



“Working together to fulfil potential”

# Behaviour Policy

## Document Control

Document Name	Behaviour Policy
Document Author	Kate Stokes – Head Teacher
Policy Number	13
Last Issued Date	September 2024
Next Review Date	September 2025
Ratified By	The Governing Board:
Dissemination /Target Audience	All Staff & Governors

## Version Control

Date	Version	Updates/Changes
September 2024	1	Developed/adapted from model policies on The School Bus and The Key.

- 1. Statement of Intent – Behaviour Principles and aims**
- 2. Legal Framework**
- 3. Definitions**
- 4. Roles & Responsibilities**
- 5. Behaviour Curriculum, Effective Classroom Management and The Classroom Environment**
- 6. Responding to Behaviour**
- 7. School Systems**
- 8. Sanctions**
- 9. Reporting Procedures**
- 10. Effective pupil Support**
- 11. Responding to pupils with SEND/SEMH**
- 12. Transition**
- 13. Sexual Abuse and Harassment**
- 14. Prohibited items, Searching and Confiscation**
- 15. Training and Support**
- 16. Monitoring and Review**

## 1. Statement of Intent – Behaviour Principles and Aims

1.1. At James Brindley Community Primary School, we believe that high standards of behaviour lie at the heart of a successful school, enabling children to make the best possible progress in all aspects of school life.

1.2. Our relationships and approaches are underpinned by the school values of **respect, resilience and responsibility**; and the principles of justice, equality, fairness and consistency.

1.3. In order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We have thus agreed these general principles in relation to behaviour in our school:

### A right to feel safe

- Every member of our school community deserves to feel safe, respected and able to work in a calm and orderly environment.
- There is mutual respect between staff and pupils; pupils and peers; staff and colleagues, and staff and parents.
- The important role that families play in our school is valued and we work to build positive partnerships.
- The school community will be aware of risks to children, and be alert to changes in behaviour. Pupils' resilience to risk and change will be developed through a positive whole school ethos.

### High Standards of behaviour

- Pupils will be supported to understand how to behave appropriately, and offered strategies and support to allow them to achieve this.
- Expected behaviours will enable all pupils to '*work together to fulfil their potential*' and all staff to teach and promote good learning without interruption.
- Examples of appropriate behaviour will prepare pupils for life beyond school, allowing them to become positive members of the wider community.
- Staff will model

### Inclusivity and Equality

- All members of the school community are free from discrimination and bullying.
- Procedures will seek to safeguard vulnerable pupils, particularly those with SEND.
- Support and reasonable adjustments will be in place to meet individual needs.
- We will work with partners and outside agencies to enhance the support on offer in school.
- All pupils will be treated with respect, regardless of their own conduct.

### Consistent Management, including reward and sanctions

- School rules are applied fairly and consistently across the school by all staff.
- School rules and behaviour expectations are clearly explained to all stakeholders, so that staff have the confidence to apply rules appropriately.
- A culture of praise and encouragement will be promoted, in which all pupils can achieve and rewards will be given where necessary.
- Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

- Parents/carers are encouraged to support their children's education, by helping them understand their responsibilities during their time in school, in the wider community and in preparation for life after school.
- We will support the whole school community to understand what we are trying to achieve and how we intend to do this.

1.4. This policy therefore 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; defining what we consider to be unacceptable behaviour, including bullying and discrimination.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management.

## 2. Legal Framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- *Education Act 1996*
- *Education Act 2002*
- *Education and Inspections Act 2006*
- *Health Act 2007*
- *The School Information (England) Regulations 2008*
- *Equality Act 2010*
- *Voyeurism (Offences) Act 2019*
- *DfE (2013) 'Use of reasonable force'*
- *DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'*
- *DfE (2018) 'Mental health and behaviour in schools'*
- *DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'*
- *DfE (2023) 'Keeping children safe in education 2023'*
- *DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'*
- *DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'*
- *DfE (2024) 'Mobile phones in schools'*
- *DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'*

## 3. Definitions

3.1. For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour, which may cause harm to oneself or others; damage the reputation of the school within the wider community; and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – the repetitive, intentional harming/harassment of one person or group by another person or group, where the relationship involves an imbalance of power due to personal abuse or persistent actions which humiliate, intimidate, frighten or demean.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

3.2. For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

3.3. “Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour and at the discretion of the school Senior Leadership Team.

