

# Sharrow School

## Behaviour Policy

Date policy last reviewed: 19.07.2022

Signed by:

*Evelyn Abram*

Headteacher

Date:

19.07.2022

*Emily Pickles*

Chair of governors

Date:

19.07.2022

## **Statement of intent**

At Sharrow School we want our children to be happy and safe. It is our aim to provide a lively, stimulating environment for children to learn and play. Alongside this learning, we hope to encourage the children to behave well towards each other, their teachers and their parents/carers.

We believe good behaviour needs to be carefully developed; it is too important to be left to chance. Young children need and respond to clear guidelines. The policy also considers ways of dealing with inappropriate behaviour and strategies to encourage a calm and purposeful environment.

This policy embodies our culture and ethos developed through a Trauma Informed and ACE (Adverse Childhood Experience) aware approach where relationships are at the centre of all interactions. This approach encapsulates and supports the wider school community and includes all young people, all staff, parent(s)/carers and any external agencies who work collaboratively with Sharrow School.

### **What are ACEs?**

There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts. Two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes such as heart disease, respiratory disease, drug addiction, or self-harm. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning.

### **Trauma Informed practice**

It is essential that, wherever possible and appropriate, adults in school have the necessary information and understanding of the context around specific students and behavioural issues that may be presented within school. It is the responsibility of all staff in school to be aware of any specific plans and strategies that may need to be implemented to help support young people who have suffered trauma and ACEs. Early intervention can help to decrease the chances that young people will enter the crisis phase leading to a quicker recovery and therefore restoration to a lower, more manageable level of stress or anxiety.

A trauma informed approach requires emotionally regulated and always available adults who can provide essential calming of the young people in their care, which will ultimately allow them to re-set and restore/ rebuild / re-engage in learning once their emotional and mental state allows them to do so. This approach looks to protect and safeguard other young people from the destabilising effects certain behaviours may have within the learning environment. In practical terms it means that we may temporarily (for short or longer periods of time) remove students from situations that they are finding difficult to manage. A designated adult will work

with the removed student to support them and will only place them back into the original learning environment when it is appropriate to do so.

## **Managing behaviour**

We do not operate a 'zero tolerance' or 'one size fits all' approach to challenging behaviour. Instead we apply the theory of a case by case approach that takes into consideration the individual circumstances and context of individual young people in our care, while maintaining high standards and expectations.

### **As a school we have decided to:**

- Create and nurture positive relationships with children so that they feel heard, understood, acknowledged and valued
- Treat children as individuals and adapt our support for promoting good behaviour to meet those children's needs.
- Teach children the language and skills to be able to name, understand and try and regulate their emotions
- Plan lessons which maximise pupil enjoyment and engagement, including collaborative learning structures.
- Develop personal, social and health education through PSHE lessons and Philosophy for Children (P4C) sessions
- Stagger playtimes and lunchtimes so that there is more space for children to play.
- Develop P4C to support cognitive, social and emotional development.
- Encourage a community ethos in the school in which the adults model the behaviour we expect to see from the children.
- Develop a set of general expectations about behaviour to achieve consistency by staff.
- To discuss rules for different areas of the school with children.
- Use recognised rewards and sanctions when and where appropriate, using all staff to support this. These rewards and sanctions will take into account the requirements of children with SEND.
- Encourage children to discuss any conflicts to help them understand how others may feel about difficult behaviour.
- Encourage positive relationships with parents, carers and the community.
- Provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

## 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
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- 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'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, 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 board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this 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.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting 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:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their 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 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.

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

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant staff up-to-date with any changes in behaviour including the SENCO and Headteacher

- As authorised by the headteacher, disciplining 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.

## Definitions

For the purposes 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. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, 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 involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **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 and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- 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
- Any behaviour that requires the immediate attention of a staff member

A record of all reported incidents will be kept to help identify pupils whose behaviour may indicate potential mental health problems.

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

- The decision to discipline 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 discipline 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 or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

## **Monitoring and review**

This policy will be reviewed by the Safeguarding Governors Committee on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2023

