

## STRATEGIES FOR SUPPORTING GOOD BEHAVIOUR AND IMPLEMENTING THE SCHOOL'S BEHAVIOUR AND ANTI-BULLYING POLICIES:

### The Behaviour Code

Each class has an individual 'Behaviour Code' (BC), which is reviewed annually in the first week of the school year in September, and is supported by a whole school approach. All class members should have a say in establishing the specific rules of conduct for their class. In this way, they will share ownership of their own rules of behaviour. The Behaviour and Learning Support Co-ordinator (BLSCo, see below) will co-ordinate this process, presenting outcomes to collegiate by end of September each year.

Class teachers may exercise their discretion in the manner they choose to represent their class BC. For younger students, pictures may convey the code most clearly. For older students, specific written rules may apply. Teachers may also simply refer to the three core principles below.

Each class affirms its Behaviour Code by displaying it in the classroom, directing all guests and subject teachers towards it and by referencing it when they perceive that behaviour is poor. Copies of the each individual class' Behaviour Code will be displayed in the staffroom as part of the whole school approach.

The three underlying principles of the whole school approach to behaviour, mirrored by each individual class Behaviour Code, are *Awareness, Honesty and Responsibility*.

### The Three Core Principles

**Awareness:** This simply means being aware of everything, being awake to what is going on, being conscious and having a conscience. It means ignoring nothing. We do not pretend 'not to have understood', 'not to have known' or 'not to have realised' that which it is reasonable to expect ourselves to understand, know and realise. It means being sensitive to others, knowing what might hurt others, and knowing *why* it might hurt others. It means open eyes and listening ears, looking for the possible effects of our actions. It means being fully present and engaged at all times. Above all, it means *being safe* and keeping others safe.

**Honesty:** This simply means telling the truth at all times. We are truthful with others and ourselves about everything. This can be difficult. It takes great *courage* to tell the truth. A lie can sometimes be told without saying anything, by not giving the whole truth. Honesty means being completely open about everything, and creating a whole school culture of *openness* and *trust*.

**Responsibility:** This simply means taking ownership of our actions. We not only claim our deeds, but agree to do something about their outcome. Responsibility means we are willing to fix what we have broken, make amends where we have caused harm, and correct our own errors in behaviour. Responsibility *also* means that we own up to what we do that is great, spectacular or outstanding! Recognising and celebrating that which is praiseworthy and commendable, whether on a personal or communal level, is also an essential aspect of our responsibility.

All members of staff should seek to model these three qualities, *Awareness, Honesty and Responsibility*, in their own conduct, as an effective approach to stimulating their growth in the students, as part of our whole school approach.

## Behaviour and Learning Support Co-ordinator

The school has a Behaviour and Learning Support Co-ordinator (BLSCo). The BLSCo is the first point of contact for teachers, parents and students in all matters relating to behaviour. The primary focus of this post is the establishment and support of best practice in all areas of behaviour, anti-bullying, social engagement, differentiation and distinctive learning needs within the school. The BLSCo directs the work of the designated Behaviour Support Officer (BSO) and the school's Behaviour Guidance Group, who offer support and guidance on all behaviour-related issues throughout the school.

### The main responsibilities of the post include:

- To assist the Principal and staff in establishing and implementing key policies, specifically those relating to behaviour, anti-bullying and SEN;
- To support early years, class and subject teachers in all matters relating to behaviour, differentiation and learning support;
- To explore and establish alternative learning pathways, options and resources to support students frustrated by normal classroom expectations;
- To work within the teaching group to help the smooth day-to-day running of the whole school.

## Behaviour Guidance Group

The BLSCo co-ordinates a Behaviour Guidance Group (BGG) made up of senior staff and including SEND expertise. This group is responsible for supporting the work of the BLSCo and ensuring that all aspects of the behaviour policy are consistently and fairly implemented and clearly communicated to all staff, students and parents. The BGG comprises the BLSCo, BSO, SENCo and Kindergarten teacher, and will report fortnightly to the Senior Management Team.

## Individual Behaviour Plans and Individual Learner Risk Assessments

The Behaviour Guidance Group develops and implements Individual Behaviour Care Plans (IBCP) for those students who are persistently challenging. An IBCP aims to involve all teaching staff working with the student. An IBCP may be developed in conjunction with, or separately from, an Individual Education Plan (IEP) where SEND has been identified.

The IBCP is a pre-emptive strategy that will seek to identify the possible causes of challenging behaviour in terms of underlying anxieties and known triggers. The aim of the plan is to have effective strategies and staffing available at all times to de-escalate challenging behaviour in a calm safe manner. Where the health and safety of the student is a prime concern, an Individual Learner Risk Assessment (ILRA) may be developed to minimise any potential risk to the student or others. In both cases, parents will be informed of any individual plans, IBCP or ILRA, developed to support the student's improvement in behaviour.

