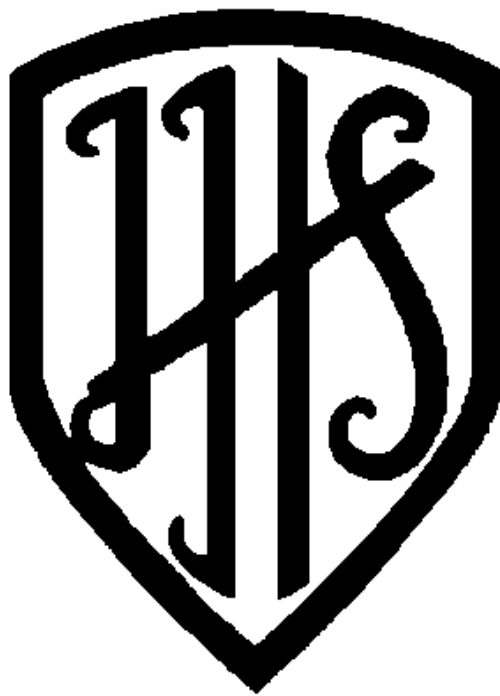


Jotmans Hall Primary School

Positive Behaviour and Anti-Bullying Policy



Approved by: Governing Body

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Approved by **forbessolicitors.**

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

“Any behaviour that is not in line with our School Values of Effort, Respect, Independence and Communication (ERIC) and the Pupil Code of Conduct”

See Section 6 (Pupil Code of Conduct), Appendix 1 (ERIC) and Appendix 3 (Levels of Unexpected Behaviour)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Threatening or aggressive behaviour towards any member of the school community, including via social media.

- Sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks / lighters / matches
 - 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)

These behaviours are likely to result in periods of withdrawal from class, suspension or exclusion.

4. Bullying

Bullying of any kind is unacceptable at our school. If any incidences of bullying occur, they will be dealt with quickly and effectively.

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

The following table provides a very simplistic guide to some of the differences between bullying and relational conflict.

Relational Conflict	Bullying
Happens occasionally	Repeated hurtful behaviour
Accidental or sometimes deliberate	Always deliberate
Equal power	Imbalance of power
Remorseful	No remorse
Effort to solve problem	No effort to solve problem

Bullying can include:

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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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, sending offensive or degrading photographs.

Common Signs

Often, when a child is experiencing bullying their behaviour will change. This may not be a sudden change but rather a gradual change that you start to spot or question over a few weeks or months.

These signs **could** include:

- Becoming withdrawn- lack of confidence - a change in 'usual' behaviour
- A deterioration of work - underachievement
- Spurious illness - absent more often, (tummy aches, headaches etc)
- Avoidance of certain lessons or activities - PE, playtime etc
- Isolation
- A change in behaviour – jumpiness, snappy, weepy etc

- Desire to remain with adults
- Erratic attendance

(Common Signs of Bullying Cont.)

- General unhappiness/anxiety/fear
- Late arrival at school
- Bed wetting, sleep walking and other signs
- Bruises, cuts
- Torn or damaged clothing
- Lost personal items

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents at our school to a minimum. We use a range of strategies to prevent bullying. As and when appropriate, these may include:

- PSHE/ RSE/ Computing Lessons
- Having discussions with children about bullying and why it matters
- Displays
- ERIC Strategy (See Appendix 1)
- Assemblies
- Theatre & drama productions
- Drama workshops
- Using role play situations
- School values and class rules
- Training for staff
- The involvement of outside specialists
- Classroom worry boxes
- Discussions with pupils via the School Council / Digital Leader team
- Online Safety & Anti-Bullying Weeks
- Pupil Perception Surveys
- Bullying Ambassadors Initiative

We promote a school environment where children know that they can report their concerns to any member of staff, or to a Bullying Ambassador, and that their concerns will be investigated and dealt with.

