

The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Behavioral Policy

<i>Policy agreed by Governors on:</i>	3 rd May 2022
<i>Review date for Governors:</i>	3 rd May 2022
<i>Allocated Group/Person to Review:</i>	Claire Whitehead
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	9 th March 2022

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
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Doncaster
Council

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Statement of intent

Our vision is one of pupils who, by the time they leave the School, will be informed, self-motivated and responsible citizens, ready for their next phase of education.

Pupils will leave our School happy, with a sense of well-being and with positive memories of their experiences and achievements of their time in the School.

They will be active learners who are able to tackle problems. They will be able to deal with the everyday demands of literacy, numeracy and technology and have a moral and spiritual awareness.

They will be confident and have increased positive attitudes that will prepare them well for life in the community and the wider world.

Levett School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010

Educations and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

DfE (2021) 'Keeping children safe in education 2021'

DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force'

Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

Pupil Code of Conduct

Anti-Bullying Policy

Social, Emotional and Mental Health (SEMH) Policy

Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Exclusion Policy

Drug and Alcohol Policy

Physical Restraint and Reasonable Force Policy

Complaints Procedures Policy

Searching, Screening and Confiscation Policy

1. Roles and responsibilities

The governing body has overall responsibility for:

The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

Establishing the standard of behaviour expected by pupils at the school.

Determining the school rules and any disciplinary sanctions for breaking the rules.

The day-to-day implementation of this policy.

Publishing this policy and making it available to staff, parents and pupils at least once a year.

Reporting to the governing body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead will be responsible for:

Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.

Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required.

Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

Liaising with potential future providers of education to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Leading CPD on mental health and behaviour.

The SENCO is responsible for:

Collaborating with the governing body, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.

Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

Being aware of the signs of SEMH-related behavioural difficulties.

Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.

Being responsible and accountable for the progress and development of the pupils in their class.

Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

Keeping the relevant figures of authority up-to-date with any changes in behaviour.

All members of staff, volunteers and support staff are responsible for:

Adhering to this policy and ensuring that all pupils do too.

Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

Their own behaviour both inside school and out in the wider community.

Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour

2. Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Possession of legal or illegal drugs, alcohol or tobacco
Possession of banned items
Truancy
Refusing to comply with disciplinary sanctions
Theft
Swearing, racist remarks or threatening language
Fighting or aggression
Truancy or absconding
Verbal abuse, including swearing, racist remarks and threatening language
Persistent disobedience or destructive behaviour
Extreme behaviour, such as violence and serious vandalism
Any behaviour that threatens safety or presents a serious danger
Any behaviour that seriously inhibits the learning of pupils

For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

Lateness
Low level disruption or shouting out in class
Refusal to complete classwork
Rudeness
Disruption in the taxi
Use of mobile phones
Graffiti

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

Discriminative abuse
Verbal abuse
Bullying
Persistent disobedience or destructive behaviour
Extreme behaviour – e.g. violence, running away from school, vandalism
Any behaviour that threatens safety or presents a serious danger
Any behaviour that seriously inhibits the learning of pupils

Any behaviour that requires the immediate attention of a staff member

3. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

The staff member will store the sample in Senior Leader's locked office.

The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

4. Prohibited sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity

Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names

Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.

Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body

Taking, displaying, or pressuring individuals into taking photos of a sexual nature

Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing

Purposefully cornering or hindering an individual’s normal movements

Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

Accessing, downloading or uploading pornography

Sharing pornography via the internet or email

Creating or maintaining websites with sexual content

Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

Items banned from the school premises

The following items are banned from the school premises:

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray

All members of staff can use their power to search without consent for any of the items listed above.

Searches will be conducted by a designated same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The headteacher will always be notified when any item is confiscated.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

We understand that mobile phones and technology are now a key part of modern life and for safety reasons pupils will carry a mobile phone to contact home after or before school. However in line with most other schools, we have banned the use of mobile phones on the school site, during school hours. This includes break and lunchtimes. Any pupil found using their mobile phone during school hours will be dealt with in accordance with the policy and procedure outlined in brief below:

We are a No Phones School.

We ask that parents/carers discourage their child from bringing a mobile phone to school.

