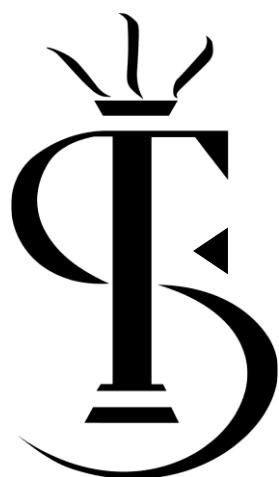


SOUTH FARNHAM SCHOOL

The Continual Pursuit of Excellence



BEHAVIOUR

POLICY

REVIEW: ANNUALLY

LAST REVIEW DATE: 2024

BEHAVIOUR POLICY

PART ONE – DISCIPLINE

This is a statement of the aims, principles and strategies relating to behaviour in our school. It was developed through a process of consultation with teaching staff and governors. The policy will be reviewed annually.

The ethos and culture within the school reflect its aims and, as such, the emphasis is upon instilling in pupils a sense of self-discipline. Pupils are expected to always behave sensibly and safely, showing good manners and courtesy towards adults and peers in order to prepare them for later life.

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 next steps following the 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
- Promote the understanding of behaviour as a form of communication

LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

INTRODUCTION

Children will respond to positive encouragement and will, in general, behave more appropriately if they are given responsibilities and understand that they a vital part of the school community so they develop a sense of pride about the school they go to. It is important to note that there are few specific rules, primarily concerned with ensuring the safety of the child, and that no form of discrimination is tolerated. Children are enabled to build and maintain trusting relationships with adults to feel safe and understood. Children are expected to show respect to everyone, including those individuals with protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Whenever possible staff will encourage good behaviour and celebrate it with the whole class or groups of children.

OUR BEHAVIOUR CURRICULUM

High expectation of the children is an important part of developing self-discipline and intrinsic motivation. The children reflect the attitudes, values and moral code of those they trust and respect. Teachers, and other adults in the school, play a very important part in a child's development by setting the highest possible standards of behaviour and by showing their commitment to the ethos of the school. Children will learn from observing how adults behave towards each other as well as how they respond to the children.

As well as the ethos of the school, the curriculum will also cover aspects of how children should behave and develop into well rounded individuals. For example, our school's Relationship, Sex and Health Education (RSHE) curriculum alongside the Personal, Social, Health and Economic Education (PSHE) will explicitly teach and support the children in more safeguarding risks (including online), issues of consent, what constitutes a healthy relationship and how to access support.

Pupils are expected to:

- Behave in an orderly and self-regulated way
- Show respect to members of staff and each other
- Accept help and support in the form of coregulation
- In class, make it possible for all pupils to learn
- Move quietly 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

ROLES AND RESPONSIBILITIES

The South Farnham Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the South Farnham Governing Body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of 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

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Building, maintaining and repairing relationships with all pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Exercising professional curiosity when interacting with pupils.
- Through positive noticing, 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Child Protection Online Management System (CPOMs)

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

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, while 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.

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 values, key rules and routines
- The pastoral support that is available to them to help them meet the behaviour standards

RESPONDING TO BEHAVIOUR

All staff are responsible for setting the tone and expectations for positive behaviour within our school. Relationships with teachers and teaching assistants are vital to proactively manage behaviour. To develop and maintain good relationships staff will, but not limited to, do the following:

- Create and maintain a safe and stimulating environment that encourages pupils to be engaged
- Model and foster the school culture and values by having high expectations

- Develop and maintain a positive relationship with pupils, which may include:
 - (1) Greeting pupils in the morning/at the start of lessons
 - (2) Establishing clear routines
 - (3) Communicating expectations of behaviour in ways other than verbally
 - (4) Highlighting and promoting good behaviour
 - (5) Concluding the day positively and starting the next day afresh
 - (6) Having a plan for dealing with low-level disruption
 - (7) Using positive reinforcement
- Engage with parents so the child sees a partnership with school and home

When there is a breach of school rules teachers will carry out the appropriate actions set out below:

- A warning and reminder of the expectations for behaviour
- A sanction
- Removal of privilege
- Involvement of Year Leader/SLT
- Parental involvement

When there is a serious breach of school rules teachers will refer to the Deputy/Headteacher and this could result in the policy for Suspensions and Permanent Exclusion being implemented.

