



# **Behaviour Policy**

## **2023-24**

**(with Statement of  
Behaviour Principles)**

## Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Enable children to better understand themselves and to then develop strategies and learning behaviours that empower them to make positive choices and encourage children to maturely report inappropriate behaviour they see.

**At Parkhill Junior, children enjoy the right to work, play and learn in a safe and happy school environment**

*Article 3: The best interests of the child must be a top priority in all things that affect children*

## 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 child referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting children 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 children
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Definitions

Inappropriate behaviour is defined as:

- Disruption in lessons, in the corridor and at play and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Serious inappropriate behaviour is defined as:
  - Repeated breaches of the school rules
  - Any form of bullying
  - Physical behaviour like interfering with clothes
  - Online harassment, such as unwanted comments and messages (including on social media)
  - Vandalism
  - Theft
  - Fighting
  - Racist, sexist, homophobic or discriminatory behaviour
  - Possession of any prohibited items. These are:
    - Knives or weapons
    - Illegal drugs
    - Stolen items

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group, by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
<p><b><u>What is not bullying?</u></b></p> <p><b>An accident. A disagreement. Occasional loss of temper or swearing.</b></p>	

**Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.**

## **Roles and responsibilities**

### **The Governing Body**

The Parkhill Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy’s effectiveness
- Holding the Headteacher to account for its implementation

### **The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body.
- Giving due consideration to the school’s statement of behaviour principles (appendix 1)
- Approving this policy
- 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 children

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- 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 children 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 this policy works alongside the Safeguarding Policy to offer children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

### **Teachers and Staff**

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing this Behaviour Policy consistently
- Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging children to meet the school’s expectations

**The Senior Leadership and Management Team (SLMT) will support staff in responding to behaviour incidents.**

### **Parents and Carers**

Parents and carers, where possible, should:

- Be familiar with the school’s Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school’s Behaviour Policy
- 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

**Parkhill Junior 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.

## Children

Children will be made aware of the following, during their transition from Year 2 and induction into our behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour Policy
- Our school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.

## Our School Rules



### **We listen carefully and do our best**

So that we can be proud of ourselves and our work

### **We are respectful, caring and co-operative**

So that our school is a safe and happy place

### **We move quietly and sensibly around the school**

So others can work and to avoid accidents

### **We settle our disagreements peacefully by talking about them**

So that we do not hurt each other

### **We look after the school and everybody's property**

So that we have what we need to learn and our belongings are safe.

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions if appropriate.

Children will be supported to develop an understanding of the School's Behaviour Policy and wider culture.

Children will be asked, annually in a survey, and routinely as part of the daily *meet and greet*, to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour Policy.

Extra support and induction will be provided for children who are mid-phase arrivals. (Buddy Support System)

### **School Rights Respecting Behaviour Curriculum**

Children are expected to:

Follow the agreed children-made school rules.

- Show respect to members of staff and to each other
- In class, allow all children to learn
- Move safely around our school
- Treat our school buildings and property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments will be made to routines within the curriculum, to ensure all children can meet behavioural expectations in the curriculum.

### **Mobile Phones**

Only Year 6 children are allowed to have mobile phones with them but must switch them off and hand them into Reception, at the beginning of the day.

### **Responding to Behaviour**

#### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with children, which may include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption customised to the child, group of children or class.
- Using positive reinforcement
- Promote the Parkhill 6 Rs, at every opportunity. (See Appendix 2)

## **Safeguarding**

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

We will consider whether a child'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.

Please refer to our Child Protection and Safeguarding Policy for more information.

## **Responding to Good Behaviour**

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Positions of responsibility, such as being entrusted with a particular decision or project
- Whole-class or year group rewards; usually additional playtime.

## **Responding to Inappropriate Behaviour**

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. This language is in keeping with our **RRS status** and communication.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.