On arrival to school all pupils will be directed to hand in their phone to a member of staff during tutor time 8.45am – 9.00am. Pupils on part time timetables will also be asked to do this on their arrival.

If pupils do not hand a phone in but staff have a reason to believe that they phone on their person they will be asked to comply with the screening and search procedure. Refusal to comply with the screening and searching procedure, will result in parents being contacted to come into school to support.

If a phone is found on the pupil, the phone will be confiscated.

Refusal to comply with the confiscation, will result in parents/carers being contacted to come and remove the phone. Parents who are not available to do this, will receive a home visit from the safeguarding team.

Confiscated phones will be stored in a named wallet, in reception, until the end of the day.

A record will be kept of the pupils who are refusing to hand in their mobile phone on a daily basis and a meeting will be set up with families and other agencies to discuss the breach of this policy.

Refusal to comply with the mobile phone policy could result in exclusion from school.

We appreciate that there are sometimes life events or situations where a pupil may feel they need contact with home during the day. We ask parents and carers to inform the child's class teacher of this as soon as possible and pupils will be allowed to use the school phone to speak to home. The mobile phone ban will remain in place.

Effective classroom management

The school understands that well-managed classrooms:

- Start the school year with clear sets of rules and routines that are understood by all pupils.

- Establish agreed rewards and positive reinforcements.

- Establish sanctions for misbehaviour.

- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.

- Make effective use of the physical space available.

- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.

- Go to learning spaces, as directed by staff.

- Follow reasonable instructions given by staff.

- Behave in a reasonable and polite manner towards all staff and pupils.

- Show respect for the opinions and beliefs of others.

- Undertake classwork as requested.

Report unacceptable behaviour.

Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

Classroom expectations

Routines

Praise

Rewards

Classroom expectations

As part of SEAL work, teachers establish classroom expectations on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom expectations are clear, comprehensive and enforceable.

Attention is given to how expectations are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Before committing to the classroom expectations, teachers ensure that all pupils fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the expectations in order to help pupils understand why rules are needed.

Expectations are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Teachers explain clearly to pupils what will happen if they breach the expectations so they are aware of the sanctions that may be imposed.

Levett School has 3 Golden Expectations:

1. Everyone has the right to learn
2. Everyone has the right to be respected
3. Everyone has the right to be safe

The Golden Expectations will only work if the Silver Classroom Expectations are consistently applied:

1. School uniform is to be worn

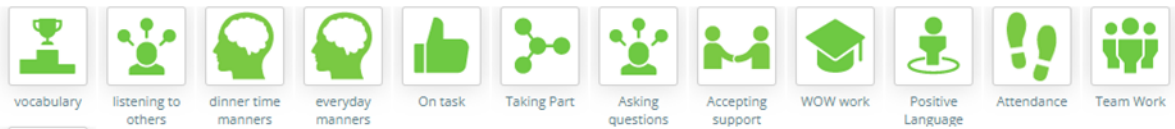
2. Jewellery is not to be worn
3. Banned items (electronic devices and smoking paraphernalia) must be handed in
4. Chewing gum is not allowed
5. Good manners should be used at all times
6. Everyone should speak politely and listen to others
7. Walk and do not run in the buildings
8. Never hurt other people
9. Do not damage your classroom
10. Use the safe space when told to do so
11. Find other words to use, rather than swearing
12. Always try your best with your work

Rewards

The whole school reward programme the Levett School uses is called Class Charts. It is used to promote positive behaviours in all aspects of a pupil's development. The programme has been set up in line with the school's vision, values and ethos.

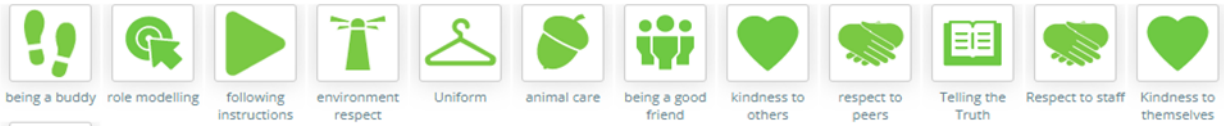
The aim of the programme is for all pupils to aim to achieve positive behaviour points within the categories of the four core values; positivity, integrity, determination and reflection. Please see below examples of the attributes that pupils can work towards achieving.