Responses to Bullying

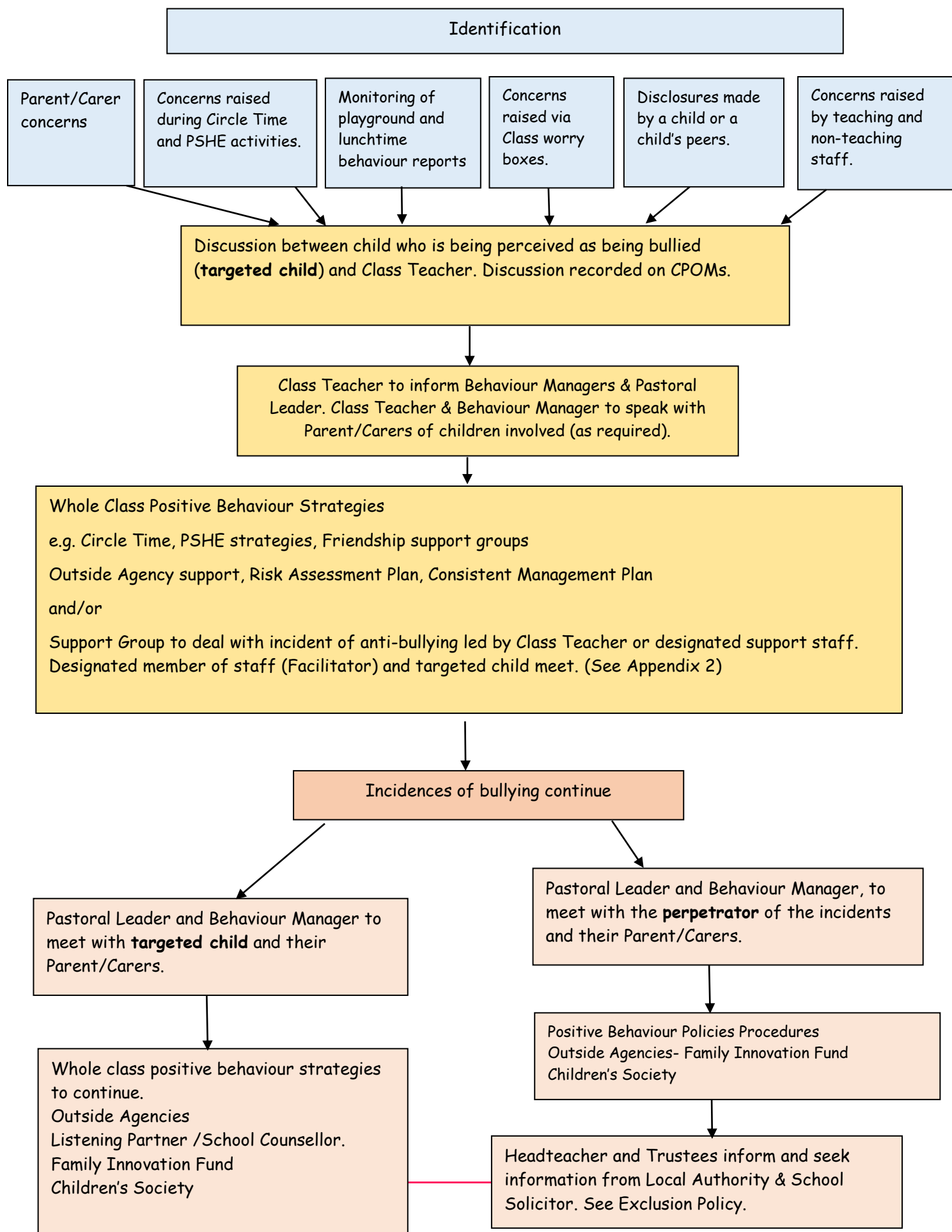
Everyone at Jotmans Hall Primary has the right to be treated with respect and to feel happy and safe at school. All members of the school community have a responsibility to recognise and report potential incidences of bullying.

There is no 'hierarchy' of bullying. All forms of bullying are taken equally seriously and consistent, prompt action is taken when reports of bullying have been made. This also takes into account any special educational needs and disabilities.

Pupils are taught that they have a right to be heard and that their views / perceptions of bullying incidences are valid and worthwhile.

Where intervention in bullying incidents is necessary, we have a consistent and structured approach. See 'Responses to Bullying Flowchart' (on the next page) to view the school's procedures for dealing with reports of bullying.

Responses to Bullying Flowchart



5. Roles and responsibilities

5.1 The Governing Board

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

The Headteacher has the day-to-day authority to implement the school's Positive Behaviour and Anti-Bullying Policy, but Governing Board Trustees may give advice to the Headteacher about particular disciplinary decisions and about matters of behaviour.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy with the Governing Board.
- 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 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 (see section 12)

5.3 The Behaviour Managers

The role of the Behaviour Managers is...

