



# Blanche Nevile School

## Behaviour Policy

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## **Vision and Aims at Blanche Nevile School**

At Blanche Nevile School the child is at the centre of our philosophy to create a safe, positive and effective learning environment in which all members of our community are respected. We have high expectations of children's social, emotional and academic development.

We believe that effective communication, praise, celebration of success and quality teaching and learning will enable each individual to reach their full potential.

### **Aims for our children:**

- Develop fluency of language (English and/or British Sign Language)
- Develop Proficiency in Literacy (English)
- Ensure high expectations of each pupil to enable them to reach their potential in all areas of their development
- Develop a positive self-image and identity
- Develop emotional understanding, resilience and awareness
- Develop social communication skills with deaf and hearing peers and adults
- Celebrate and value all successes

We believe that teaching and learning will not be effective unless there is an environment that is calm, happy and safe and there is a strong culture of trust. Our Behaviour Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement.

## **At Blanche Nevile School we understand that**

- All behaviour serves a function, including communication, emotional regulation and/or satisfying a sensory need.

- Children's behaviour is most influenced by the actions of adults they encounter in their lives.
- When a child is distressed or anxious, their ability to process language and effective communication can become impaired or lost. It is important for language and effective communication to be kept at a minimum when managing behaviour.
- Our children are sometimes inconsistent in their approach and in their use of language, or communication. It is therefore vital that all adults working with a child are consistent in their approach and in their use of language.
- All adults working with a child must be aware of the particular strategies agreed to manage that child's behaviour and apply them consistently.
- It is the role of all adults in a child's life to work together to establish reasons behind behaviours and develop strategies to support the child at times when they may be finding situations challenging.

### **Objectives**

- To have agreed behaviour management procedures which are known to all staff.
- To have a defined structure for behaviour management to support staff, which incorporates rewards, sanctions, procedures, behaviour requiring special behaviour management and working with Governors and Parents /carers.

### **Whole School Responsibilities**

#### **Governors and School**

- Ensure the whole service and school community has access to and follows the Behaviour Policy which outlines appropriate measures to ensure good order, respect and discipline.
- Promote the Equality & Accessibility Policy to ensure no one is discriminated against on the basis of protected characteristics, and that it promotes good relationships between different communities.
- Ensure staff understand their disciplinary authority boundaries and receive necessary professional development on behaviour strategies.
- Support, praise and reward pupils' good behaviour.
- Apply sanctions in a fair manner which are consistent, proportionate and reasonable – taking into account SEN, disability and the needs of vulnerable children, offering support as appropriate.
- Take all reasonable measures to make sure staff and pupils are protected and that the wellbeing of staff and pupils is monitored, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- Ensure staff are professional at all times and follow the code of conduct.
- Promote positive behaviour by leading by example.
- Keep key staff members e.g Tutor group, class teams informed of pupil's behaviour.

- Support a culture of respect by supporting all staffs' authority to sanction inappropriate or dangerous conduct by pupils.
- Ensure Governors and the Headteacher follow our Safeguarding and Child Protection Policy and Procedures and Haringey Guidelines to deal with allegations of inappropriate behaviour against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
- Develop staff skills in managing behaviour through CPD opportunities as needed.

## **Pupils**

Pupils will be expected to:

- Attend school regularly
- Arrive on time to lessons
- Be good role models on and off-site
- Wear appropriate clothing
- To wear assisted listening devices, where appropriate
- Show respect and care to all school staff, pupils, school visitors, school property and the school environment.
- Bring the right equipment for lessons
- Complete all class work and homework to the best of their abilities and submit it on time
- Comply with school rules and accept sanctions in an appropriate way.
- Follow reasonable instructions by school staff and professionals visiting the school.
- Follow the Blanche Nevile Classroom Charter displayed in every secondary classroom (See Appendix A)
- Follow the classroom rules agreed by individual primary classes displayed in classrooms.
- Follow the Blanche Nevile Communication Charter displayed in every secondary classroom (See Appendix B).

## **Staff**

Staff will be expected to:

- Arrive on time and fully prepared to their lessons
- Promote positive behaviour through active development of pupils' social, moral, spiritual, emotional skills and celebrate pupils' achievements
- Ensure that all staff model good behaviour and leadership
- Promote and reinforce positive behaviour in the classroom adapting their approach to meet the needs of all
- Encourage all pupils to take responsibility for their own learning
- Deliver suitably planned and structured lessons which meet all needs of pupils
- Deal with incidents of inappropriate behaviour by following the Behaviour Policy guidelines
- Follow the Restorative Approach to Behaviour
- Uphold Classroom Charter/Rules
- Follow the Professional Code of Conduct

- Work closely with parents in matters of behaviour management
- Apply sanctions fairly and consistently taking into account communication needs / modality, SEN, disability and the needs of vulnerable children and offer support as appropriate

### **Parents/Carers Responsibility**

Parents/Carers will be expected to:

- Support the school's Behaviour Policy
- Work in partnership with staff to ensure good behaviour
- Ensure their child attends school regularly throughout term time and inform the school of any absences
- Where appropriate, ensure pupils' assisted listening devices are fully charged and brought to school every day.
- Ensure that as far as possible medical and dental appointments are made out of school hours
- Avoid taking their child on holiday during school term time
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work
- Support the completion of homework
- Work with the school to support their child's positive behaviour and attend parents/carers consultations and any other meetings as requested by school staff.