Positivity



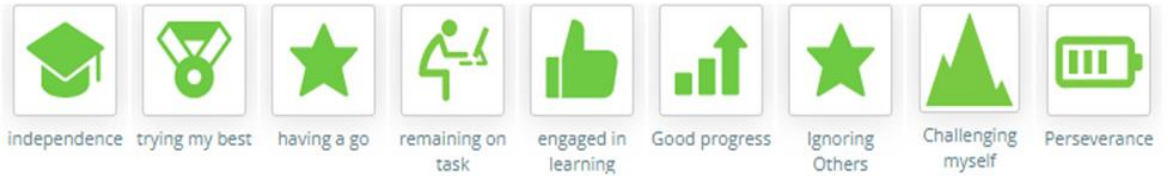
handing phone in

Integrity

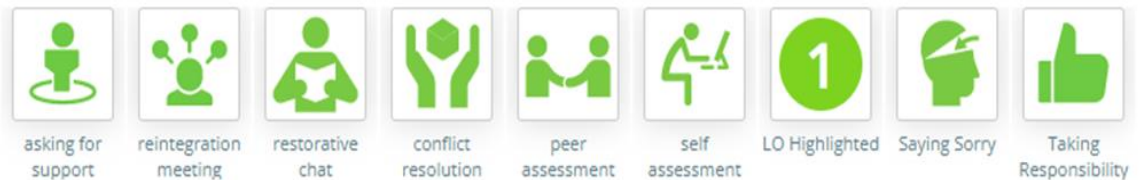


Sharing

Determination



Reflective



Pupil Targets

Additional to this, all pupils have daily opportunities to work towards their targets set both academically (including writing, reading and maths) and their SEMH targets focused on their social, emotional and behaviour development.

This targets are referred to and acknowledged within all lessons by all staff and pupils.

Targets



Celebration of these points

Weekly Celebrations

These points are collated at the end of each week by the Reward Team and a celebration assembly is held on each site to share good practice, achievement and learning. Certificates include:

- Challenge your limits – based around meeting targets.
- Acting with integrity.
- Bravery in determination.
- High levels of a positivity mindset.
- Efforts in being reflective.

Pupils then select a prize from the reward shop depending on the number of points they have achieved that week.

Half Termly Celebrations

Pupils from both Key Stages who have shown improvements in their positivity, integrity, reflection and determination are selected to go on an external visit. Pupil voice is incorporated in the type of visit and where the pupils go. These visits are SEAL focused and really celebrate the progress made socially, emotionally and behaviourally.

Subject Awards

Subject awards are given out half termly by subject leaders highlighting a pupil at both the primary and secondary site who have made good progress in each subject. Learning is showcased in the assembly and displayed on the learning walls to show which pupil has become the expert for the half term.

Pupil Council

The Levett School always feels Pupil council has supported the setting up of this reward system and lead on updating the reward shop and sharing pupil voice in ways that want to be acknowledged for their best achievements.

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils. Thus forming part of the visual timetable.

Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

How to Use Praise to Encourage Good Behaviours

Praise is the simplest yet most effective discipline strategy that increases good behaviour. By showing the child that you take notice when they are following rules, working quietly, or complying with instructions, you will motivate the child to keep up the good work.

Positive Versus Negative Attention

When we are busy it is easy to let good behaviours go unnoticed. When children do not get positive attention, they may be tempted to misbehave, just so that we notice them. Giving the child positive attention for good behaviour means they will be less likely to act out.

Imagine standing in your room with three children: two of the children are playing quietly with toys. One child is running around wildly, jumping on furniture and screeching. Which child would be most likely to get your attention? Most likely, the misbehaving child. But, if you praised the children who were behaving, you could change the entire situation. Saying, "Wow, I love the way you are sitting there playing quietly," may motivate the misbehaving child to do the same.

Behaviours Praise Can Help With

Praise can encourage a variety of good behaviours. Catch the child being good and point it out. That positive reinforcement will encourage it to continue. What follows are a few specific behaviours that can be especially responsive to praise:

- Prosocial behaviour - Praise the child for sharing, taking turns, using kind words, and getting along well with others.
- Compliance - Praise the child for following the rules and listening to your instructions.
- Effort - praise the child for their willingness to try hard or their ability to be patient as they learn - this will increase their motivation to keep trying.