#### 4. Roles & Responsibilities

Everyone within our school community has a responsibility for maintaining high standards of behaviour and supporting the implementation of this policy.

4.1. **The Local Governing Board** is responsible for monitoring this behaviour policy’s effectiveness and holding the Head Teacher to account for its implementation.

4.2. **The Head Teacher and Senior Leaders** are responsible for:

- leading a school culture that encourages positive behaviour and tackles misbehaviour effectively;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- determining the school rules and any disciplinary sanctions for breaking the rules, and monitoring how the school manages behaviour - responding accordingly;

- monitoring how effectively staff are implementing this policy;
- ensuring that rewards, sanctions and other methods for managing behaviour are implemented fairly and consistently;
- ensuring that behaviour is managed in line with legislation on safeguarding, equal opportunities and other statutory requirements;
- ensuring that all staff are keeping records about behaviour, in line with the stated requirements;
- reviewing data to ensure that no groups of pupils are being disproportionately affected by this policy and analysing data to evaluate the effectiveness of the school in managing behaviour and to identify any areas for further improvement;
- 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.

**4.3. The Senior Mental Health Lead** will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy; how staff are supported with managing pupils with SEMH-related behavioural difficulties; and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with any SEMH Policies.

**4.4. The SENCO** will be responsible for:

- Collaborating with the Local Governing Board, Head Teacher and the Senior Mental Health Lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**4.5. Teachers and Staff** will be responsible for:

- creating a calm and safe environment for pupils;
- modelling expected behaviour and positive relationships;
- establishing and maintaining clear boundaries of acceptable pupil behaviour;
- considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- implementing the behaviour policy consistently;
- providing a personalised approach to the specific behavioural needs of particular pupils by planning and reviewing support in collaboration with parents, the SENCO and, where appropriate, the pupils themselves;
- aiming to teach all pupils the full curriculum, whatever their prior attainment, by planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum;
- challenging pupils to meet the school's expectation;

- not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour;
- developing effective communications with parents, ensuring that they feel included in their child's educational experiences;
- recording behaviour incidents promptly and as determined in the policy.

#### 4.6. **Parents** will be responsible for:

- supporting their child in adhering to the school rules and reinforcing this at home;
- informing the school of any changes in circumstances which may affect their child's behaviour;
- discussing any behavioural concerns with the class teacher promptly;
- taking part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions);
- raising any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- taking part in the life of the school and its culture;

#### 4.7. **Pupils** will be responsible for:

- their own behaviour both inside school and out in the wider community;
- reporting any unacceptable behaviour to a member of staff.

##### 4.7.1. 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

##### 4.7.2. Pupils will be supported to meet the behaviour standards; to develop an understanding of the school's behaviour policy and wider culture.

##### 4.7.3. 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.

## 5. **Behaviour Curriculum, Effective Classroom Management and The Classroom Environment**

5.1. Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff, where expectations are met, to acknowledge good behaviour and encourage repetition.

5.2. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly in the hall for assembly, or for lunch.

