

Greenleys Junior School



LEARNING *for* LIFE

Behaviour and Engagement Policy Appendix Document

Date of Approval:	18 May 2020
Date of Next Review:	May 2021
Signed: Executive Headteacher	M Talbot
Signed: Chair of Governors	M Hall

Document History

Date	Change Reference	Summary of Change
January 2020	Page 5	Amendment from Pupil Reward Points to Class Charts
January 2020	Page 5	Amendment of times of the day detention is held
January 2020	Page 5	Monitoring will now use Class Charts and not The Book.
May 2020	Throughout	Covid-19 adaptations to safeguard pupils & staff

Note-For the purpose of this policy Headteacher refers to Executive Headteacher and/or Head of School

C-19 Addendum - General

During this period of national emergency all pupils and staff have the right to feel 100% safe and supported at school. Pupil behaviour expectations are set out in our Behaviour Blueprint. These high expectations have not changed. However, the school has made strong policy adjustments to ensure everyone's safety is paramount.

C-19 Addendum - Pupil Behaviour and Risk Assessments

If any pupil presents (or has presented historically) behaviour that makes any child or staff member feel unsafe or places anyone in danger, then a risk assessment will be undertaken to assess what safe options the school has to support the pupil to access their education. This may include enforced education away from the school site.

Outcomes and actions on any risk assessment will be determined by the professionals in the school, in consultation with appropriate agencies and parents, and will be final. Risk assessments will be reviewed on a regular basis.

C-19 Addendum - Reduced Resources

Stakeholders need to be aware that the school will not have its full complement of resources because not all staff are available to work. This will impact on the overall provision the school can offer and its ability to safely manage challenging behaviour.

To ensure everyone's safety it will be expected that all pupils follow the school rules at all times at the first time of asking. We will have no flexibility in this area because it is unsafe.

C-19 Addendum – Pupils with Identified Additional Needs

For pupils with identified additional needs, an SEND risk assessment will be undertaken in consultation with senior school staff, the specialist teacher team/other professional agencies and parents. The school will endeavour to meet every pupil's additional needs, but it must be recognised that the school has reduced resources and staff/pupil safety must be preserved.

Persistent Offenders

C-19 Addendum – Persistent offenders will not be tolerated. A first offence will trigger a risk assessment. The outcome of the risk assessment will be final. The risk assessment will be reviewed at regular intervals.

~~Crossed out text currently suspended: Over the period of a term (5-8 weeks) some children will accumulate a number of incidents which have been recorded on our behaviour 'class charts' system. It is up to staff to determine if a child requires further intervention and deeper investigation.~~

~~Patterns will be looked for and analysed. Identified concerns should be passed to the Learning Mentor. The Learning Mentor will consult with the SENCo and Class Teacher to include individuals on behaviour support programmes.~~

~~The Headteacher, SENCo, Class Teacher and Learning Mentor will consult with Parents, the Local Authority and the child about further support if internal support programmes are not having the desired impact and behaviour is not improving.~~

GJS follows the DfE Document “Behaviour and discipline in schools. Advice for Headteachers and school staff.”

Powers to Discipline

Teachers, Learning Support Assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Teachers, Learning Support Assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil’s property and detention. The Headteacher can also decide to exclude a pupil for a fixed period (to suspend) or to permanently exclude them.

Searching Pupils

C-19 Addendum – Any search will be undertaken at the appropriate distance and/or using any specified PPE. It will be at the discretion of the members of staff to decide what is and/or isn’t appropriate to safeguard both parties. Any non-compliance will result in decisions being taken on the viability of continued attendance to maintain the safety of all stakeholders. A risk assessment will be undertaken to support this process.

School staff can search pupils with their consent for any item. Any searches will always be carried out with 2 adults present.

The Headteacher and the Deputy Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:

- sharps, knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic material/images; and
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property.

This is not an exclusive list as professional judgement will be used where appropriate.

Items that are banned by Greenleys Junior School may also be searched for. These items have been identified as chewing gum, lighters, matches and work-tools.

Use of Reasonable Force

C-19 Addendum – Although staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. Physical restraint techniques will be minimised during this time unless the pupil is putting themselves or others at extreme risk. Any non-compliance will result in decisions being taken on the viability of continued attendance to maintain the safety of all stakeholders. A risk assessment will be undertaken to support this process.