When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

**Parkhill Junior School** uses the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime, within reason
- Loss of break or lunchtime.
- School-based community service. (See Appendix 1)
- Referring the child to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the child from the classroom **only by a member of SLMT**.

Personal circumstances of the child will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

#### **Incidents of reasonable force must:**

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents

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

### **Confiscation, Searches, Screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). (July 2022)

#### **Confiscation**

Any prohibited items (listed in section 3) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child.

We will also confiscate any item that is harmful or detrimental to our school's discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

## Searching a child

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the child. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on an educational visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the child the opportunity to ask questions
- Seek the child's co-operation

If the child refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher/Deputy Headteacher to try and determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder.

**The authorised member of staff can use reasonable force to search for any prohibited items, including knives, drugs or any item deemed dangerous to the child or others,**

An authorised member of staff may search a child's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

## Searching children' possessions

Possessions means any items that the child has or appears to have control of, including:

- Classroom storing tray
- School bag

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a child's possessions when the child and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### Informing the designated safeguarding lead (DSL)

- The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.(CPOMS)

### Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the child may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### Body searches

Recent legislation on body/strip searches, is very specific and clear. In very extreme circumstances, a body search may be necessary. At Parkhill Junior School, parents will **always** be contacted and asked to be present for this.

## **Off-site misbehaviour**

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Sanctions may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Online misbehaviour**

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

## **Suspected criminal behaviour**

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the SLMT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and **never ignored**.

Children are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children’s social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information

### **Malicious Allegations**

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

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 (LADO), where relevant) will consider whether the child 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 children 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 children.

### **Serious sanctions**

#### **Detention (At Parkhill Junior School this is known as Community Service - CS)**

Children can be issued with CS during break or/and lunch times.

The school will decide whether it is necessary to inform the child’s parents.

## **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the order is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by a member of SLMT. Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child in the behaviour log.

## **Removal from the playground**

This will take place if a child is repeatedly breaking the rules or posing a danger to themselves or others. The child will miss playtimes and lunchtimes for an agreed period of time. This is defined as *Community Service*. See Appendix 1.

## **Suspension and permanent exclusions**

**Parkhill Junior School** does not suspend or externally exclude children.

## **Responding to misbehaviour from children with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a child with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

Use of separation spaces e.g library where children can regulate their emotions during a moment of sensory overload.

### **Adapting sanctions for children with SEND**

When considering a behavioural sanction for a child with SEND, Parkhill Junior School will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

We will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a child displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO), Mrs Tanner, may evaluate a child 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 child, 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.

### **Supporting children following a sanction**

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.

This includes:

- Reintegration meetings with SLMT
- Daily contact with the pastoral lead (DHT)
- Personalised behaviour goals

### **Inducting incoming children**

Parkhill Junior School will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing children for transition**

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the children at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **Monitoring Arrangements**

#### **Monitoring and evaluating school behaviour**

The school will collect data on the following:



- Behavioural incidents, including removal from the classroom
- Attendance and internal exclusion.
- Use of child support units, off-site directions and managed moves
- Anonymous surveys for staff, children, governors and parents about their experiences of the school behaviour culture
- The data will be analysed annually.
- The data will be analysed from a variety of perspectives including:
  - At school level
  - By age group
  - At the level of individual members of staff
  - By time of day/week/term
  - By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

This behaviour policy is linked to the following policies:

- Anti bullying Policy;
- Child protection and Safeguarding policy;
- Inclusion Policy

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Statement of behaviour principles**

- Every child is familiar with the high expectations laid out in this policy
- Every child is familiar with the Parkhill Junior School rules
- Every child understands they have the right to feel safe and happy, valued and respected, and to be able to learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with our Behaviour Policy
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children' home life..