5.3. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour



5.4. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.5. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

#### 5.6. Classroom rules and routines

5.6.1. The school will have an established set of clear, comprehensive and enforceable classroom rules, which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

5.6.2. The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

5.6.3. The Head Teacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

5.6.4. Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

5.6.5. To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

5.6.6. Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

#### 5.7. The Classroom Environment

5.7.1. The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

5.7.2. Teachers will employ strategic seating arrangements in line with the school's approach to Collaborative Learning, to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

## 6. Responding to Behaviour

6.1. Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Respond to the quiet signal when used by any staff member.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### 6.2. Responding to Good Behaviour

6.2.1. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

6.2.2. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

6.2.3. Positive behaviour will be rewarded with:

- Verbal praise
- Stickers
- Communicating praise to parents/carers via written correspondence
- Certificates of achievement and merit, prize ceremonies or special assemblies
- House points for ending the day on 'the rainbow'
- House points for effort and positive learning behaviours and attitude in lessons and generally around school
- Whole-class or year group rewards, such as extended play times
- Termly 'fun sessions' for winning House Teams

6.2.4. **Celebration Assembly** will be the opportunity for us to celebrate both personal and academic successes. *Awards of merit* will be given to acknowledge and celebrate a specific aspect of learning. Children will receive a certificate to take home and a small prize. Their work and certificate will also be displayed over the next week in the hall, to inspire others to achieve.

*Golden Awards* will be awarded to those children who show resilience, respect and responsibility, and who show consistent motivation, their skills in collaboration, and those who aspire to learn and achieve. They will also receive a certificate to take home and display, and a 'Star Pupil' prize to collect each time

6.2.5. In Reception, children will receive 'pennies', which they can collect and then spend in the class shop. Pennies can be given for examples of good behaviour throughout sessions; and for being on the rainbow at the end of the day.

6.2.6. In Nursery, on reaching the end of the rainbow and the pot of gold, children will receive a prize.

6.2.7. All Class Teachers will enforce the same positive consequences around the school, to ensure our behaviour system is consistent for all children.

### **6.3. Responding to misbehaviour**

6.3.1. 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.

6.3.2. 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.

6.3.3. De-escalation techniques can be used to help prevent further behaviour issues arising. This may include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

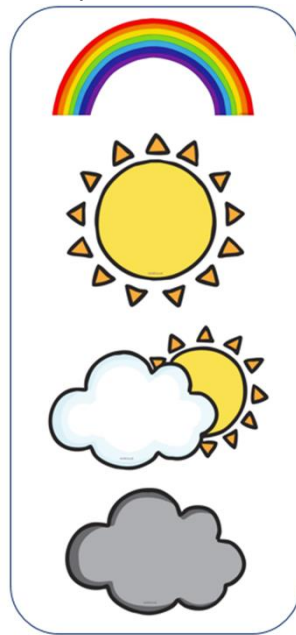
6.3.4. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.


6.3.5. Personal circumstances of the pupil will also 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. School Systems and Procedures**


7.1. We use a whole school approach to positive behaviour management, based on respect for all members of the school community – this is represented through the consistent use of our 'Sun & Rainbow system'.


7.1.1. A visual chart is displayed in all classrooms, as well as in other areas of the school where learning and/or extracurricular activities take place.







7.1.2. Every child starts the school day on the 'sunshine'  and should endeavour to remain or work their way back to this point over the course of the day.


7.1.3. A discreet approach will be taken if children are disrupting learning/not following behaviour expectations. If a child is not adhering to the behaviour expectations outlined in class (e.g. talking over the teacher during input, deliberately distracting/disturbing peers & team mates, failing to follow instructions) or during any school activity, they will be given a verbal warning to alter their behaviour.


7.1.4. If a child continues with the unacceptable behaviour and/or continues to disrupt the learning in class, after a verbal warning has been given, they will be moved immediately to the 'Shaded Sun' . No further verbal warning will be given.

7.1.5. When a child chooses to change their behaviour and responds appropriately, they will be moved back to the 'Sunshine' .


7.1.6. If a child continues further with the behaviour and/or continues to disrupt the learning in class, after being moved to the 'Shaded Sun' , they will be moved immediately to the 'Black Cloud' . No further verbal warning will be given. This is the final opportunity to make the necessary changes to behaviour.

7.1.7. When a child chooses to change their behaviour and responds appropriately, they will be moved back to the 'Shaded Sun'  or the 'Sunshine' , at the teacher's discretion, dependent on the situation.