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and the Deputy Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items, where the search is for an item banned by the school rules.

In the event of an allegation of school staff being accused of misconduct, pastoral care will be given in line with the Managing Allegations policy.

Pupils who are found to have made malicious accusations against school staff will be referred to the Headteacher who will then take appropriate action in line with the Behaviour Policy. If the malicious accusation is against the Headteacher then the Deputy Headteacher will work alongside the head and take appropriate action in line with the Behaviour Policy.

Severe Behaviour (Leading to Internal Exclusion (Seclusion) or Exclusion to home)

C-19 Addendum – During this period of time schools will be totally reliant on all pupils following the instructions of all staff. If a pupil’s behaviour does not comply with the simple rules of Ready, Respectful and Safe then the behaviour will be deemed ‘Severe’. Any non-compliance will result in a risk assessment being undertaken and decisions being made on the viability of continued attendance to maintain the safety of all stakeholders.

Where there is a serious breach in the school’s expected standards of behaviour the resulting action is a fixed term internal or external exclusion. (At this time internal exclusion may not be possible due to staffing and space shortages). At all times in such circumstances, the School’s Leadership Team and Governing Body will work together.

The school will follow the exclusion procedures as identified in the DfE Guidance “Exclusion from maintained schools, Academies and pupil referral units in England” (copies of this document are available on request).

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with this policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Deputy Headteacher is authorised to act on behalf of the Headteacher in their absence.

Parents/carers will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. A support programme will be

considered to support the child during re-integration. The Learning Mentor and the SENCo will support with this.

A **virtual/online** reintegration meeting will be held prior to the child's return to school; parents/carers will be expected to attend.

The Headteacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages. Dependent on the type of exclusion parents/carers can make representation or have the right of appeal to the Governing Body.

Behaviour, discipline and exclusions will be reported to the Full Governing Body in the Headteacher's Report to Governors.

C-19 Addendum – During this period of time the Headteacher may not be able to use internal exclusion due to staffing and space restrictions.

~~Crossed out text currently suspended: The Headteacher may also use internal exclusion, which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. Internal exclusion can be to another class or to a designated area within the school and appropriate supervision will always be provided by the school for the duration of the internal exclusion. An internal exclusion may continue through break and lunchtimes.~~

Managing the Policy at GJS

Basic Principles

- **All** staff/employees must follow the policy
- The policy applies to all children. Reasonable adjustments may be made for children who have serious emotional or behavioural difficulties by negotiation with all key stakeholders. **However, the safety of the individual, the other pupils and staff will be paramount in decision making. A risk assessment will be undertaken to support this process.**
- There is a balance of rewards and consequences. More consequences than rewards can lead to resentment and abandonment of the plan by children and parents. **So we must notice children being good and reward them well!**
- Equally we must also always apply the consequence when children break the rules. Even the slightest "chink" weakens the plan. **So we must always respond to rule breaking with a consequence!**

Rewards

Teachers have responsibility for the children in their class. This policy must be fully adhered to, consistently applied and very visible for continuity, stability and monitoring purposes. This policy is designed to support staff to create a fully inclusive and highly restorative learning environment, which builds responsible and thoughtful attitudes in our children. It is very acceptable to create extra incentives and layers of behaviour management within the classroom to support in achieving 'Outstanding' BUT this must all link to House Points.

- Rules, rewards and consequences must be prominently displayed in all learning and public areas
- The 'class charts' website must be maintained daily in classrooms

- House Points must be used liberally when children are “caught being good”

Consequences

- Must always be applied when rules are broken
- Must be applied fairly and without rule breaking deliberately being sought
- Class teachers are responsible for break time and lunch detentions with precise use of sand timers
- Letters to parents for excluded children are managed by the Headteacher.

Monitoring and Evaluation

The effectiveness of the policy is monitored by the Senior Team and the Learning Mentor. Statistics relating to the number of exclusions per term and the use of ‘class charts’ analytics provide the raw data for monitoring.

Individual profiles on behaviour can be drawn up from within this data and are used as part of reports for a variety of groups who may have an interest in the behaviour improvement of individual children, e.g. Looked After Children, Children on SEN or CP Registers etc.

Reports are made to the Full Governing Body via reports from the Headteacher.