

St. Jérôme Church of England  
Bilingual School

# Positive Behaviour Policy and Statement of Behaviour Principles

September 2022

Headteacher.....

Revd D. R. Norris

Chair of the Board of Trustees.....

Ian Fernandes

Date of next review: September 2023

St Jérôme Church of England Bilingual School encourages a supportive, productive environment where all children can flourish in their learning and development. We want to ensure all members of the school community treat others with the utmost respect and care, a continual message within Jesus' teaching.

*"Treat others as you want them to treat you. This is what the Law and the Prophets are all about." Luke 6:31*

We want our pupils to develop morals and behaviours that are based on Christian values; values that encourage a sense of responsibility for each other and nurture a desire to help those in need.

*"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience." Colossians 3:12*

Creating this environment with high standards of behaviour requires clear, consistently reinforced boundaries that are always dealt with firmly and fairly, with understanding, compassion and forgiveness. Clear and consistent boundaries are an important way for school to be a just place where adults and children feel safe and valued.

At St Jérôme Church of England Bilingual School staff, parents / carers and children work together to create a happy, caring, learning environment. In this atmosphere, there is no room for bullying of any kind. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Bullying can be described as being:

*"A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property and is usually repeated over a period of time."*

Bullying must not be ignored and should be brought to the attention of staff either by the victim(s), their friend(s), their parents / carers or other concerned people (please see our anti-bullying policy).

All members of our community – children, staff, parents and carers and trustees are expected to adhere to our three school rules to create and maintain a cohesive learning environment in which everyone feels happy, safe and secure.

- Be safe and ready (for learning and playing)
- Be kind (Kind and respectful of others and myself)
- Be fantastic (Giving 100% and going above and beyond)

These rules are taught, modelled and valued by all school staff. These rules are prominently displayed around the school and in the classrooms.

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](#).

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 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:

<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
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, 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

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

### **Aims:**

- To encourage a calm, purposeful and happy atmosphere based upon our Christian foundations, both inside and outside the classroom.

- To have a consistent approach to behaviour throughout the school and to engage parental co-operation and involvement where appropriate.
- To make boundaries of acceptable behaviour clear, to ensure safety.
- To foster positive, respectful, and caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility and manage their own behaviour.
- To help pupils, staff and parents / carers have a sense of direction and feeling of common purpose.

### **Responsibilities of the Headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- 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 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 this policy works alongside the Safeguarding and Child Protection policy to offer pupils both sanctions and support when necessary
- 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

### **Staff Responsibilities:**

- To treat all children fairly and with respect.
- To be a good role model and demonstrate the meaning of the three school rules.
- To raise children's self-esteem and develop their full potential.
- To recognise that each child is an individual and make every effort to ensure the needs of each individual child are met.
- To teach children how to identify their emotions and offer a safe environment for them to express how they are feeling safely, using Zones of Regulation (Appendix 2) as a tool.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe, calm and purposeful environment, that aims to meet the needs of all learners, both physically and emotionally.
- To ensure that Child Protection/Safeguarding issues are reported immediately to the Designated Safeguarding Lead. (DSL)
- To use positive behaviour management techniques.
- To use the rules and sanctions clearly and consistently.
- To record incidents of negative behaviour according to the school policy.
- To seek assistance and advice from Phase Leaders and inform the Senior Leadership Team (SLT) of any concerns that cannot be dealt with at a classroom level.
- To offer a framework for social education which teaches and encourages appropriate social interaction and behaviour. (please refer to our PSHE and RSHE policy).
- To form a good relationship with parents / carers so that all children can see that the key adults in their lives share a common aim.

### **Phase Leaders and Senior Leader Responsibilities:**

- To promote a positive environment for all members of the school community.
- To support staff, pupils and parents / carers to maintain positive relationships.
- To work closely with the SENDCO and SEMH Lead to seek help for any child who needs extra support with emotional regulation.
- To ensure that the well-being of adults and children in the school community is paramount and to signpost individuals to support networks if appropriate.
- To provide a behaviour analysis to governors which shows any interventions put into place to deal with any negative behaviour.
- To record any incidents of discrimination against any protected group according to Borough Guidance.

### **Children's Responsibilities:**

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school 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
- To work to the best of their abilities and allow others to do the same.
- To follow the three rules.
- To seek to demonstrate the school's Christian values in words and actions.

### **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 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

### **Board of Trustees Responsibilities:**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **Promoting Excellent Behaviour for Learning:**

Positive Behaviour Management strategies are used within the context of both inside and outside the classroom. These are of paramount importance in establishing good practice of behaviour and discipline within the school. The following actions should be taken:

- Use positive language and be clear about the behaviour you would like to see. Eg... please walk in the corridor, thank you.
- The adult teaching/supervising at the time of an incident should be the person to address the behaviour, unless there is an escalation that requires further support.

