



BEHAVIOUR POLICY

1. Aims

Our aim is to create a safe and happy environment where everyone, regardless of gender or ethnic origin, feels valued. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However, we have a zero tolerance approach to any kind of violent or abusive behaviour to any child, member of staff, parent or visitor.

2. PROUD code of behaviour

Pepper Hill and Stanton School Children are PROUD and this underlines our expectations and values:

Promise to be honest and always tell the truth
Respect each other and our school
Open minded and eager to learn
Understand each other, listen carefully and talk quietly
Do your best at all times

All children are constantly reminded of our **PROUD code of behaviour:**

- The PROUD Code of behaviour is discussed in PSHE and Circle Time throughout the year
- Adults talk about PROUD work and PROUD behaviour – asking why it can be described that way
- The PROUD Code of behaviour is displayed in each classroom
- Assemblies and lessons reinforce the school policy.

We praise and reward children who show that they are upholding the PROUD code of behaviour through:

- Awarding stickers for good work
- Asking the child to show another adult their work
- Giving written praise in books
- A curriculum that is tailored to the learning needs of the pupils.
- The provision of a positive, calm and happy environment.
- Clear expectations communicated regularly.
- Verbal praise to reward a variety of positive efforts such as kindness, trying hard, successes, helping others, achievements.
- Valuing achievements by producing quality displays and sharing successes on the school website.
- Notifying parents.
- Certificates for specific achievements.
- Comments on reports and at parents' evenings.
- Celebration assemblies that value achievement in and outside of school.
- Sharing successes, however small, with other adults, parents and the wider community.

Exceptional effort or achievement is rewarded by:

- Regularly nominating a child, or group of children, from each class in year group assemblies. Each nominee will receive a certificate.
- Each half term, a child from each year group in Stanton School is awarded a 'Stanton Star' cup and a child from each class in Pepper Hill School is awarded the 'Pepper Hill Star' Cup. These children are those who regularly demonstrate the PROUD code of behaviour.

We share common values, which include a commitment to support our pupils:

- To develop independence skills for use beyond school life
- To experience valued involvement within the school and in the wider community
- To develop skills necessary to make informed choices, which others will respect, and to communicate these choices to others
- To make and maintain social relationships and friendships
- To continue in the ongoing process of self-discovery
- To reduce incidences of behaviour which adversely impact on one's own physical or emotional wellbeing, or on the emotional or physical wellbeing of others

We believe that behaviours of concern are most often the result of an unmet need, or a difficulty in communicating that need to others. We are aware that some pupils experience sensory issues and may find particular environments and experiences over-stimulating, frightening or uncomfortable. We believe that, in order to be active and valued participants in society as adults, our pupils need to be empowered to respond to, and cope with a range of potential situations and demands.

These include:

- Coping with waiting (for an activity, person, event etc)
- Coping with being told "no" (when something wanted cannot be given or is not available at all, regardless of how long you might wait)
- Coping with doing a non-preferred activity (doing something/going somewhere, even though you would rather not do it at all e.g. as an adult: doing housework, going to the dentist etc)
- Coping with criticism (when somebody passes judgement on your performance, justly or unjustly, and responding appropriately to this)
- Taking action when the activity or environment you are in becomes too unpleasant to stay there e.g. consider options when a room is too cold, too hot, too noisy, too crowded

We believe that setting rules of expected behaviour standards, and applying sanctions when rules are broken, will not empower our pupils, but teach them how to express and respond differently to the challenges they will face.

In line with the Equality Act 2010, we aim to enhance the life experiences of all of our pupils so that no-one is unfairly disadvantaged as a result of their differing needs, behavioural or otherwise.

3. Sanctions

Whilst every effort is made to prevent inappropriate or unacceptable behaviour and poor citizenship, however where it does occur, the following procedure will be followed.