- To investigate any behaviour incidents reported by other staff, on a daily basis, and awarding sanctions where necessary for Level 1 and 2 behaviours (see Appendix 3 for Levels of Unexpected Behaviour)
- To escalate Level 3 incidents when necessary.
- To support Class Teachers through the 'Note to the Teacher' strategy. If a Class Teacher needs further support when investigating concerns raised by a Parent/Carer, they are to meet and discuss these with Behaviour Managers.
- To carry out climate walks to look at the behaviour strategies used within the classrooms e.g. traffic light system, Class Dojo, Parliament Points etc. Climate walks will also involve talking to children about the behaviour in their class. Any concerns raised will be discussed with the Headteacher..
- To support those children whose behaviours have been judged as level 1 and 2.
- To support children through the Anti Bullying Policy. Once a Parent/Carer or pupil has reported a case of bullying the Class Teacher will meet with the Behaviour Manager to arrange support through the anti-bullying strategies.

All recorded incidents of unexpected behaviour are monitored and reviewed on CPOMs, and form the basis for a termly report of behaviour trends for the Governing Body.

The Behaviour Team meet half-termly, to monitor the effectiveness of the Behaviour Policy and to discuss any trends in unexpected behaviour.

5.4 Teachers and staff

Staff are responsible for:

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

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

5.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in 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

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

5.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The 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

➤ The pastoral support that is available to them to help them meet the behavioural standards

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked 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 pupils who are mid-phase arrivals.

6. Pupil Code of Conduct

Pupils are expected to follow the school values. This means:

- To be polite to teachers, support staff, other children and visitors, and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider the feelings of others.
- To walk around the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait for their turn to talk to members of staff and to each other.
- To value each others' work.
- To work and play co-operatively.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses ("They told me to.")
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person dealing with the incident.
- To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
- To care for the school and its equipment, and to report any damage or graffiti they see.
- To feel responsible for giving a good impression of themselves and the school, both within and outside the school.
- To respect the property of the school and other people, and understand that theft of property is classed as a serious misbehaviour.
- To help keep the school environment safe, by ensuring that no dangerous items are brought into school e.g. anything that can cause harm to others or damage to property.

6.1 Mobile phones

Children are strongly encouraged to leave mobile phones at home, however some older children who walk home alone are allowed to bring them to contact their parents in an emergency.

Children who bring mobile phones into school must turn them off as soon as they enter the premises. Phones must be given to a member of staff who will keep them in a locked box in the classroom until home time.

Any other electrical devices are prohibited in school.

Any mobile phones or personal devices found in a child's possession during the school day will be confiscated and handed back to their parents / carers at the end of the day.

No devices are allowed to be brought by children onto school trips, including residential trips.

7. Responding to behaviour

7.1 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 pupils to be engaged
- Display the behaviour curriculum or their own classroom rules, and the School Values
- Follow the 'non-negotiables' related to behaviour and supporting SEND, including the Zones of Regulation
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils 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
 - Using positive reinforcement
 - Dealing with any unexpected behaviour in a fair and consistent way, by following the processes outlined in Appendix 2 – 'Reporting of Behaviour Incidents'.

7.2 Rewards for Positive Behaviour

Rewards may include...

- Parliament Points - collected for own class, to earn Eric the Owl, PE/Art afternoons and non-uniform days
- Class Dojo
- ERIC reward stickers – collected to earn bronze, silver and gold badges (see Appendix 1)
- Exceptional ERIC award certificates
- Golden Time
- Stickers
- Smiley face charts
- Star of the week
- Special responsibility jobs
- Notes to Parent/Carers
- Monitor jobs
- Certificates
- Verbal praise
- Showing good work to a member of the Senior Leadership Team.
- Headteacher stickers
- School reports
- Attendance awards
- Class tidy trophy
- Lunchtime ERICs.

Assemblies

Weekly celebration assembly to praise those who have earned ERIC badges, Exceptional ERICs and classes with the tidiest classrooms and best attendance.

Children invited to take part in Learning Assemblies to promote a positive learning ethos.