- Consider each child's individual needs and understand that behaviour is communication. Encourage children to communicate how they are feeling and what is causing them to feel that way using Zones of Regulation as a tool.
- Praise good behaviour both privately and publicly and reinforce appropriate behaviours by praising them in another child nearby, rather than drawing attention to negative behaviours.
- Make adult time positive – get to know the children as individuals.
- Exchange an unacceptable behaviour for a more acceptable activity – provide a choice. Make use of the rainbow lanyard and breakout zones if you can see that a child is becoming unsettled.
- Listen to the child's point of view before making a judgement.
- Use "mini scripts" where necessary.
- Use "restorative questions" where necessary.

### **Rewards Systems**

When a pupil'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
- House points or raffle tickets
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

### **Pebble Time in EYFS and Key Stage 1**

This is a whole class effort and positive behaviour is recognised through receiving a pebble to put in a jar. This is collective effort and a reward is given for the whole class on a weekly basis and they can earn up to a maximum of 20 minutes for their chosen treat.

### **Champion a Child**

If necessary, some children are allocated an adult Champion who will take time to catch up with the child on a regular basis. This may be to read with them, to discuss anything that they may feel is an issue academically or socially or to celebrate achievements in learning. This will be co-ordinated by the SENDCO.

### **Dealing with Negative Behaviours/ Misbehaviour**

The vast majority of children at St Jérôme School behave very well and most negative behaviours are easily turned around using the positive strategies noted above. Any persistent negative behaviour is dealt with quickly and consistently using our Behaviour Steps (see below). These are clearly displayed in each classroom. The children understand how these work and can explain the importance of making right choices.

## **Behaviour Steps**

1. First Verbal Warning—Child is spoken to discreetly and asked to stop what they are doing and given the opportunity to take a 5 minute movement break.
2. Second Verbal Warning – Child is reminded of the expectations and told what the consequence will be if they do not stop what they are doing.
3. Action 1 – Child is sent with a member of support staff to complete their learning task in a quiet place and then has a discussion with the class teacher about how they were feeling and how they could have expressed themselves differently.
4. Action 2 – If a child reaches step three again in the same day the support member of staff will take them to their phase leader to complete their work and parents will be informed by the class teacher at the end of the day.
5. If the child reaches step 4 on 3 occasions, parent/carers will be invited to attend a meeting with the class teacher and phase leader to put a plan of support in place. If the child has an identified SEND, the support of the SENDCO will also be given in this meeting.
6. If the support plan does not lead to an improvement and reduction in incidents then the Headteacher will arrange a meeting with staff and parents to discuss any barriers to the success of the plan and make changes as necessary.

If stage 3 or 4 is reached then teachers will log an incident on our internal system.

If stage 5 or 6 is reached then the Phase Leader (or SENDCO if SEND) will log an incident on our internal system.

These incident logs can then be tracked to identify trends and put individual or group interventions in place.

For more serious incidents (e.g. inappropriate language, destruction of school property or equipment, bullying, discrimination, deliberate and repeated hurting of peers, deliberate and repeated hurting of staff), phase leaders may authorise one of the following sanctions without engagement of the steps above:

- Removal of privileges or responsibilities for a fixed period
- Reflection time during playtime / lunchtime (on the decked benches)
- Playtime/Lunchtime exclusion (supervised by a senior leader)
- Loss of reward time (supervised by a member of support staff)

## **Off-site negative behaviour/ misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

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

### **Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

All serious incidents and subsequent exclusions will be logged on our internal system and parents will be informed. These incidents will be reported to the Board of Trustees on a termly basis.

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil 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
- Never be used as a form of punishment
- Be recorded and reported to parents

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.

### **Prohibited Items**

The following items are prohibited and must never be brought to school:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images



- 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 pupil)

## **Searching and Confiscation**

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

### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### **Searching a pupil**

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 themselves.

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

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

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 pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil 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 select headteacher to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can only use reasonable force to search for any prohibited items identified. An authorised member of staff may search a pupil'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 pupils' possessions**

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

- Desks, drawers
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search.

If the pupil does not agree to the search, staff can still carry out a search for prohibited items. An authorised member of staff can search a pupil's possessions when the pupil 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 pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded

### *Informing parents*

Parents will always be informed of any search for a prohibited item.

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 pupil 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.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### *Communication and record-keeping*

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### *Who will be present*

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

#### *Care after a strip search*

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

#### **Online Safety**

Cyber bullying is taken very seriously, as is the misuse of technology. Any issues or concerns will be dealt with in line with the Online Safety Policy.