### **Statement of General Behaviour Principles**

- Everyone is responsible for their own behaviour
- All pupils have the right to feel safe and secure while at school and the right to experience a learning environment which is not persistently disrupted by poor behaviour of others.
- All members of the school community are expected to treat each other with courtesy, respect and dignity. Every attempt will be made to promote Deaf identity, self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- High standards of behaviour are expected in lessons and towards all staff including administration, site management services, support, cover, new and inexperienced staff as well as all visitors and professionals.
- Pupils' attitudes should be consistently positive towards learning and all teachers should be free to teach without disruption.
- The school will aim to produce pupils with high levels of engagement, collaboration and cooperation with excellent attitudes to learning, enabling lessons to proceed without interruption.
- Positive recognition will be given to pupils who meet the school's expectations, who give their best or show significant improvement.
- Regular monitoring should take place to ensure fairness for all.
- The social, emotional and behavioural difficulties faced by our pupils are acknowledged and wherever possible, help and support is given to them. The purpose of this help and support is to enable them, over time, to meet the principles of this policy.

- Pupils are expected to recognise their responsibility for the good reputation of the school and maintain high standards of behaviour in the area around the school, on the way to and from school and when taking part in school activities off site.

### **DfE Guidance and Advice**

**Behaviour in schools : advice for headteachers and school staff September 2022** provides advice on behaviour in schools and the related legal duties of headteachers, and members of staff. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

### **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
  - under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- and
- if a pupil has an Education, Health and Care 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 any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find 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. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

### **Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)**

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

In 2018 an Upper Tribunal judgement found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. This does not necessarily mean that a disabled child will be exempt from sanction.

### **Behaviour for Learning in the Classroom**

At Blanche Nevile, our aim is to foster a safe learning environment in which all pupils are expected to behave appropriately and be given opportunities to work independently and in groups to their best ability.

- Staff should offer consistent communication when carrying out behaviour management, paying attention to both body language and communication. All staff need to be aware of an agreed approach which is being used for individual pupils. This needs to be shared with all staff through team meetings, and school staff meetings. An individual support plan can be created and shared with staff.

- Pupils need to be aware of both school rules and class rules and understand acceptable standards of behaviour.
- When referring to school rules staff will use the positive rather than the negative e.g. instead of “stop running down the corridor” staff will say and sign “I need you to walk”.
- It is necessary to adopt a team approach when dealing with behaviour; class teams need to ensure that there is continuity and above all, consistency.
- Pupils should be given the opportunity to discuss behavioural issues and participate in problem solving with resolution. This includes allowing and enabling pupils to express themselves appropriately. Opportunities are given through activities such as role play through the curriculum to recognise and practise positive behaviours, developing understanding, empathy, trust and restorative justice techniques help understand each other’s points of view.
- Classroom management is integral to behaviour management. It is important that classrooms are calm, have well established routines and class rules. There should be sufficient resources and equipment to ensure that the learning environment is stimulating. Class groupings and the management of individuals within groups is also an important factor to consider.

Teachers should seek to identify the underlying cause of behaviour (for example an unmet education need) and put in place measures to address the cause, to prevent the behaviour from reoccurring. This allows ‘triggers’ for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening and ensures that pupils who are displaying challenging behaviour because of an underlying educational need are not discriminated against. **This is at the centre of every individual support plan.**

### **Rewards and Praise**

At Blanche Nevile, we are committed to promoting, celebrating and rewarding achievement. We celebrate diversity and encourage pupils to share their talents inside and outside of the school community.

We reward effort and encourage progress and recognise achievement in all areas to ensure good behaviour around the school.

At Blanche Nevile School we offer a variety of rewards to encourage and promote good behaviour and learning, these are:-

- verbal and non-verbal praise from staff
- Stickers
- Certificates in celebration assemblies - Wonderful Work and Shining Star
- Positive feedback in books and folders (written and stamped)
- Subject displays around the school to celebrate work by pupils
- Promote achievements on the school website and through social media



- School Assemblies
- House System which recognises the achievement of individuals as well as team effort and contributes to the life, ethos and values of the school.
- Newsletters

### **Consequences and Sanctions**

At Blanche Nevile School rules are clear and pupils understand that breaches of the rules and unacceptable behaviours have consequences.