Parliament Point Rewards

	Early Years / Year 1 / Year 2	Year 3 / Year 4 / Year 5 / Year 6
Art afternoon	10 Parliament Points	50 Parliament Points
PE afternoon	25 Parliament Points	75 Parliament Points
Non-uniform day	50 Parliament Points	100 Parliament Points

Displays around the school celebrate class achievements and is updated weekly, for Parliament Points, ERIC awards, Dojos, attendance and tidiness.

7.3 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policies for more information.

7.4 Responding to unexpected behaviour:

When a pupil'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 pupils 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.

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

See Appendix 2 – 'Reporting of Unexpected Behaviour' and Appendix 3 – 'Levels of Unexpected Behaviour'.

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

The school may use 1 or more of the following sanctions in response to unexpected behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Use of 'Traffic Light' system
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime

- Referring the pupil to the Behaviour Team or to a senior member of staff
- Letters or phone calls home to parents (See Appendix 4)
- Meetings with parents
- Agreeing a behaviour contract
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Period of withdrawal from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil 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.

7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. In some circumstances, authorised staff may use reasonable force to restrain a pupil to prevent them:

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

Authorised staff are the Headteacher, the Pastoral Leader and any other staff who have received Physical Restraint training.

Incidents of physical restraint 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 (see Appendices 5 and 6 for 'Record of Incident Requiring Physical Restraint' and letter 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.

7.6 Confiscation and searches

Any 'prohibited items' (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

Searching pupils' possessions

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

- Desks
- 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 (listed in section 3) and items identified in the school rules.

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 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.

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 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.

7.7 Off-site 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).

7.8 Online misbehaviour

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

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

7.9 Suspected criminal behaviour

If a pupil 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, the headteacher or a member of the senior leadership team 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.

7.10 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 policies for more information.

7.11 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 policies for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Withdrawal from classrooms

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

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

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

Withdrawal can be used to:

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

Pupils who have been withdrawn from the classroom are supervised by a member of senior staff, and will be removed for a maximum of one day.

Pupils will not be withdrawn from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils 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 pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

8.2 Suspension and permanent exclusions

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.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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.

The approach to anticipating and removing triggers of misbehaviour may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Teachers are provided with training on managing behaviour, as part of their induction process. New teachers will be fully informed of the school's behaviour policy and responses to unexpected behaviours.

Behaviour management will also form part of continuing professional development.

The Senior Leaders, Behaviour Team & PSHE lead will train staff so that they can;

- Effectively identify all types of unexpected behaviour and/or bullying
- Record and report incidents of unexpected behaviour and/or bullying swiftly and accurately
- Effectively teach 'Bullying' and 'Online Safety' as part of the PSHE / RSE and Computing curriculums
- Keep pupils and themselves and others safe, including online
- Effectively meet the needs of the pupils at the school
- Understand how SEND and mental health needs impact behaviour

All staff training is recorded in a log held by the Headteacher and reported to Governors periodically.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including periods of withdrawal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching of possessions and confiscation

The data will be analysed termly by the Behaviour Managers and presented to the school's Governing Body. Any trends or patterns will be investigated to see if any further intervention is required, in order to support the behaviour of individuals or groups.

The school will also 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 pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the board of governors.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding including Child Protection Policy
- Keeping Children Safe in Education- September 2022
- E-Safety Policy
- Staff Handbook / Code of Conduct

Appendix 1: ERIC Strategy



Children who earn their Bronze, Silver or Gold Awards are presented with them, by the Headteacher, in a celebration assembly. Their names are shown on Headteacher's half-termly newsletter to parents and photographs are displayed on the television screen in the school foyer.

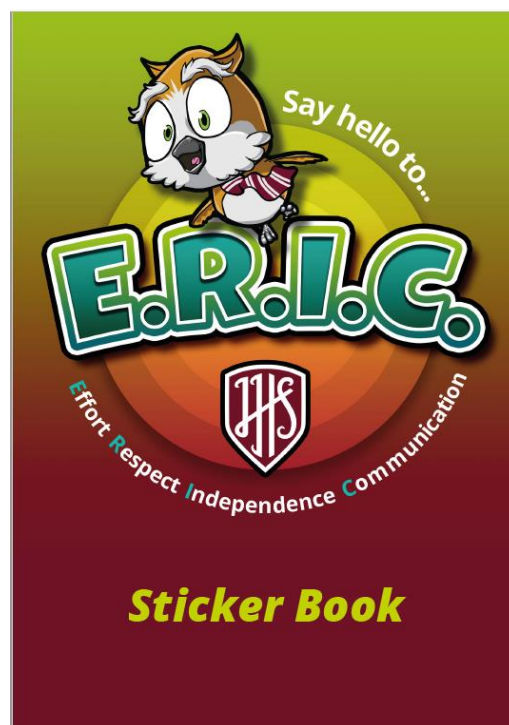
We also present 'Exceptional ERIC' certificates to children who have been particularly commended for their exemplary behaviour.