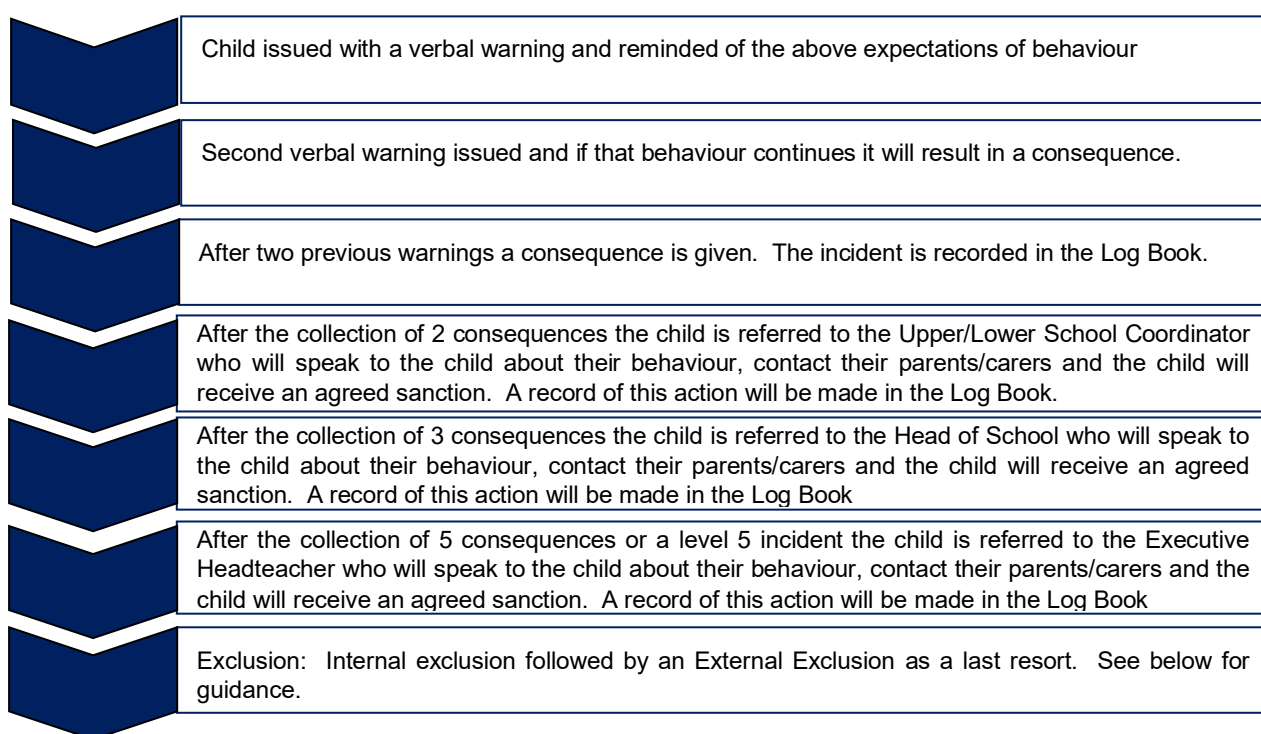
The chart below indicates the examples of unacceptable behaviour and what action will be taken. This is not an exhaustive list. The discretion of the class teacher and pastoral team must be taken into account.

Low Level Incident – Begin at Level 1

- Shouting out/shouting at others
- Disturbing other people who are learning
- Playground disruption (ie pushing)
- Purposely not keeping hands and feet under control
- Inappropriate language
- Ignoring a reasonable request

Serious Incident – Straight to Level 5

- Swearing at another child/adult
- Vandalism
- Possession of an offensive weapon
- Fighting
- Verbal abuse
- Violence
- Threatening behaviour
- Malicious Accusations



Pastoral support and Learning Mentor time is available to help children meet the behavioural standards expected.

4. Roles and responsibilities

4.1 The Governing Body

The Governing Body is responsible for:

- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness

4.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Body
- › Ensuring that the school environment encourages positive behaviour

- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

4.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

4.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in following the school's PROUD code of behaviour
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4.5 Pupils

Pupils are made aware of the of the PROUD code of behaviour and the support available.

5. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school follows the DfE guidance; "Behaviour in schools" Advice for headteachers and school staff 2022.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate

6. Powers to Discipline

Teachers, teaching 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, teaching 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. Head teachers can also decide to exclude a pupil for a fixed period (to suspend) or to permanently exclude them.

7. Searching Pupils

School staff can search pupils with their consent for any item.

The Executive Headteacher and the senior leadership team have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- knives and weapons

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

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

Please see the Online Safety Policy for details on searching for any electronic devices.

8. Use of Reasonable Force

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 Executive Headteacher and the senior leadership team can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Exclusion Process

Where there is a serious breach in the school's expected standards of behaviour the resulting action is a suspension or permanent exclusion. At all times in such circumstances, the Senior Leadership Team and Governing Body will work together. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension and Permanent Exclusion policy for more information.

The school will follow the exclusion procedures as identified in the DfE Guidance 2022 on “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement” (copies of this document are available on request).

Behaviour, discipline and exclusions will be reported to the Full Governing Body termly. The Executive 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.

11. Helping Resolve Problems

At Pepper Hill School and Stanton School we follow Restorative Practice Principles and all staff are trained and fully committed to this system. Our PROUD code of behaviour clearly outlines what we expect from the children. The vast majority uphold this code, but occasionally things can go wrong. We emphasise the importance of sharing concerns, however small, before they become unbearable problems. Children are told that they must talk to an adult who will help them resolve the situation.

PSHE and Circle Time give children opportunities to talk about issues that concern them. For those who would prefer a more private conversation, teachers will make time to see children at breaks.

The school will decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Whilst never tolerating poor behaviour, we do not wish to alienate those who have not yet learned the benefits of good behaviour, and will endeavour to support them in a variety of ways. For example, this support can be given through careful explanations, modelling good behaviour, giving opportunities to listen and respond to problems, positive report systems and pastoral support programmes.

We will always try to remain positive and professional in our dealings with poor behaviour. We will criticise the behaviour not the person.

12. Training

Our staff are provided with relevant training on managing behaviour and as part of their induction process.

Behaviour management will also form part of continuing professional development.

13. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)

- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

15. Links with other policies

This Behaviour Policy is linked to the following policies:

- Suspension and Permanent Exclusion Policy
- Child Protection and Safeguarding Policy