Unacceptable behaviours may include:

- disrupting other pupils' learning
- damaging property
- truancy
- fighting
- answering back, unacceptable language or swearing
- any form of aggression
- racist or homophobic comments
- stealing
- bullying or making unkind remarks
- using media in an unacceptable way
- bringing drugs or any drug paraphernalia onto the school site
- bringing any offensive weapon onto the school site

We use a graduated response based upon the nature of the situation.

It is acknowledged that the initial responsibility for dealing with pupil behaviour is with the class teacher and the tutor. Incidents are addressed through a one-to-one discussion with the tutor/class teacher which is then recorded onto SIMS. If there are consistent concerns with a particular pupil, an Individual Support Plan may be issued and monitored with an agreed time specification.

Any serious incidents of a racist, homophobic or bullying nature are reported to the Head teacher and recorded onto My Concern/SIMS. A serious incident can result in either a removal from lessons on school site or a suspension from school. A back-to-school meeting will always follow an external suspension with Parent/Carer, pupil and Headteacher.

On the very rare occasions a pupil's behaviour is deemed to be so serious or present such a risk to the safety of others as to merit police involvement, the Headteacher and SLT will liaise with the local police.

At Blanche Nevile we believe that once a situation has been addressed it is important for the pupil to know and understand that the incident is over and the opportunity to start over is made available to them.

This process is shared with pupils in the most appropriate way in assemblies.

At Blanche Nevile we use restorative justice and social stories to give pupils the opportunity to understand the reasons why their behaviour is unacceptable.

We share a leaflet explaining restorative justice with parents/carers. (See Appendix C)

### **Searching and Confiscations**

Before screening or conducting a search of a pupil, it is vital that we consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

The Headteacher and staff authorised by them, have a statutory power to search pupils and their possessions (e.g. clothing, bags or lockers) without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. A staff member carrying out a search can confiscate anything which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school, at a time deemed safe to do so.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### **Use of reasonable force:**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

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. Members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Positive Handling Intervention**

If preventative measures are not successful or unfeasible and if the person is in danger of hurting themselves or others, approved positive handling interventions may be used in an emergency. Such interventions are only used when all other methods of intervention have been explored e.g. non-escalation and de-escalation strategies and non-harmful methods of control and containment.

Identified staff are trained in the law and regulations that may require a physical intervention under the duty of care. After any intervention, appropriate support is provided to the individual, other people who witnessed the incident and staff involved.

Interventions are recorded and include:

- Description of the behaviour and situation
- Names of persons involved in the intervention
- The positive handling techniques used
- Time commenced and terminated
- Outcome and resolution

The use of physical intervention is monitored and audited.

Any intervention is terminated immediately if the individual demonstrates any signs of distress.

No physical intervention will be used if there is a medical contraindication.

### **Suspension and permanent exclusions:**

Please see our Suspension and Permanent Exclusion Policy.

### **Links with other policies:**

This policy is linked to our:

- Suspension and Permanent Exclusion Policy
- SEND Policy and Information Report
- Equality & Accessibility Policy
- SEND Policy and Information Report
- Safeguarding and Child Protection Policy
- Online Safety Policy

## Appendix A



# Our School Charter

- We want Blanche Nevile to be a fair and happy place.



So we promise to...

- Arrive to our lessons on time



- Focus and listen to all adults



- Keep classrooms tidy



- Help each other



- Be kind and friendly



- Be positive



- Try our best



- Respect ourselves and each other



- Be patient



- Be happy and have fun!



## Appendix B



<b>Bilingual Best Practice: Classroom teaching and assemblies</b>
We use one language in its full form - spoken English or BSL
We voice over when BSL users communicate and We sign spoken communications
We use pupils' preferred modes of communication
Pupils are placed appropriately for whole group teaching
We prompt pupils to focus on the appropriate language input (spoken English or BSL)
We remind pupils to use radio aids where appropriate

<b>Bilingual Best Practice: small group work, 'listening work' or 'reading aloud'</b>
We use pupils' preferred modes of communication
We use good models of spoken English
We give pupils the opportunity to practise listening only (no BSL)
We use good models of BSL
We give pupils the opportunity to experience other means of sign expression e.g. visual vernacular (VV)

Appendix C



What are Restorative approaches?

*'Creating positive outcomes from negative behaviour'*



# BLANCHE NEVILLE SCHOOL

**The best of both worlds  
for deaf children**



## *How do restorative approaches benefit my child and school?*

Restorative approaches help develop a happier school where the focus is on learning, not conflict. We endeavour to create a school community where Every child feels safe and respected, enjoys coming to school and is confident that when things go wrong we will do everything we can to help put it Right.

Restorative approaches help encourage pupils to help think about how their behaviour has affected others. It helps children to develop respect, responsibility and honesty.

## *About Restorative Language*

When our pupils find themselves in conflict or upset we will ask them:

- What happened?
- What were you feeling when it happened?
- What do you feel about it now?
- What needs to happen to put this right?
- What will you do differently next time?

We might also say to our pupils:-

- What would you think if this happened to you?
- What other choice could you have made?
- How could you make sure this doesn't happen again?