7.1.8. If the behaviour continues once a child has been moved to the 'Black Cloud'  , and they are not responding appropriately to the system, then they will receive a 'time out detention' .

7.1.9. The expectation is that a child will make their way back up the system by choosing to modify their behaviour. **Teachers must ensure** this is achievable and actively seek to support a child to make their way back to the 'Sunshine'  , within the same session if possible.

7.1.10. As part of this positive behaviour system, NO child is to be sent out of lessons (including PE) to another teacher, unless they are unsafe in their behaviour.

7.1.11. Children who display exemplary behaviour will be moved to ' the rainbow'  .


## 7.2. EYFS procedures

7.2.1. In the EYFS, we use positive praise as an incentive for good behaviour. The 'Sun and Rainbow' system is also used in line with the rest of the school but has been adapted to be age appropriate.

7.2.1.1. In Reception, children follow the same whole school system to deal with unacceptable behaviour but have developed an individual reward incentive to support behaviour management.

7.2.1.2. Nursery, children have the opportunity to make 'jumps' along the rainbow to the pot of gold.






They may be moved to the 'Shaded Sun'  however, if they require 'thinking time' following incidents of misbehaviour.


7.2.2. If children work their way through the respective system and continue with disruptive behaviour, or display aggression towards other children, a time out system is also used – similar to the rest of the school. The length of time out is 1 minute for each year of life.

7.2.3. All staff must follow the EYFS Procedures – including during Wraparound Care. Children will complete timeouts within these environments and are not to be sent to EYFS Staff.

## 7.3. Lunchtime Procedures and Welfare Staff

7.3.1. The 'Sun and Rainbow' system must also be used outside during lunchtime.

7.3.2. Staff will have a visible lanyard displaying the chart, which they can then reference and indicate to children when they are 'moved' to  or  . Children must be given the opportunity to modify their behaviour and move back to 'Sunshine'  .

7.3.3. If a child has been 'moved' on the chart, welfare staff must **discreetly** inform the class teacher at the end of lunchtime, as this will continue into the afternoon session until a child has moved back to  .

- 7.3.4. If a child is given a time out during lunchtime, welfare staff must inform Miss Smith (Welfare Supervisor), who will inform parents on their behalf. If there is sufficient time in the lunchtime break, children will complete a time out immediately and should be escorted to the school hall by Miss Smith.
- 7.3.5. It is the responsibility of Welfare Staff to communicate any behaviour incidents with the Welfare Supervisor, who can log the incident on CPOMs, at a suitable time that day, and liaise further with teachers if needed.
- 7.3.6. Should an incident arise, involving relatives of Welfare Staff, the Welfare Supervisor would then become responsible for managing this behaviour to ensure fair and consistent application of the policy.

## **8. Sanctions**

8.1. For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

8.2. The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

### **8.3. Time out Detentions**

8.3.1. A detention is a period where the pupil is required to remain under supervision of school staff when their peers are having a scheduled break.

8.3.2. At James Brindley Community Primary School, we reserve the right to use 'time out' detentions where this is an appropriate and proportionate sanction. We are legally permitted to do this during or outside of school hours on:

- any school day where the pupil does not have permission to be absent;
- weekends, except the weekend preceding or following the half-term break;
- on non-teaching days (otherwise known as training days or INSETs).


8.3.3. Please note that parental consent is not required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions. In most circumstances however, we will attempt to inform parents .

8.3.4. Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

8.3.5. Children will receive a time out if they have made their way down the behaviour chart and have been unable to modify their behaviour appropriately despite warnings and support.

8.3.6. When a child completes their detention, depends on during which session they received their time out. Time outs given during Guided Reading/Phonics or Literacy will be completed at morning break time; during Maths at Lunchtime and during the afternoon sessions at the end of the school day or following break time.

