

Queen's Park CE/URC Primary School



Queen's Park C.E./U.R.C. Primary School

Behaviour Policy

September 2022

Reviewed: September 2023

Our vision for Queen's Park C.E./U.R.C. Primary School

Together, we believe, achieve and enjoy

Through our vision, we serve our community by providing an inclusive, happy, secure and caring Christian environment where all are valued and respected. We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make.

Following the Church of England's Vision for Education 'Life in all its fullness' John 10:10, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful.

Our Core Christian Values

Love

Forgiveness

Trust

Respect

Honesty

Hope

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1. Aims

- To guide our children to follow the teachings of Jesus in their thoughts, words and actions and to work with the whole community to share all their positive work
- Create an environment in which children will thrive. Promoting high standards and raising achievement that will offer our children the best possible chance to succeed.
- Help our children to continuously nurture their development of knowledge, skills and understanding by setting and agreeing targets for improvement.
- Provide the best learning opportunities for our children by offering continuous professional development to our committed teaching and support staff.
- Develop constructive, proactive and positive partnerships between home and school.
- To deliver our bespoke 'Crown' curriculum and through the 6 key principles, the curriculum is challenging, relevant and adapted to the meet the needs of all learners

Good behaviour enables positive and effective teaching and learning to commence. Good behaviour must evolve slowly to ensure our children understand what socially acceptable

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behaviour is. Through direct teaching, discussion, reflection and modelling we aim to support our children in developing their self-control, self-worth and self-esteem.

At Queen's Park C.E./U.R.C. Primary School, we have designed our "Good to be Green" behaviour scheme. This was devised by our staff and pupils and provides us with a robust and descriptive framework outlining the qualities needed for a happy and safer school environment.

The Good to be Green scheme provides:

- A consistent and fair approach to behaviour management;
- Clear systems to reward good behavior
- * Fair and consistent sanctions for inappropriate behavior
- A structured approach that allows our children to take ownership of their behaviour and acknowledge their rewards with the pride it deserves.

Through our Behaviour Policy we aim to foster behaviour which:

- Protects the physical safety and emotional security of staff and children in our school community.
- Actively encourages and instils respect toward people, property and our learning environment.
- Promotes positive attitudes towards learning through the importance of self-reflection, listening and thinking of those around us.
- Celebrates achievements in children's work, positive attitudes and promising role models.
- Foster a school ethos where being gentle, kind, honest, hardworking and careful is valued, practised and actively encouraged by all staff, children, parents and visitors to our school.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying of any kind is not tolerated at Queen's Park. Our PHSE, SMSC and Personal Development Curriculum teaches the children the importance of tolerance, forgiveness and respect for difference. If any bullying does occur, it is dealt with in a timely manner following our policy guidelines.

5. Roles and responsibilities

5.1 The governing board

:

The [governing board] is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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

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- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Queen's Park C.E./U.R.C Primary School, we strongly believe that by rewarding our children's excellent attitude to all aspects of school life; enables them to value and build on their self-esteem which in turn nurtures their emotional, social and academic development.

Our behaviour curriculum defines the expected behaviours in school and centres on what is successful behaviour, what it looks like and it is clearly defined for all parties. Our behaviour curriculum is consistently applied and routines are repeated to promote our distinctive Christian values, positive behaviour norms and certainty on consequences if needed.

Rewards help us as staff to establish and nurture positive relationships between our children and home. This is key to our approach in effective behaviour management. Rewards also contribute to a more friendly and happy place to learn, grow and flourish.

Level One Rewards:

Awarded for everyday good behaviour e.g. good listening, good manners, kindness:

- Verbal praise
- Positive comments in books

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- Display and share work
- Dojos

Level Two Rewards:

Awarded for special acts of good behaviour such as consistent hard work and behaviour, completing all work:

- Show work to member of SLT.
- Extra responsibility
- Dojos certificate

Level Three Rewards

Awarded for going above and beyond; excellent work and effort, being a great example to others, doing something special without being asked, significant change in behaviour for the better

- Planet Dojo
- Certificate in Celebration Assembly

Children can also move onto the Planet Dojo, for showing positive behaviour and great learning.

Assemblies

At Queen's Park assemblies form a regular and important element of the weekly school routine, which assists in promoting the positive behaviour ethos in school.

Value Assemblies

Every week, all children take part in a collective worship linked to the one of our core Christian Values. Each class also has a designated Value area which displays the behaviours and values that are being taught during the half term. At the end of each theme, each child votes for a member of the class who has displayed these values. We have a celebration assembly where these children are rewarded for their positive behaviour.

Celebration Assembly

Each Friday the whole school celebrates during our Celebration Assembly. Star badges and dojo certificates are awarded to one pupil from each class. We also celebrated reading and maths awards alongside classes with the highest attendance.

SANCTIONS

A sanction is a response designed to discourage inappropriate behaviour. However; used alone sanctions do not teach newly more appropriate behaviours. The use of positive

reinforcement and role modelling are used at Queen's Park C.E./U.R.C Primary School to illustrate the preferred, encouraged behaviour so it is important to continue to reward and encourage the child for their good behaviour.

As a school we a levelled approach to sanctions in order to have a clear and consistent approach to behaviour management.