**This written statement of behaviour principles is reviewed and approved by the Governing Body, annually.**

## Appendix 1.

**Week beginning: insert date.**

Day	Playtime (15 minutes) Meet with Mrs Hughes-Mulhall every day.	Lunchtime Meet with Mrs Hughes-Mulhall every day.
Monday	With HT – reflective writing session.	Lunch with the HT – listening to younger children read; corridor duty.
Tuesday	With DHT - reflective writing session.	Lunch with the DHT – listening to younger children read; corridor duty.
Wednesday	With DHT- reflective writing session.	Lunch with the DHT – listening to younger children read; corridor duty.
Thursday	With DHT- reflective writing session.	Lunch with the DHT - hearing younger children read. Library tidy-up.
Friday	With DHT - reflective writing session.	Lunch with the DHT – Buddy Area duty.

**Week beginning: insert date**

Day	Playtime (15 mins) Meet with Mrs Hughes-Mulhall every day.	Lunchtime Meet with Mrs Hughes-Mulhall every day.
Monday	With HT – reflection writing session.	Lunch with the HT – listening to younger children read; corridor duty.
Tuesday	With DHT - reflection writing session.	Lunch with the DHT – listening to younger children read; corridor duty.
Wednesday	With DHT- reflection writing session.	Lunch with the DHT – listening to younger children read; corridor duty.
Thursday	With DHT - reflection writing session.	Lunch with the DHT - hearing younger children read. Library tidy-up.
Friday	With DHT - reflection writing session.	Lunch with the DHT – Corridor duty; Buddy Area duty

**Corridor duty: tidying up the corridor from Year 3 to 6.**

**Listening to Year 3 readers**

**Buddy Area duty – helping middays to tidy up and organise.**

**Once the community service has been completed, the HT and class teacher will hold a review meeting with the child(ren).**

## Appendix 2

### ANTI-BULLYING STRATEGY

The procedures outlined in our Behaviour Policy are designed to prevent incidents of bullying within our school. Because we are a Rights Respecting School, we do not tolerate any form of bullying and **the school aims to act promptly and firmly to combat bullying should it occur.**

#### What is bullying?

Bullying is reoccurring, unfair, deliberate, and targeted behaviour that causes hurt to another person. It can deny another child's right to an education and their right to play and relax.

*Article 28 – Every child has the right to an education.*

Bullying can be:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
<p><b><u>What is not bullying?</u></b></p> <p><b>An accident. A disagreement. Occasional loss of temper or swearing.</b></p>	

#### **Definition of Bullying**

Bullying is:

- Deliberately hurtful behaviour, both physically and emotionally.
- Repeated often over a period of time.

Other features of bullying are:

- It happens in all schools, varying only in extent and degree.
- It is not confined solely to relationships between young people.
- It can be physical (actual contact or non-verbal threat, ie, intimidation) verbal or indirect (ie, damaging to the reputation of a person).
- New forms of communication can also generate their own features, eg, mobile phones.
- It can be in the form of racial or sexual harassment, or related to sexual orientation.
- Children/adults with special educational needs can be victims.
- It may be instigated by religious or cultural issues.
- Its seriousness can only be measured by the degree of hurt felt by the person being bullied. Name-calling or teasing may be more damaging than physical harm.
- Sometimes it is led by one or more individuals who are intending to cause serious hurt. More often it is a feature of group behaviour. Sometimes people who are usually considerate will join in with uncharacteristic nastiness when they are part of a group.
- The victim may try to hide the hurt in order to reduce apparent vulnerability leaving the bullies and observers unaware of the degree of harm inflicted.
- Many victims do not report bullying and adults may be unaware of the unhappiness suffered.
- It is important to remember that a bully in one situation may be a victim in another.
- Difficult for those being bullied to stop the process.

**At Parkhill Junior School**, we feel it is important that:

- Every member of the school community feels secure and knows that her/his concerns will be heard and addressed.
- Every pupil is taught that there are different types of teasing and bullying, but all are unacceptable.
- All pupils know how to get help to deal with bullying.
- Everyone should be encouraged to show empathy and understand how other people feel.