## Quiet Room

The school reserves a room to which students can be sent for reflection or alternative learning. The room will be available for students who are causing persistent 'low level disruption' in class, and will be administered by the BSO throughout the day. When a teacher sends a student to the 'Quiet Room' for disruptive behaviour, the BSO will give the student a form called a 'Learning Reminder' to fill out as part of a self-reflection process (see below). The 'Quiet Room' is also available for any student who may need a calm, quiet space to work. This quieter environment may suit students who have sensory issues or students undertaking catch up work with their Teaching Assistant. In addition, the 'Quiet Room' is the

primary venue for lunchtime detention and internal exclusions, according to statutory guidance (see below).

In order to maintain the calm and quiet atmosphere of the Quiet Room that is conducive to learning and self-reflection at all times, there will be a separate area in the Learning Support department for students that are particularly agitated or exhibiting signs of challenging behaviour, where they may cool off and unwind in a relaxing environment.

## Communication with Parents

Clear lines of communication with parents is paramount. Parents must be informed of any individual plans, or behaviour incidents that warrant either a detention or 'Reflection Form', and any serious incident or exclusion. The Behaviour Support Officer will inform parents in all instances by their preferred method of contact, email, phone, text or letter. In the event of an exclusion the Principal will communicate with the parents in writing in accordance with statutory procedure.

## The Three Levels of Response

The Behaviour Policy procedures that follow present a system to back up the teacher's authority in class, by following a whole school approach. Whole school approaches have been shown to be much more effective. It does not aim to replace the teacher's own established authority, but provide tools that are consistent within a wider framework of behaviour management based on our shared experience and expertise.

It adopts a model that recognises three degrees of unacceptable behaviour, according to the seriousness of the incident, which may be categorised in the following way:

1. Low-level disruption:	2. Mid-level disruption:	3. High-level disruption:
<b>Examples:</b> <ul style="list-style-type: none"> <li>• Chatting</li> <li>• Calling out</li> <li>• Off task classroom behaviour reluctance to comply with teacher's requests</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Aggressive behaviour e.g. kicking, hitting, etc.</li> <li>• Rude language</li> <li>• Defiance</li> <li>• Refusal to transfer to another classroom</li> <li>• Leaving classroom without permission</li> <li>• Prejudicial behaviour or language</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Bullying incident</li> <li>• Fighting</li> <li>• Serious abuse of staff or another student</li> <li>• Total refusal to do as asked</li> <li>• Weapons on person</li> <li>• Leaving school site without permission</li> <li>• Wandering school site</li> <li>• Any serious incident</li> </ul>
<b>Actions:</b> Single warning in context of class BC followed by 'Learning Reminder' in Quiet Room	<b>Actions:</b> Reflection Form, parents informed, detention	<b>Actions:</b> parents informed immediately, internal or external exclusion
<b>Involvement:</b> Teacher, BSO	<b>Involvement:</b> Teacher, BGG, parents	<b>Involvement:</b> Teacher, BGG, SMT, parents

## Level One: Low level disruption

In the event of disruptive class behaviour, the Teacher may issue one *clear* and *explicit* warning to the student, making sure to refer to the class Behaviour Code and / or its underlying whole school core principles. If the student ignores this clear warning, this may be followed by being sent to the Quiet Room for a 'Learning Reminder'. One warning is sufficient to make the student aware of his / her inappropriate behaviour that needs to change.

The specific criteria for giving a warning or Learning Reminder will be made clear by the class Behaviour Code, which is established by the whole class at the beginning of each academic year. This is to ensure that the code is implemented in a fair and consistent fashion, by maintaining an objective approach. A simple 'tick box' form for teachers will inform the BSO of their specific reason for sending the student to the Quiet Room.

## Subject Teachers

Official 'warnings' given in this way will not be carried over from one lesson to the next. In effect, the slate is wiped clean at the beginning of every lesson in order to give the student an opportunity to start afresh with every lesson. It is the Class Teacher's responsibility for sharing their individual BC or 'class rules' with each Subject Teacher for their class. This will maintain continuity and consistency in the school's approach throughout the day.

The teacher may choose to send a student to the Quiet Room, following this procedure, when the student's disruptive behaviour is impacting on the teacher's capacity to teach and undermining the other students' learning. The purpose of sending a student to the Quiet Room for a Learning Reminder is to afford time for student self-reflection, and to minimise class disruption. The Learning Reminder form must be completed assisted by the BSO, before the student may return to class. The form is designed around the three core principles, *Awareness, Honesty and Responsibility*. Once the form is completed satisfactorily (with all questions answered with an appropriate response) the student may return to class. Unless directed otherwise by their class teacher, *Students should only remain in the Quiet Room until the Learning Reminder is completed*.

