

Governing Body Behaviour Policy Statement

Responsibility for document:	Governing Body
Approval date:	Summer 2023
Review date:	Summer 2024

This document should be read in conjunction with the following documents: -

- DJS Positive Behaviour Policy
- DJS Exclusion Policy
- DJS Governors' Written Statement on Behaviour Principles

We have a duty of care to provide a safe environment for all staff, pupils and visitors to Denmead Junior School. Behaviour that puts this at risk, will be appropriately dealt with to address this behaviour and to prevent recurrence of this behaviour in the future.

No staff, visitors or children should be subjected to targeted, physical, or verbally aggressive behaviour regardless of circumstance. School property should also not be the subject of targeted and deliberate damage.

All adults at DJS will act with integrity and will follow or be attempting to follow school policy, guidance, or specific approaches. Therefore, when incidents are reviewed, there may be lessons learnt by all parties. However, this does not excuse any physical or verbally aggressive behaviour, or damage to school property.

Any significant acts of negative behaviour, outside the confines of a 'physical intervention' situation or beyond a child's 'safe space', will result in an immediate sanction, regardless of circumstance. Any sanction given will reflect the seriousness and unacceptable nature of the behaviour but will also take into consideration the needs of the child.

Should such events occur on multiple occasions then this will result in further sanctions. The school reserves the right to consider a permanent exclusion from school in order to fulfil its duty of care.

Significant acts of negative behaviour at DJS are defined as follows:

1. Any incident where an adult is hit, or the intent was to hit by direct physical contact or by a thrown object is a **red line**.
2. Any incident where an adult continues to be threatened with verbal or physical aggression following verbal warnings is a **red line**.
3. Significant, deliberate damage to any school property or equipment is a **red line**.
4. Any incident where a child is attacked in an unprovoked or disproportionate manner is a **red line**.

Persistent Disruptive Behaviour

The persistent disruptive behaviour of a child, following the school's reasonable adjustments, which adversely affects the learning of others is unacceptable. The persistent negative behaviour cannot be allowed to continue in class. This is likely to result in education beyond the classroom and away from working directly with the class until appropriate behaviours and coping strategies can be successfully adopted.

Sanctions

The 'red lines' will apply to all children and there will always be a sanction for breaking them, however the sanctions that may be imposed are likely to be different depending on whether a child does or does not have additional needs. Children with additional needs for this purpose are identified as having SEMH needs (whether diagnosed or otherwise).

For children without additional SEMH needs there will be an external exclusion for breaking one of the red lines.

For children with additional SEMH needs there may be an exclusion. However, their sanction may take the form of lost time such as 'choose time', 'reward time' or 'break time'. Although any acts of significant negative behaviour will not be tolerated, we recognise that those children with significant SEMH needs find it the most difficult to regulate their emotions and struggle to not act impulsively. If the level of the 'significant behaviour' compromises the continued safety of others, then exclusion is likely to occur.

Permanent exclusions

Repeated acts of significant negative behaviour, as outlined above, may result in a permanent exclusion, following school policy.

The school may also implement a permanent exclusion for a single serious incident.

Re-Integration

Following a fixed term exclusion, if there is no risk assessment and IBMP (Individual Behaviour Management Plan) for the child, then one will be written. If one is already in place, then it will be reviewed. Once the risk assessment has been written or reviewed, then it will be shared with parents or carers and relevant staff. Following this, the child will return to school by agreement with the Head Teacher.