Making Praise Effective

Praise and positive attention is healthy when given appropriately:

- Offer immediate and frequent feedback. Offer frequent praise if a child is working quietly for an extended period of time.
- Make praise detailed. Instead of saying “Well done,” say, “Well done for tidying up when I asked you to.” This makes it clear that you are praising the immediate compliance.
- Name the child. Don’t leave the praise ambiguous – make sure the individual child knows you are praising them and not someone else.

Frame your praise positively. Instead of saying, “Well done for not getting angry” say, “I’m proud of you for staying calm when I said that you couldn’t go outside.” Point out the behaviours you want to see more of, do not mention the behaviours you hope to see diminish.

Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour.

The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

Welcoming pupils as they arrive at school.

Ensuring pupils understand what is expected of them.

Creating a positive environment where every pupil feels comfortable and respected.

Showing an interest in each pupil’s interests, talents, goals, likes and dislikes, and their family.

Engaging with pupils during lunchtime and break time and modelling pro-social behaviour.

Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

Acknowledging and giving praise when a pupil demonstrates good manners.

Encouraging pupils to treat others with respect by modelling the desired behaviour.

Informing pupils of the importance of treating others the same way they like to be treated.

Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.

Establishing a politeness expectation, to help pupils understand basic manners and respect.

Teaching pupils the importance of showing respect to each other.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing, with Family SEAL events being a critical factor in this.

Positive mental wellbeing will be promoted through:

Teaching in health education, SEAL and PSHE

Mentoring, Counselling and Therapy

Positive classroom management

Developing social skills

Working with parents

Where any vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils and clarify that all pupils understand what they are supposed to be doing.

Teachers will refocus students, to help them remain on task.

Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

Antecedent **(A)**: what happens before the behaviour occurs.

Behaviour **(B)**: the behaviour that occurs.

Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will work with students and class team to identify:

What appears to be the underlying cause of the pupil's behaviour?

Where and when does the pupil display this behaviour?

What are the triggers of the behaviour?

What acceptable behaviour can the pupil use to ensure their needs are met?

What strategies can be implemented for behaviour change?

How can the pupil's progress be monitored?

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

Appearing calm and using a modulated, low tone of voice

Using simple, direct language

Avoiding being defensive, e.g. if comments or insults are directed at the staff member

Providing adequate personal space and not blocking a pupil's escape route

Showing open, accepting body language, e.g. not standing with their arms crossed

Reassuring the pupil and creating an outcome goal

Identifying any points of agreement to build a rapport

Follow Team Teach De-escalation training, change of place, change of face etc

Applying Trauma informed Approaches training, use of PACE and WINE etc

Intervention

In line with the school's Physical Restraint and Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. However, physical force should only be used as a last resort.

Physical restraint may be appropriate in the following situations:

A pupil attacks a member of staff or another pupil

A pupil tries to, or does, conduct deliberate damage or vandalism to property

A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects

A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others

A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit

A pupil is behaving a way that is seriously compromising good order and discipline

A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

Knives

Weapons

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in section 6 of this policy, reasonable force will only be used, if necessary, to search for the items listed

Any physical intervention used will be conducted in line with the Physical Restraint and Use of Reasonable Force Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Use of Reasonable Force

Please refer to the Department for Education guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies', July 2013.

All members of School staff have a legal power to use reasonable force to control or restrain. This power applies to any member of staff at school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a School organised visit.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Any actions undertaken by staff will be taken in the best interests of the children.

Force used would be proportionate and reasonable. The school does not require parental consent to use reasonable force. School staff will always try to act in ways that will minimize chance of injury to the student but it may not always be possible. In addition, staff at Levett school are trained in Team Teach restraint techniques and undergo refresher training.

A regrettable but infrequent side effect of Team Teach techniques can be marking or bruising to the skin. This is not a sign that the techniques were applied incorrectly, or that

excessive force was applied, it is simply a consequence that may occur if a child exhibits behaviour that results in a hold being utilised.

There may be circumstances where staff use techniques other than Team Teach. This does not mean that these other techniques are improper, unacceptable or unlawful. Any use of force will be judged according to whether it was reasonable, proportionate and necessary in those particular circumstances, at that particular time.