Children earn stickers by demonstrating each of the ERIC values (E, R, I, C), which lead to them being awarded bronze, silver and gold ERIC certificates and badges to wear on their uniform. They each have their own personal sticker book.

For a Bronze Award, they must collect 4 of each ERIC sticker.

For a Silver Award, they must earn a further 5 of each ERIC sticker.

For a Gold Award, they must earn a further 6 of each ERIC sticker.



Appendix 2: Reporting of Unexpected Behaviour

All incidences of unexpected behaviour are reported on CPOMs, at <https://jotmanshall.cpoms.net/>



This alerts the Behaviour Managers and Senior Leaders, who review the report and decide if any further action is needed.

The level of behaviour determines who deals with the incident and any consequences that are given (see Appendix 3)

Level 1

- usually dealt with at time of incident by adult present, or
- referred to child(ren)'s class teacher to be dealt with
- may result in an in-school consequence.

Level 2

- escalated to Behaviour Managers
- behaviour may result in a letter home to inform parents, as well as an in-school consequence.

Level 3

- escalated to SLT / Headteacher
- behaviour may result in a letter home to inform parents, as well as an in-school consequence.

Any updates to incidences of unexpected behaviour are added to the reports on CPOMs as they become available.

Records of conversations with pupils about behaviour incidents and any conversations with other staff or parents are added to the incident reported on CPOMs.

Any letters sent to parents are also uploaded to the incident file.

Appendix 3: Levels of unexpected Behaviour

Unexpected Behaviour Levels – updated by The School Council - March 2022

Unexpected Behaviours that do not follow our school values		Level 1	Level 2	Level 3
Fighting		Playing rough games	Play fighting	Fighting – any hitting, kicking, stamping, jumping on, punching, strangling etc. (level 3 if serious).
Throwing Objects		Throwing objects	Throwing objects with intent to hurt or damage	Throwing dangerous objects
Unkind remarks		Unkind remarks and facial expressions	Inappropriate harassment, physical and verbal, including threatening facial expressions.	Racist, sexist, homophobic comments, or comments about disability. (All offensive comments are recorded in the Offensive Comments file).
Swearing			Swearing (including rude gestures)	Swearing or making obscene gestures at another person
Spitting			Spitting on the floor	Spitting at another person.
Not telling the truth.		Lying	Deliberate, false accusations.	
Not being respectful		Encouraging inappropriate behaviour.	Defiance and disrespect.	Running away from and ignoring instructions from an adult.
Biting		Biting someone by accident		Biting another person deliberately
Keeping safe around the school building		Playing in an area which children know they should not be in (including toilets) Running inside the school	Repeatedly playing in an area which children know they should not be in (including toilets) Accidental Damage of school property or property belonging to others, through uncontrolled behaviour.	Deliberate damage of school property or property belonging to others Stealing
School equipment and personal equipment			Threatening to hurt others, intimidation	Bullying (including cyberbullying)
Bullying		Provoking an argument	Bringing dangerous objects into school.	Bringing a very dangerous objects into school e.g. knife (this may result in exclusion)
Dangerous objects		Calling out Not starting work when requested. Coming off task during learning time. These behaviours will be dealt with through the traffic light system.		
Disrupting the learning of other children.			Continuing behaviour from level 1.	Continuing behaviour from level 2.
Remember our School Values.				

Appendix 4: Behaviour reporting to parents

Jotmans Hall Primary School
High Road, Benfleet
Essex SS7 5RG

Headteacher: Ms S Warnes
Chairman of Governors: Mr P Hodges

telephone: 01268 755456 fax: 01268 795604
email: admin@jotmanshall.essex.sch.uk
www.jotmanshall.co.uk



Behaviour Incident Reporting Sheet for Parent/Carers

To The Parent/Carers of: _____ Year: _____

Date of incident: _____ Level of Behaviour: 2 3

Time of incident: Playtime Lunchtime Classroom a.m. Classroom p.m.