8.3.7. If the detention takes place during the lunch break, staff will ensure that they allow reasonable time for pupils to eat, drink and use the toilet.

8.3.8. A child may, at any time, be moved straight to the 'Black Cloud'  , given a time out detention or sent to the Head Teacher, without going through the behaviour chart. If the occasion merits, then this is perfectly acceptable.

8.3.9. Examples of immediate time out detentions or Head Teacher intervention.

<b><u>Time out Detention</u></b>	<ul style="list-style-type: none"> <li>• Play fighting/imitating violence</li> <li>• Violence towards another child</li> <li>• Deliberate name calling that results in upset</li> <li>• Addressing any member of staff inappropriately and showing disrespect</li> <li>• Swearing</li> </ul>
<b><u>Head Teacher Intervention</u></b>	<ul style="list-style-type: none"> <li>• Racist/Homophobic or derogatory language used in any context</li> <li>• Extreme rudeness to any member of staff</li> <li>• Extreme violence towards another child</li> <li>• Violence towards a staff member</li> </ul>

#### 8.4. Detention Procedures

8.4.1. It is the Class Teachers/TA's responsibility to escort children to their detention at the relevant time and inform members of staff who will be supervising.

8.4.2. Detentions during the school day will be completed in the hall, unless otherwise agreed for identified individuals, and will be supervised by specified members of staff.

<b>Break Times</b>	Head Teacher or Deputy Head Teacher in her absence
<b>Lunch Time</b>	Welfare Supervisor/ SLT if available
<b>After School</b> (Area within own Classroom)	Class Teachers/TAs

8.4.3. Class Teachers must take responsibility for ensuring any detention is completed the following break time if parents disagree with children staying after school or they cannot be contacted in sufficient time.

#### 8.5. Head Teacher Intervention

8.5.1. For more severe behaviour, intervention for the Head Teacher (or SLT in her absence) may be required. Any incident must first be discussed discreetly with the Head Teacher, who will then talk to the child and decide on any further action.

8.5.2. The Head Teacher will be responsible for deciding on the action/consequence needed, determined by the nature of the incident. This could be break and/or lunchtime detentions for the rest of the week or on occasion, a child may be removed from the classroom.

8.5.3. In conjunction with these guidelines, the Head Teacher has the discretion to change the sanction in accordance to the severity of the incident. In the Head Teacher's absence, the Deputy Head will deal with such cases.

## 8.6. Serious Sanctions

### 8.6.1. Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space
- The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.
- The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Head Teacher will request that the pupil's class teachers set them appropriate work to complete.

The Head Teacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

### 8.6.2. Suspensions and Exclusions

Only Head Teachers can decide to suspend or exclude a pupil. In all cases, the decision must be lawful, rational, reasonable, fair and proportionate.

Suspensions are temporary. A pupil can be suspended for 1 or more fixed periods, up to a maximum of 45 days in total per school year. Suspensions can also just be for a part of the school day, such as a lunchtime suspension. Each lunchtime suspension counts as half a day when determining the total number of days suspended per term and/or school year.



The Head Teacher cannot extend a suspension or convert a suspension into a permanent exclusion. However, they can issue a further suspension or a permanent exclusion to begin immediately after the end of the first fixed period. This usually happens where further evidence has come to light.

The Head Teacher has the discretion to exclude a child from school in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others (such as staff or pupils) in the school.

In certain cases, where a child is verbally aggressive towards a member of staff, a one day fixed term exclusion may apply. If a child is physically violent towards a member of staff, then a minimum two-day fixed term exclusion may apply.

### 8.6.3. Off-site behaviour

A pupil's behaviour outside of school can also be considered as a reason for an exclusion. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or when behaviour in the local community has a direct impact on the school/pupils at the school.

Every effort is made to ensure provision for all children to take part in educational trips and experiences. However, a pupil may be excluded from planned trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of themselves or others at risk.