All teachers giving a Learning Reminder and / or sending a student to the Quiet Room for disruptive behaviour will record the incident on *Scholarpack*.

## Detention

Any student given *three* consecutive Learning Reminders in a single half-term will be issued a lunchtime detention. In this case, parents will be informed by email, phone or letter, according to their preferred method of contact. The BSO will keep account of all Learning Reminders to determine when a detention is due.

**Detentions will be given when:**

- The student receives three Learning Reminders
- The student receives a 'Reflection Form' for severe disruption, or breaking school rules
- For persistent failure to complete homework
- Violations of the dress code after parent have been informed

Detention takes place during lunch time break, after lunch. The student will report to the Quiet Room where a member of the Behaviour Guidance Group (BGG) will administer the detention. This may consist of completion of unfinished school work, or the opportunity for the student to make amends where specific injury or damage has taken place, or a useful task or constructive activity of benefit to the life of the whole school community.

The auxiliary purpose of the detention is to provide an opportunity for the student to spend time with an adult, while undertaking a meaningful activity, to strengthen relationships between the student and adult, to build mutual trust; and for the adult to get to know the student better and to understand the possible causes behind the disruptive behaviour.

If the pattern of disruptive behaviour continues and there is a repeat detention during the same period of half-term, an interview will be held with parents, student and the BGG, including the school SENCo. The aim will be to identify and address any underlying issues that might be affecting the student's behaviour and set self-improvement targets. For older students, Classes 6-10, this may involve 'Self-evaluation forms' to enable the student to assess and to monitor their own behaviour and participation in learning over a period of one or two weeks.

All such meetings will be recorded by BGG with agreed outcomes being emailed or posted to parents.

## Level Two: Reflection and Restoration

'Reflection Forms' are reserved for serious incidents in which there may be considered a severe disruption to learning. This will include any behaviour that risks the safety and well-being of any school members. For older student students, Classes 6-10, the format requires students to demonstrate their *awareness* of what they did, how it might have affected others, tell the complete *truth* about it and to decide what they do to make amends (*responsibility*).

The parents of any student receiving a 'Reflection Form' will be informed immediately by a member of the BGG. In each case, the BGG will convene to determine an appropriate response to the incident that incurred a 'Reflection Form'. They will take into account the seriousness of the incident, any additional needs the student may have and the context in which it happened. This may include any of the following:

- Lunchtime detention
- Opportunities for restoration
- Meeting with parents, Behaviour Guidance Group (BGG), SENCo
- Self-evaluation forms (Classes 6-10)
- Individual Behaviour Care Plan (IBCP)
- Individual Learner Risk Assessment (ILRA)
- Individual Education Plan (IEP) or One Page Profile (OPP)

## Individual Student Learning Needs

Where a pattern of disruptive behaviour emerges, there will be a need to assess whether a student's outward behaviour is signalling an underlying learning difficulty, or expressing an unmet SEND need.

Consultation with the SENCo, BLSCo, class teacher and parents will take place to identify any potential learning difficulties or additional needs, and to initiate any relevant referrals to the Support Services.

Individual student voice will play a crucial role in ascertaining the student's wider needs. In certain cases, 'Formative Feedback sheets' will assist in generating data from the student learning experience that may be used to inform teaching style and differentiation techniques to suit the student's specific learning needs and / or abilities. Work set that the student perceives as persistently 'too hard' or 'too easy' may impact strongly on behaviour. Work that does not match the student's existing level of understanding or ability may require a more 'scaffolded' approach that will make the learning experience more accessible and inclusive. For the student that is 'gifted and talented', the school's 'Gifted and Talented Policy' will give clear guidance to teachers on setting work that is both sufficiently challenging and aspirational.

## SEND

Where a specific learning difficulty or disability has been identified that may directly impact on the student's behaviour, school responses to any incidents will be carefully considered in light of the student's individual SEND. The BGG will take counsel from the school SENCo and Behaviour and Learning Support Co-ordinator (BLSCo) in view of the student's recognised additional needs.

In our assessment of the behavioural incident, it will be essential to separate out, as far as possible, that which may reasonably be considered an expression of the student's SEND from that which may reasonably be considered a more deliberate act of inappropriate or disruptive behaviour that would not normally be considered part of the student's SEND profile.

This expert consideration applies equally to all students that might be exhibiting behaviour that is symptomatic of an underlying learning need that has not been previously identified. In such cases where an unmet need is suspected, referral to the school SENCo and BLSCo should be made. In either case, clarity and consistency of boundaries for acceptable behaviour is key. In all circumstances, the safety and well-being of all school members takes ultimate priority.

### Level Three:

The school has a range of measures with which to respond to the most serious behaviour incidents. This may include fighting, any incident of bullying (see Preventing Bullying Policy), any serious abuse of staff or students, total refusal to comply with teachers' requests or any behaviour that may seriously jeopardise the safety or well-being of the student, another student or staff. All such behaviours will result with serious consequences as determined by the BGG and SMT. Parents will be informed immediately.

