

## Lowerhouse Junior School, Burnley

RELATIONSHIP (BEHAVIOUR) POLICY	
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*Inspiring a lifelong love for learning*

*Aspiration*

*Integrity*

*Respect*

*Resilience*

*Aspiration Integrity Respect Resilience*

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## 1. Introduction

1.1 Our policy aims to promote outstanding behaviour and mutually shared respect. We operate in a culture where values of respect, care and love are learnt from and we;

**PIP-** Praise in public

**RIP-** Reprimand in private

All staff will be responsible for delivering a consistent approach to dealing with and rewarding children's behaviour in school, whilst recognising any trauma that may have taken place. Children respond best to dignity and respect, and we must make sure that we uphold the overarching principle of this policy. Volunteers, sports coaches or any peripatetic staff share in our values and will enact our codes of conduct and report incidents of poor behaviour to the appropriate member of staff should the need arise.









Relationships are everything. All relationships are built on mutually-shared respect and it is our job as educators to ensure that children feel valued, special and happy within this school context. All staff need to have a firm understanding of all children's needs in their class and a global awareness of others within this school. We all must endeavour to understand that our relationships with the children extend beyond the classroom environment and into all aspects of school life. It is important we share, where appropriate, all key information relating to children through professional dialogue.

1.2 Lowerhouse Junior's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.

1.3 This policy outlines the high behavioural standards the School expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's [exclusions and suspensions policy, anti-bullying policy, drugs policy], SEND and safeguarding and child protection policy, all of which can be found on the School's website. It will be reviewed annually by the Governors.

## 2. Aims and Objectives

By setting high standards of expected behaviour, the school aims 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 School 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 School community. The School uses CPOMs to track and monitor behaviour incidents. The school will apply sanctions within this policy for behaviour that takes place outside of school's premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a sanction 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 School.









### 4. Roles and Responsibilities


All members of the School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the School community are set out in detail below.

- 4.1 **Governors** - Local Governing Body Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Head Teacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.
- 4.2 **Headteacher** - The Head Teacher, with support from their 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 Headteacher and Deputy Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher and Deputy Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.
- 4.3 **Staff** - All staff will:
-  communicate the contents of this policy to all pupils and parents to ensure that the School's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by routinely sharing rules and displaying these in classrooms, referring to these routinely in classrooms, use PSHE lessons to support understanding, sharing these at induction and regularly referring to rules in whole school and class assemblies.

-  apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
-  make reasonable adjustments for disabled pupils as required;
-  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;
-  not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
-  challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
-  record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
-  provide praise, rewards and reinforce positive behaviour;
-  deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
-  focus on de-escalation and preventative strategies rather than being solely reactive;
-  consider the welfare of the whole School 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 put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
  - more frequent engagement with parents;
  - home visits;
  - mentoring and coaching;
  - report cards;
  - engaging with local partners and agencies to address specific challenges;
  - consideration of whether a multi-agency assessment such as Early Help or Education Health and Care Plan[1] is required; and/or
  - designing an Individual Behaviour Plan 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;
-  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 Parent-Teacher Consultation 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** - Parents 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;
-  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 in person meetings at the school with staff to discuss their child's behaviour;
-  inform the school in writing of any medication their child needs to take
-  support their child in homework and other opportunities for home learning;
-  attend Parents-Teacher Consultations and discussions about their child's progress, if reasonably possible; and

 in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, 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 school rules to which all pupils must adhere. Reminders of the school rules 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 school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

## 6. Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include giving the child choices, going for a movement break, giving space to calm, listening to the child and giving short instructions. The school will impose sanctions in response to pupil misconduct. All sanctions 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 sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

-  verbal reprimand;
-  requiring a written apology;
-  confiscation of a pupil's property;
-  missing break time or lunch time;
-  extra work or repeating unsatisfactory work until it meets the required standard;
-  removal from a class or groups;
-  internal exclusion;
-  suspension or permanent exclusion.















6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing.

6.4 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.




6.5 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.

6.6 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 and possibly in suspension or exclusion, depending on the circumstances:

-  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;
-  recording or taking images of pupils or staff without their express consent;
-  theft;
-  serious actual or threatened violence against another pupil or a member of staff;
-  carrying an offensive weapon;
-  unacceptable behaviour which has previously been reported and for which school sanctions 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;

6.7 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.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment. The length of time a pupil is removed from the classroom is dependent on the age of the pupil, the circumstances which led to the removal and the need for a plan for successful reintegration. 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 an update 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, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Permanent exclusion will only be used as a sanction 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 School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## 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 School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The School 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. The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour 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 School's SEN Information Report for more information.

7.4 The school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

-  short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
-  adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
-  adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
-  training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## 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. Pupils who may have witnessed the behaviour may ask for 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 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 come to a conclusion on the balance of probabilities.

8.3 In exceptional circumstances, pupils may receive a suspension pending an investigation 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 and/or bags is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

9.2 The Headteacher or a member of the Senior Leadership Team will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head of School will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence 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 punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

9.4 A teacher or someone who has lawful control 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. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

9.5 The Headteacher 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'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:



knives or weapons;



alcohol;



illegal drugs;



stolen items;



e-cigarettes;



fireworks;

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

9.6 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.

9.7 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).

## **10. Use of reasonable force**

10.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Executive Headteacher has given the responsibility to be in charge or in control of the pupils) 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. 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.