Reasonable adjustments will be made for students with disabilities and special educational needs.

Reasonable force may also be used to enforce a search for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm.

Force will never be used as a punishment.

After an instance of physical intervention, a Positive Handling report must be completed by staff involved and the incident recorded on CPOMS.

Managing behaviour

Instances of poor behaviour are taken seriously and dealt with immediately.

Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Where a pupil is identified as having SEMH difficulties, SEND support will be put in place from the school's national SEND budget.

SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

- **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
- **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.
- **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.

Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

For punishments to be lawful, the school will ensure that:

The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.

The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

Category 1 Behaviours could result in some loss of reward time e.g. a child may have to make up for lost learning time during their break time

Category 2 Behaviours could result in a period of time in Internal Isolation e.g. repeated defiance to staff or bullying peers

Category 3 Behaviours could result in a fixed term exclusion from school e.g. significant damage to property, assault against student or staff resulting in a mark or minor injury, truancy, extreme threatening behaviour or serious disruption to learning of others as a result of the classroom having to be evacuated. Alternatively, an accumulation of lesser behaviours over a very short time scale could result in an exclusion from school

Category 4 Behaviours could result in a permanent exclusion from school e.g. serious assault against student or staff resulting in a significant injury, bringing a weapon or drugs to school, arson

Category 5 Behaviours could result in the student being relocated to an Alternative Provision, better suited to meet their social, emotional or learning needs. Category 5 behaviours may be varied in their presentation and this course of action may be used as a supportive measure rather than a punitive measure, e.g. a child receiving a diagnosis of ASC whilst at Levett may be relocated to an ASC specialist provision

Exclusion

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.'

DfE 'Exclusion from maintained schools, Academies and student referral units in England 2012

Levett school wants to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, their impact on the individual's ability to re-engage with their learning and if an Alternative Provision would be a more suitable option.

All decisions to exclude are serious and only taken as a last resort or where the breach of school rules is serious. The following are examples:

- Failure to comply with a reasonable request from a senior member of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and / or alcohol related offences
- Wilful damage to property
- Homophobic, racist or discriminatory incidents
- Bullying
- Sexual misconduct
- Theft
- Persistent defiance or disruption.
- Assaults or fighting
- Bringing the school into disrepute
- Other serious breaches of school rules.

Parents will be notified when students are excluded. They will be provided with the following in writing:

- The reason for the exclusion
- The period of exclusion
- Parents' right to make representations about the exclusion to the governing body and how this should be made
- That for the first five school days of an exclusion parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that they may be given a fixed penalty notice or prosecuted if they fail to do so.

Permanent Exclusion

The Headteacher retains the right to permanently exclude those students who persistently cause disruption to the learning of others, at any time.

'A decision to exclude a student permanently should only be taken in response to serious or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of others in the school' (Department for Education Exclusion from maintained schools, Academies and student referral units in England 2012).

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence.

These offences might include:

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug

- carrying an offensive weapon or items judged by the Headteacher to be carried with the intention to inflict injury on another individual.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can punish pupils for misbehaviour outside of the school premises.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

Travelling to or from school.

Taking part in any school-related activity.

In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

Could negatively affect the reputation of the school.

Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate.

All staff are trained to understand the impact of Traumatic Adverse Childhood Experiences and Trauma Informed Approaches to help deal with these

Teachers and support staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an annual basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's Physical Restraint and Use of Reasonable Force Policy.

All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

Monitoring and review

This policy will be reviewed by the headteacher on an annual basis, who will make any necessary changes and communicate these to all members of staff

Suggested Behaviour Contract Template

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

Suggested Classroom Expectations Template

Our *classroom* expectations



Our class has created this agreement so that all pupils know how to behave when they are in class and around the school.

Together, we have created our expectations and agreed that we will stick to them. This will make sure our whole class is happy and we can get on with our work.

Please read the expectations to make sure you understand them – we want to make sure our school is a happy learning environment!

I will:

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Follow staff instructions.
- Try my best with my work.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel anxious, frustrated or distracted.

I understand that if I don't follow the expectations there may be consequences:

1st warning:

2nd warning:

3rd warning:

Pupil name: _____ **Date:** _____