more private reminder to the child. This should be calmly delivered and in a non-confrontational way, ideally side by side with the child and in a quiet voice. The aim is to remind the child of the desired behaviour and the consequences of not following this behaviour.

Step 3 – a short reset and repair (3 mins approx.) thinking time. This may just be at the back of the classroom, in book corner, on carpet. Somewhere where the child cannot further disrupt children or receive more attention for their negative behaviour. It may be necessary to send the child out of the classroom but this should be supervised. This time out is framed as thinking time, and the expectation is that they will then quietly return to the expected class activity.

Step 4 – 5 mins missed off the next playtime. Children have their reflection time supervised in the classroom. This is a clear consequence of not following the rules.

Step 5 – 10 mins missed off the next playtime. This should be for more serious breaches of the rules. At this point parents should be informed of the breach and of concerns about the child's behaviour.

Step 6 – Behaviour Log given by a member of the SLT – this is for ‘serious unacceptable behaviour’. This also serves to inform parents of a serious breach. Where deemed necessary, the child will be removed from the classroom. The Vice Principal/Principal will determine the length of time the child will remain out of class. This may be used so that an adult can support co-regulation. Dependent upon the identified severity of the serious unacceptable behaviour, the Principal will consider whether it is reasonable and proportionate for the child to receive a ‘suspension’ for a fixed term, and will determine the length of ‘suspension’ or whether an exclusion is appropriate. From September 2023, the school will be using Arbor to record these logs of serious unacceptable behaviour. Communication with parents following these incidents will be via a phone call from the class teacher in the first instance, then escalating to senior leadership. If a class teacher wishes to catch the parent at the end of the day-instead of a phone call, this should be done quietly in the building away from other parents and carers. The priority for the teacher at this time is to see the children back to their families-the arrangements should be made for the conversation to happen after this point.

Behaviour should be recorded on Arbor to ensure we can analyse trends and support individual children e.g. where a child is identified as having SEMH related difficulties or SEND, additional support will be put in place, for example, counselling, Early Help/family support,



therapeutic services, signposting to external services (including GP). A Behaviour Support Plan will be created to outline the necessary provisions in place, targets and desired behaviours.

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

- All professionals/parents/carers involved with the child may meet to discuss further support that could be implemented to address unacceptable behaviour.
- A managed move to another local setting will be considered/discussed with all stakeholders.
- The Principal will consider whether the child should be excluded.

### **Monitoring the effectiveness of the policy**

The Vice Principal/SENCO is responsible for monitoring the effectiveness of the policy. As part of this she will carry out regular lesson dips to observe practice and monitor behaviour reports on Arbor termly. She is also available to support in writing any individual behaviour plans for children who may need them and advising on best practice.

## **Appendix 5 – Specific EYFS Behaviour Expectations**

**Our behaviour strategy focuses on developing the skills outlined in the EYFS framework. This describes 'positive behaviour' to consist of:**

- Emotional Intelligence: Managing feelings and behaviour (self-regulation), being able to express your emotions effectively, and being empathic towards others.
- Social Skills: Being able to form positive, respectful relationships.
- Cognitive Skills: Having self-confidence and self-awareness, and the ability to understand different feelings.

### **Ongoing practice includes:**

Social development will happen every day through adults explicitly modelling and praising children demonstrating positive behaviours. Structured group play can be used to encourage positive and respectful relationships.

To help children develop emotional intelligence, you have to a) recognise their emotional needs and b) acknowledge them by articulating them. "You have your fists clenched; I think you might be feeling angry."

Additionally, this is achieved through the explicit teaching of the 'Zones of Regulation' and the school's 'Golden Rules'. Displayed in the classrooms. These are taught from the first day and revisited regularly, including a reminder initially at the start of each day, then weekly

and at the start of each new term. Everyone is responsible for the behaviour of all children and adults should reinforce the rules whenever appropriate:



If children present negative behaviour, EYFS practitioners will take the following steps:

1. Remind the children of the rules of the classroom/outside areas.
2. Ask the child to come and play alongside you or another adult (adult to model how to play etc)
3. A child will have time to reflect on a thinking mat with a 3 min timer.
4. Child will go and will see Senior Leader, and the class teacher will speak to parents.
5. If the situation has not been resolved the EYFS team will gather information (see questions below) the class teacher the EYFS lead will have a meeting with the parents and draw up an action plan, which will include behaviour strategies (record minutes of meeting).