Children should always feel that they are valued and respected in all situations to minimise shame, especially when more formal sanctions are occurring, and have the opportunity to repair and rebuild affected relationships afterwards.

MONITORING AND EVALUATING BEHAVIOUR

At South Farnham we use a CPOMs to record and review all behaviour incidents within the school. The school will use CPOMs to collect data on the following:

- Behavioural incidents (verbal/aggressive/bullying/online/physical/prejudice-related/property abuse)
- Attendance
- Suspensions and Permanent Exclusions
- Special Educational Need or Disability (SEND) support
- Communication with parents or outside agencies.

RESPONDING TO BEHAVIOUR FROM PUPILS WITH SEND

The school recognises that pupils' behaviour may be impacted by 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 plan (EHCP), 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 for behaviour, and put in place support to prevent incidents from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of such measures are listed, but not limited to, below:

- Having an SSA or EHCP plan set out to help reduce triggers
- Having SEND Hot Topic training for staff to help support their understanding in the specific areas
- Use of the Den at break and lunch to help regulate behaviour and provide a calming environment.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT

In the school's approach to 'it could happen here' 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 disclosure
- Carrying out risk assessments, where appropriate, to help determine whether to:
 1. Manage the incident internally
 2. Refer to early help
 3. Refer to children's social care
 4. Report to the police

BEHAVIOUR POLICY

PART TWO - ANTI-BULLYING

AIM

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

WHAT IS BULLYING?

Bullying is actions that are intended to be hurtful and which happen on a regular basis (Several Times On Purpose). The acronym 'STOP' is used by staff in order to help them identify if an incident is considered to be bullying, as opposed to 'falling out' with a friend or relationship issues.

Bullying can be:

- Physical (e.g. hitting, kicking, theft etc.)
- Verbal (e.g. persistent name calling, racism etc.)
- Social (e.g. spreading rumours, excluding from social groups etc.)
- Sexual (e.g. explicit sexual remarks, unwanted physical attention or inappropriate touching)
- Prejudice or discriminatory (e.g. Taunts, gestures or physical abuse focused on a particular protected characteristic)
- Cyber-bullying (via technology or social media)

Children may display some behaviours of bullying, which are not considered to be bullying because they do not meet 'STOP' criteria. These behaviours are still dealt with very seriously and will follow the sanctions listed earlier in this policy.

STAFF RESPONSIBILITIES

If a staff member suspects that a child is being bullied, they need to immediately speak to a member of SLT. This member of SLT will either do or instruct the staff member to do the following:

- Implement procedures to confront bullying of any form
- Listen to all parties involved in incidents
- Investigate incidents promptly and keep a detailed record on CPOMs
- Share with parents of the victim and bully, incidents of serious and /or persistent bullying
- Promote the use of a range of learning styles and strategies which challenge bullying behaviour
- Promote the use of interventions which are least intrusive and most effective.

SIGN AND SYMPTOMS

A student may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, lunch hall

- is unwilling to go to school
- becomes withdrawn, anxious, or lacking self-esteem
- changes in behaviours
- emotional

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

PROCEDURES

- Report bullying incidents to SLT
- Once a bullying accusation has been made, a record will be recorded on CPOMs
- In particular cases parents should be informed and will be asked to come into a meeting to discuss the problem
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the perpetrator change their behaviour
- If necessary and appropriate, police will be consulted

OUTCOMES

- The perpetrator may be asked to genuinely apologise. Other consequences such as those in our behaviour policy may take place
- ELSA intervention is considered
- Involvement of external agencies
- Liaison with parent/carer/social worker
- In serious cases, suspension or even permanent exclusion will be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.