*Article 12 – Every child has the right to have a say in all matters affecting them, and to have their view taken seriously.*

**In the event of an incident of bullying** being observed or reported the following procedure will be implemented:

- A responsible adult will give immediate attention to the matter.
- The Headteacher will be informed.
- The victim will be encouraged to give her/his version of the event(s) and will be supported at all times.
- The ‘bully’ will also be required to give her/his version of the event(s).
- The school’s attitude towards such behaviour will be explained.
- It will be emphasised that the ‘bully’ is accepted as a person but their behaviour is not acceptable.
- The parents of both parties will usually be involved.
- After negotiation appropriate action will be taken.
- The incident(s) will be recorded.
- The situation will be monitored and all staff asked to be vigilant.

*Article 31- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

## **The Anti-Bullying Charter**

Anti-bullying Charters commit a school community to discuss, monitor and review the Anti-Bullying Policy on a regular basis. Its purpose is to support staff in identifying and tackling bullying appropriately and to ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively. The Charter also commits the school community to report back quickly to any parents/carers who have any concerns about bullying, to seek to learn from good practice elsewhere and to use external support when appropriate.

At Parkhill Junior School our Anti-Bullying Policy reinforces our Behaviour Policy, and, in line with our aims and values, we believe that pupils have the right to learn, develop, achieve and be happy, safe and make friends and positive relationships within the school community.

This policy and its impact are monitored and evaluated by the School Leadership and Management Team (SLMT). Constructive criticism from Year Groups, support staff, parents, Governors and the local community are discussed by SLMT and any necessary changes are implemented.

*Article 14 – Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.*

*Article 15 – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*

# Bullying – A Charter for Action

## Article 14

*Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.*

## PARKHILL JUNIOR SCHOOL

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community:

- Discusses monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively and where appropriate, using mediation and restorative justice.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant statutory/voluntary organisations where appropriate.

Headteacher:.....

Chair of Governors:.....

Representative of Pupils:.....

Date:.....

To be reviewed September 2024

## The 6 Rs

We at Parkhill, constantly explore new boundaries. Being a Rights Respecting School, we actively promote a rights respecting ethos. We follow our class charters every day and at the beginning of each term we reinforce our commitment by revisiting them. Whilst we continually develop our capacity to learn in new and challenging circumstances throughout our school life, we are currently

in the process of developing and implementing a practical framework for fostering lifelong learning in our children.

In the developing field of learning to learn, research suggests that there are several broad characteristics that we need to develop in order to become successful learners. We have adapted these to fit the rights respecting ethos and values at Parkhill Junior School and we practise them in our learning every day. We call our learning behaviours the six Rs:

- Rights-Respecting
- Ready for Learning
- Responsibility
- Resilience
- Reflection
- Risk-Taking

The teaching of positive learning behaviours is designed to maximise learning power; to help children learn how to learn. This involves building and developing particular habits of mind to enable children to face difficulties calmly, confidently, and creatively and so be better prepared as lifelong learners. Our framework encompasses, embeds and effectively contributes to our rights respecting practice and ethos.

At Parkhill Junior School, everybody is encouraged to achieve their full potential. The six Rs allow us to nurture this ethos and build the children's learning power through a variety of strategies and techniques. The six Rs are beginning to allow us to develop a common language for learning across the school and embeds effectively the rights respecting language too. The language is used in all classrooms, by all staff and with all children. This helps everyone talk about understanding learning to learn whilst respecting each other's rights to learn.

We focus on a different learning behaviour every half-term. Every half-term, a learning behaviour is split into 'learning skills'. We focus on a different learning skill every week (see weekly LBIs – Learning Behaviour Intention). Children are encouraged to model and practise these learning skills within their everyday lessons and activities and apply them to different aspects of their learning. We call these learning skills, the Parkhill Skills to Success.

**This approach reinforces positive beliefs, behaviours and language.**