Details of incident:

If you would like to discuss this incident further, please contact the school.

Please could you discuss this incident with your child and encourage them to follow the school rules and values.

We value your support with this, in order to promote outstanding behaviour in our school.



Yours sincerely

Mrs B Chapman / Mrs G Hinde
Behaviour Manager



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Registered office: Jotmans Hall Primary School, High Road, Benfleet, Essex SS7 5RG. V.A.T. number 121 8125 51

Appendix 5: Record of incident requiring physical intervention

 		Record of incident requiring physical intervention	
Pupil Name:	Location of Incident:		
D.O.B:	Date and time of Incident:		
Reporting Member of Staff:			
Justification for physical intervention: <small>(tick all that apply)</small>			
To prevent harm to self	<input type="checkbox"/>	Predicted harm prevented by physical intervention: <small>(e.g. bruising to pupil, incursions, destruction of property, 20 mins of geography lost for 15 pupils etc.)</small>	
To prevent harm to other children	<input type="checkbox"/>		
To prevent harm to adults	<input type="checkbox"/>		
To prevent damage to property	<input type="checkbox"/>		
To prevent loss of learning (see plan)	<input type="checkbox"/>		
Incident Form / Book Completed	Y/N	Name(s) of any staff witness:	Name(s) of any pupil witness:
Medical Treatment / Injuries	Y/N		
Damage to Property	Y/N		
Unresolved harm / details of damage to property (costs and details of harm to property and people including medical intervention):			
Triggers:			
Additional factors:			

Management:		Comments:	
How was the incident resolved?			
What were the consequences? Protective and Educational			
Has student reparation / de-brief taken place?		Y/N	
Has a staff de-brief taken place?		Y/N	
Has the Risk Management Plan been reviewed or updated?		Y/N	
Was there Police involvement?		Y/N	
Has there been Internal Exclusion / FTEX / PEX?		Y/N	
Primary de-escalation techniques used <small>(please state order in which they were used)</small>			
Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	
Number		Description of how technique was employed	
1			
2			
3			
4			
5			
Restraint techniques including sequence of techniques, time and staff involved:			
Time	Technique	Shape	Staff name
Duration of restraint:		Duration of whole incident:	
Is there any physical mark or harm caused by the use of the physical intervention?		Y/N	Details:
Has the pupil indicated that this was caused by the use of the physical intervention?		Y/N	Actions:
			•

Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)	Y/N	Details:
Incident reporting and monitoring		
Incident reported to: Head Teacher by:		
Parents / Carer informed by:	e	
Student wellbeing verified by:	e	
Staff wellbeing verified by:	e	
Incident form completed by:	e	
Verification of account of incident:		
Staff name	Staff signature	Date
Reporting staff name:		
Signature:		
Headteacher:		
Signature:		
Written confirmation to parent sent:		

Appendix 6: Reporting to parents – physical intervention

Jotmans Hall Primary School
High Road, Benfleet
Essex SS7 5RG

Headteacher: Ms S Warnes
Chairman of Governors: Mr P Hodges

telephone: 01268 755456 fax: 01268 795604
email: admin@jotmanshall.essex.sch.uk
www.jotmanshall.co.uk



Dear (parent / carer)

Further to our earlier telephone conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with (pupil). You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to (pupil's) behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of (pupil's) records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

Or

It is important that we continue to work together, going forward. I would like to invite you to a meeting to write / review a risk management plan for (pupil) and I can share more detail about the recent incident with you

Yours sincerely



BENFLEET TEACHING
SCHOOL ALLIANCE

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Appendix 7: written statement of behaviour principles

Everyone at Jotmans Hall Primary School has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations, including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Everyone at Jotmans Hall Primary has the right to be treated with respect and to feel happy and safe at school. All members of the school community have a responsibility to recognise and report potential incidences of bullying.

There is no 'hierarchy' of bullying. All forms of bullying are taken equally seriously and consistent, prompt action is taken when reports of bullying have been made. This also takes into account any special educational needs and disabilities.

Pupils are taught that they have a right to be heard and that their views / perceptions of bullying incidences are valid and worthwhile.