### 8.6.4. Physical Intervention

In some circumstances, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort as a method of restraint, applying the minimum amount of force for the minimum amount of time possible. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary, and will ensure it is used in a way that maintains the safety and dignity of all concerned.

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.

All instances of physical restraint will be recorded and reported to parents/carers.

## 9. Reporting Procedures

9.1. All behaviour incidents must be recorded on CPOMs under the following categories as relevant: *Behaviour Related Log/Negative Behaviour/ Time Out Detention*

9.2. It is the Class Teacher/TA's responsibility (depending on who managed the behaviour) to log the incident on CPOMs, at the earliest convenience, out of lesson times that day.

9.3. All Teachers, TAs and Welfare Supervisor have access to CPOMs and must ensure that all incidents are logged accordingly and the relevant members of staff notified and alerted; all SLT and specific Class Teachers when necessary.

9.4. Class Teachers must also ensure they follow up any subsequent actions they are alerted to through CPOMs.

9.5. Parents must be informed of any incident and the subsequent consequences the same day - this is the responsibility of Class Teachers/TAs.

9.6. If it is not possible to speak to a parent/carer in person, then a phone call must be made and an appropriate message left if unavailable. Parents/carers may also be contacted by email/school spider message if staff are unable to make any contact on the phone.

9.7. If a parent is not satisfied with the information provided, they can be directed to the next senior member of staff.

Point of contact with Parent	Senior Staff member
TA	Class Teacher
Class Teacher	SLT
SLT	Head Teacher

## 10. Effective Pupil Support

10.1. The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

10.2. Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

10.3. Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

## 11. Responding to pupils with SEND/SEMH

### 11.1. Recognising the impact of SEND on behaviour

11.1.1. The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

11.1.2. 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.

11.1.3. 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 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 (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

11.1.4. 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.

11.1.5. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

11.1.6. Our approach to anticipating and removing triggers of misbehaviour, may include:

- Short, planned sensory 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

## **11.2. Adapting sanctions for pupils with SEND**

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil 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.

11.2.2. 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.

## **11.3. Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

11.3.1. 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.

11.3.2. 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.

11.3.3. 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/carers to create the plan and review it on a regular basis.

11.3.4. Individual Behaviour Plans (Appendix) will be used to support reasonable adjustments for pupil behaviour. All staff that have contact with the child are made aware of IBP and in particular the

strategies to be used when the child is experiencing difficulties. The plan will work alongside our whole school Behaviour system.

#### **11.4. Pupils with an education, health and care (EHC) plan**

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

11.4.2. 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

#### **11.5. Social, emotional and mental health (SEMH) needs**

11.5.1. To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- *Culture, ethos and environment*: the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- *Teaching*: the curriculum is used to develop pupils' knowledge about health and wellbeing
- *Community engagement*: the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

11.6. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

11.7. Identified children will have access to the 'Happy Hub' during the school day, particularly during unstructured periods, as a safe space in which to regulate and seek pastoral support.

## **12. Transition**

12.1. To ensure a smooth transition to the next year, pupils have structured transition sessions with their new teacher(s).

12.2. In addition, staff members hold transition meetings where information related to pupil behaviour issues are transferred to relevant staff to ensure behaviour is continually monitored and the right support is in place at the start of the term or year.

12.3. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12.4. We seek to encourage a partnership of parents, children and the school working together. All parents receive information regarding the school rules and expectations when their children start at school and annually, as they move through the school. Efforts are made to keep parents informed of any changes to behaviour or policy, and of their child's progress in school through continual feedback.

### **13. Sexual Abuse and Harassment**

13.1. The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child protection and Safeguarding Policy.

13.2. 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

13.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

13.4. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

### **14. Prohibited items, searching and confiscation**

14.1. Head Teachers, and staff authorised by them, will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This is conducted in line with the DfE's latest guidance on 'searching, screening and confiscation'.

14.2. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

- Knives and weapons.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

14.3. Authorised staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

14.3.1. Pupils are only permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The Head Teacher will determine the proportionate length of time for confiscation.