Important information regarding behaviours can be gathered such as:

1. When does it happen?
2. How often does it happen?
3. How do people respond when it happens?
4. When does the child not behave like this?
5. What is the child trying to communicate?
6. Informally ask whether/when this happens at home?
7. Have we agreed on behaviour strategies, which are consistent amongst staff?
8. Are there child protection concerns?



### **Using reset and reappear/thinking time**

- The main aim of all staff is to avoid getting to this point in the first place.
- An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and is the wrong choice; "what you did was not nice and the wrong thing to do, you now need to be with me until you are ready to join in sensibly"
- The child stays by the adults side for 3 minutes. No talking, they need to know that they are missing out on whatever they were doing before. They are not having a "chat" with the adult... speaking at this time would be considered as a reward.
- Once that thinking time is finished, the adult speaks to child about playing nicely and models the apology together for the child. "I am very sorry that I hurt you, I will not do that again" (do not insist in the first child saying sorry)
- Adults should look out for any opportunities for the first child doing the right thing and praising them for it.

### **Hitting, Kicking, Pinching or Scratching**

Children may arrive and display these behaviours- directed to peers and adults. These behaviours can cause strong feelings amongst the adults who have to deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal.

Strategies when children hit, kick, pinch or scratch:

1. Establish and teach clear group rules, eg: "We are kind to one another"
2. Lead small group activities focused around gentle hands, feet, etc.—
3. Model to children how to play in different situations and model language of sharing (pretend to be a child)
4. Regular reinforcement of positive behaviours (praise, attention, etc)
5. Ensure that there are real consequences in place, for example, if we kick, we sit quietly for a short time (timer) away from other children.
6. Try distracting and diverting the child- intervene early. (If you watch him/her dealing with a difficult situation, voice out positively how well he is going to share the toys or letting other person getting on the bike)
7. Provide activities where children can express their feelings (puppets, animals, circle time, quiet areas)

### **Refusal**

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by an adult. Staff need to decide how important their



request is and decide what "battles" they are going to have and which as best left.

Strategies when children refuse to follow instructions:

- Giving plenty of warning of change- sand timers or visual timetables.
- Using when... then; when you finish then you...
- Choose activities that they like to build up a habit of compliance. Shortening the length of time of the activity. Change the activity or social grouping.
- Making sure that the activity is appropriate to them.
- Giving lots of positive attention when child participates in adult- led tasks.

### **Tantrums**

Tantrums are normal part of development for most children between the ages of 18 months to 3 years. Children want things and get very frustrated if they are not given what they want immediately. This often results in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way. If adults give children what they want when they have a tantrum, then the children quickly learn that this approach is effective. Strategies to use:

- Diversion/ distraction- if the tantrum can be spotted early. Swapping with another adult- a fresh approach.
- Ignore the tantrum until it is over and the child has calmed down. Keep reassuring them: "It is ok"
- Provide a special place where the child can go and calm down or a special toy to hold and cuddle.
- Teach the child words they can use to express their feelings and encourage them to use them. Get another child to come and play with them.
- Physical intervention should only be used when there is a risk of damage to the child, other children or property.

### **Inappropriate language**

When children swear or use bad language they are usually copying someone they might have heard at home or elsewhere. They do not usually understand what the words mean, but may have noticed the reactions that they get when using them. The more attention they get for using these words, the more likely they will continue using them. Strategies to use:

- Selective deafness and the occasional "We don't use those words here" ensuring that the same strategy is used at home at the same time.
- Maybe both parties can choose to ignore inappropriate language for a week- but give lots of attention for an agreed alternative behaviour.
- Offer the child alternative words they can use to express themselves.
- Activities around "Words are not for hurting" by Free Spirit publishing.