#### **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.

Pupils 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

### **Pupils with Special Educational Needs or Disabilities**

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils 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 pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil 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 pupil concerned.

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school 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.

Children with serious or repeated behavioural difficulties, may need to have an individual support plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from an Educational Psychologist or, with agreement from parents / carers, refer to CAMHS (Child and Adolescent Mental Health Service). It may be necessary for a statutory assessment to be made to support the child's Social, Emotional and Mental Health if needs cannot be met by SEN support.

### **Additional Strategies to Support Inclusion:**

It is important that within our school community both adults and children value their own as well as others' individuality, to ensure our continuing efforts to be fully inclusive. We understand that some children may need individual support with their behaviour. Where

necessary, the SENDCO will ensure that support plans are in place and work with parents/carers and external agencies to support these pupils.

Adults in school who 'Champion a Child' use strategies to assist their children with any behaviour needs.

The school works in partnership with Harrow Horizons who offer emotional and mental health support to pupils who are presenting with challenging behaviour due to extenuating circumstances. In the event that a child is identified as one who may potentially benefit from this support, the SENDCO would meet with parents/carers to discuss the support and gain consent.

When a child joins the school, where possible the class teacher, Phase Leader, SENDCO or Headteacher, will discuss transition with parents / carers and read records from previous schools to ensure that any behavioural needs are met. In turn, if a child leaves our school we will endeavour to communicate with a child's new setting to ensure all relevant information is shared and support can be put in place as needed.

### **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 consider whether to 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 consider whether to 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 (LADO), 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

### **Staff Development and Support:**

The school has a close network for behaviour. Each teacher works with a Phase Leader to ensure that behaviour management is consistent. Phase leaders meet regularly and discuss any behavioural needs. The Headteacher and the SENDCO provide extra support where needed for staff and pupils. Where necessary, external agencies provide further support and advice.

### **In School Support from the SENDCO**

- Observing pupils and advising on new strategies.
- Supporting the writing of Individual Support Plans
- Provide support for groups of pupils on specific behaviours- e.g., anger management, playtime behaviours.
- Provide advice on classroom management and organisation and support to develop expertise of individual class teachers.

- Support teaching assistants with managing behaviour.
- Deliver training on Behaviour Management.

**Strategies for Support:**

- Early help assessment.
- SEND referral.
- Individual Support Plan.
- Appendix 1 - Behaviour at St Jérôme poster.
- Appendix 2 – Tips for prompting positive behaviour.

**Complaints Procedure:**

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Deputy Head, Sarah Cox who is also our SENDCO. If concerns persist, this can be escalated to the Headteacher or Chair of Trustees who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed. Copies of this policy will be available, from the school office and on the school website.

This policy has been summarised in a poster (Appendix 1 - Behaviour at St Jérôme) for supply staff and parents / carers, that is available on the school website.

**Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

**Summary:**





By using a positive system of incentives and clear boundaries, we help our children to develop confidence, a healthy self-esteem and a set of skills and strategies, which will take them on to the next stage of their schooling and into adult life. This enables every person in this aspirational, multilingual, multicultural education community: to grow and flourish, to gain knowledge, wisdom and skills and to translate the love of God for all people into words and actions.

## Appendix 1 – Behaviour Poster

<p><b>Be safe and ready for learning</b> “Je suis <u>pret(e)</u>”</p> <p><b>Be kind in words and actions</b> “Je suis adorable”</p> <p><b>Be fantastic and always give 100%</b> “Je suis fantastique”</p>	<p><b>Step 1: Warning 1</b> Do you need the rainbow lanyard?</p> <p><b>Step 2: Warning 2</b> What zone are you in? Do you need the rainbow lanyard now?</p> <p><b>Step 3: Quiet learning space</b> A familiar adult will take you to finish your work somewhere calm.</p> <p><b>Step 4: Sent to another class</b> A familiar adult will take you to the key stage leader to finish your work. Your parents will be told that you were unable to work safely and be fantastic in your own classroom today.</p> <p><b>Step 5: Meeting with parents</b> If you reach step 4 on 3 occasions during the half term then your class teacher and key stage leader will meet with your parents to think of ways to support you in making the right choices.</p> <p><b>Step 6: Headteacher meeting with parents</b> If the support agreed isn't helping then Mrs Cox or Reverend Norris will meet with your parents to review your support.</p> <p>If your actions are unsafe or unkind you may not be able to go out to <b>playtime with your classmates and your parents will need to be told. You will still get a break but we need to make sure everyone feels safe.</b></p>
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# ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
<p>Sick Sad Tired Bored Moving Slowly</p>	<p>Happy Calm Good to Go Focused Ready to Learn</p>	<p>Frustrated Worried Silly/Wiggly Anxious Excited</p>	<p>Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space</p>

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