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

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

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

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

14.7. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head Teacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

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

14.9. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

14.10. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction and will seek support from the Head Teacher or Deputy Head Teacher.

14.11. An authorised member of staff may search a pupil’s outer clothing, pockets, possessions or desk. ‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

**14.12. Informing the designated safeguarding lead (DSL)**

14.12.1. 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; or if they believe that a search has revealed a safeguarding risk

14.12.2. 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.

#### **14.13. Informing parents/carers**

14.13.1. Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers 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

#### **14.14. Support after a search**

14.14.1. 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).

14.14.2. 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **15. Training and support**

15.1. Our staff are provided with training on managing behaviour as part of their induction process.

15.2. The SLT will consider any appropriate training, which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters that may affect a pupil's behaviour, e.g. SEND and mental health needs.

15.3. Behaviour management will also form part of continuing professional development. The Head Teacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school, and in conjunction with the policy throughout the academic year.

15.4. Staff will know where and how to ask for assistance if they are struggling to build and maintain an effective culture of positive behaviour.

15.5. Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

### **16. Monitoring & Review**

#### **16.1. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

16.1.1. The data will be monitored and objectively analysed, by the Head Teacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system

problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

16.1.2. Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

16.2. This policy will be reviewed by the Head Teacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.



## Individual Behaviour Support Plan

### PROACTIVE STRATEGIES

#### When \*\*\*\*\* is doing the right thing...

- Praise \*\*\*\*\* publicly
- Move \*\*\*\*\* to outstanding
- Tell \*\*\*\*\* how proud of them you are
- Share successes with parents
- Share successes with other members of staff including SLT

### Known Triggers

The following situations/events can cause ..... anxiety levels to rise:

- Change in routine
- Frustration with ability
- Not being in control
- Disappointment at end of play
- Being told what to do
- When others are rewarded
- Being prevented from doing what he wants to do
- Anticipating exciting events or activities
- Having to wait

### Early Warning Signs

When .... is beginning to feel anxious he will present as follows:

**Facial Expression:** Frowns, Looks down

**Body Language:** Shoulders tighten up

**Language & Tone of voice:** Angry voice, talks to himself, states what he does not want to do, Says things like: "I hate doing this work, this is boring!"

**Behaviour:** Huffs and puffs, slams down pencil, tears book/work

#### When these low level behaviours are present...

- Move \*\*\*\*\* away from other children
- Remind \*\*\*\*\* of past successes
- Remind \*\*\*\*\* of how they can get to outstanding/ house points
- Discourage other children from interacting with \*\*\*\*\* about their behaviour
- Ensure \*\*\*\*\* is with supportive peers previously identified to work well with him
- If \*\*\*\*\*'s behaviour continues and he receives a red card this will be completed in the hall but at a distance from other children

### Escalated Behaviours

If the previous strategies do not work, or .... is feeling particularly anxious, he may display the following behaviours:

- **Verbal aggression towards others:** ... may threaten to cause personal damage or to your property. He may also say generally unkind things.
- **Damage to Property:** .... may throw and/or destroy small items around him, including chairs, pencils, books, pencil organisers and may push tables over.
- **Biting:** ... may bite himself or others in moments of extreme anger, frustration or excitement.

### When behaviour is highly disruptive...

- \*\*\*\*\* will complete break times/time outs with a member of SLT away from other children
- \*\*\*\*\* will be moved away to work separately from all other children in class
- \*\*\*\*\* will be escorted to .... for break time if he is struggling to avoid confrontation with others on his journey there

### Applicable to all behaviour...

- \*\*\*\*\* must always be at the front of the line whenever walking around the school so he is next to an adult
- \*\*\*\*\* must be sat in a set assembly place with positive role models next to him.
- When coming out of assembly all other children must leave first and \*\*\*\*\* must walk out with an adult.
- All behaviour incidents must be recorded on CPOMS using the ABC format.