The school may need to impose an exclusion with immediate effect to safeguard the student and others from any high-risk behaviour. The exclusion may take the form of either an 'internal exclusion', 'fixed term exclusion' or 'permanent exclusion' based on the severity of the behaviour. If exclusion becomes a necessity, the school will always follow the statutory terms for administering and informing parents of the exclusion process for their child.

If a student's persistent behaviour is perceived to putting him or her at risk of becoming excluded, the school will do whatever is possible to support the student to improve his or her behaviour. In such instances, the school will take advice from the Local Authority's Behaviour Support Team.

## Monitoring On-going Effectiveness of Behaviour Policy & Procedures

The Behaviour Policy and Procedures will remain subject to ongoing scrutiny and evaluation to determine and to monitor their effectiveness in addressing behaviour issues throughout the school. The BGG will continually review the success of the Behaviour Policy and Procedures by recording and monitoring the incidence and the nature of all behaviour issues across the school each school term.

Staff, student and parent feedback are a welcome part of this process. The BSO will take responsibility for ensuring that all incidents are logged on *Scholarpack*. Data collected in this way will help inform any need for revisions to policy and procedures to reflect any specific changes in behaviour patterns.

School Council members will make a formal contribution to each termly review as representatives of the Student Voice. In such a way the students will be able to continue to exercise their views on a range of behaviour matters, including the effectiveness of the implementation of the policy and procedures.

## Affirmation of Strengths

The school holds regular assemblies at which the strengths and achievements of students are emphasised. This is a clear demonstration of the school's own sense of responsibility towards marking that which is seen to be of greatest value to the life of the school while openly celebrating the personal success of an individual student.

Weekly celebrations will be made for those students whose actions or behaviour have most successfully demonstrated one of the three core qualities, *Awareness, Honesty and Responsibility*. Candidates for each celebration will be nominated at Lower School meeting each Wednesday afternoon in time for Friday's whole school assembly. The number of celebrations is not limited.

Staff members should explain why they are recommending a particular student giving specific reasons. These specific reasons will be conveyed to the student as part of the celebration ceremony. The student's parents will be invited to attend. Celebrated students will be invited to have lunch with the Principal each Friday at the Principal's Picnic.

Students who receive these celebrations may earn privileges that reflect their demonstrable trustworthiness and responsibility. Privileges may include use of the school library for older students during main lesson for study purposes at the class teacher's discretion. Privileges are, in effect, a formal recognition of the student's demonstrated awareness, honesty or responsibility. By the same token, privileges may be removed if the student is unable to use them responsibly. The Student Voice will have clear input in setting up an appropriate system of privileges, and will be represented by the Student Council.

## Dress Code

- All clothes should be whole and not torn.
- All children should be tidily and cleanly dressed.
- There should be no extremes of fashion. Tops should come below the waist and cover the shoulders.
- Clothing should be:
  - comfortable and appropriate for ease of movement and movement lessons.
  - Plain, i.e. free of text, with no images larger than an outstretched hand (approx.) and no images of a morbid, sexual, provocative or abusive nature.
- A games kit is to be worn in games lessons from Class 4 up.
- Pupils should wear a top at all times.
- Jewellery should not be worn in classes 1 - 7 or to excess in 8,9,10. Those with pierced ears in younger classes can wear studs only.
- Jewellery worn in other pierced areas of the body (other than the ears) is not allowed. Piercings are only acceptable in ear lobes, maximum one per ear! Children will be asked to remove excessive items.
- No make-up to be worn in classes 1 - 7 and only discreetly in 8,9,10. No dyeing of hair in classes 1 - 7 and only natural hair colour in 8,9,10.
- Clothing and footwear should be sensible and appropriate to the season.

## Student Voice

The Student Voice plays an integral part of the Behaviour Policy framework. Firstly, class members will individually contribute to the setting up of their Behaviour Code or 'class rules'. Secondly, School Council reps will represent the Student Voice in monitoring whether the specific BC criteria for their individual class is implemented in a clear, consistent and fair way. All students ought to be able to see that the system is completely fair. The BGG will take any student complaints seriously (they may have to substantiate their claims) in order to fine tune any BC criteria that may rely too much on the individual teaching staff's subjective interpretation. Thirdly, the School Council will represent the Student Voice in co-establishing with staff the system of privileges.

## Glossary

IEP	Individual Education Plan
DAF	Devon Assessment Framework
EHCP	Education, Health and Care Plan
IBCP	Individual Behaviour Care Plan
ILRA	Individual Learner Risk Assessment
OPP	One Page Profile
BGG	Behaviour Guidance Group
BSO	Behaviour Support Officer
BLSCO	Behaviour and Learning Support Officer