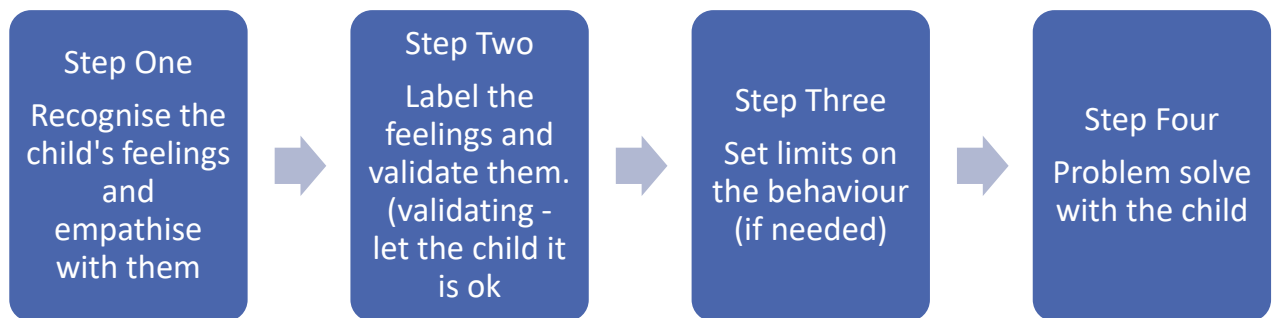
Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour.

Based on research by American Psychologist John Gottman, Emotion Coaching uses moments of **heightened emotion** and **resulting behaviour** to guide and teach the child and young person about more effective responses.

Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'.

This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically



All rewards and sanctions are displayed clearly in all classrooms and communal areas so there is a consistent response to all types of behaviours

Amber Sanctions

Level One

- Frown
- Disapproving look
- Verbal reminder of behaviour expectations (1st warning)

Level Two

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- Verbal reminder of behaviour expectations (2nd warning)
- Move position in class
- Persistent low– level after two warnings—break detention
- Removal of Dojos

Level Three

- After level two sanctions carried out and still no improvement, move to red sanctions

Red Sanctions

Level One

- Lunch time detention and text message sent to parents

Level Two

- Repeat of lunch time and text message sent to parents
- Parents informed about persistent red behaviour.
- Sent to phase leader

Level Three

- Sent to head teacher or deputy head teacher.
- Possible exclusion from class, lunch times, school.
- Crisis management plan/IBP plan in place.

Support for behaviour

In addition to the sanctions listed above; we have a robust pastoral system that offers our children the opportunity to work with the staff around school to change their behaviour pattern.

This could be with:

The class teacher is responsible for supporting a pupil. They may choose to employ any of the following strategies.

- Discussion with pupil, pupil's friends, pupil's parents
- Circle time discussion and support
- Setting informal targets and rewards – recorded on CPOMS

At Queens Park C.E/U.R.C Primary School we recognize that “one size does not fit all” and have created a holistic approach in order to try and support our children. Class teachers can seek support from our school SENco Miss Bailey, Safeguarding and Pastoral Manager Mrs. Leadbetter and Pastoral Support Mrs Hughes, who will decide collectively with parents/carers the best course of action which will enable the best outcome.

Additionally; available support may include:

Pastoral Manager

- 1 -1 support: Time spent with SLT – This will offer a period of reflection and an opportunity to discuss schools' expectations and gain an understanding to why we have them.
- Time Out Card
- Classroom Observation with completed observation and reflection sheets.
- Home/school communication book
- Restorative meeting with staff and pupils if required
- Behaviour agreement.
- Behaviour Contract individually or between children.
- Assigned Key Person (If they respond to certain member of staff)
- Links to outside agencies (Known as Universal Support, External Support)
- School Based Counsellor
- Internal Exclusion
- Pupil Support Plan
- Referral to Level Two (EHAT – Level Two support)
- Nurture Support
- Group mentoring. Inclusive of circle time
- Participation in our DESTY programme

SENCo/SLT

- Modified Timetable
- Blended Timetable
- Universal Support (Bridge, LASC)
- Early Help Support
- Reasonable Adjustments
- Identification of underlying Mental Health or SEN needs
- Enhanced support IBP/Behaviour Crisis Plan
- Referral to outside agencies (Behaviour Intervention Team (B.I.T), Children's, Adult Mental Health Service (CAMHS), Educational Psychologist (EP)

Lunchtime Behaviour

Children are encouraged to play positively during lunchtimes and are supported to change the direction of their choices by highlighting our traffic light system on our playground. We have ensured the children have visual aids on the playground and are keen to promote kindness and friendship during our time of positive play. We have designated play leaders on the playground to ensure our children remain actively engaged through interactive games and equipment.

6.1 Mobile phones

Mobile phones are not allowed in school. If a child does bring a phone into school, the staff will ask the children to remove it from their bag and place safely in the cupboard

until the end of the school day. School accept no responsibility for any loss or damage to mobile phones.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school 's behaviour curriculum
- Develop a positive relationship with pupils, which include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information

7.3 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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.

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:

- The authorised member of staff carrying out the search 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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, 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.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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.

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the a member of SLT to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will complete the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of SLT and the amount of time will be assessed on a case by case basis.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

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

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

Reasonable adjustments such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

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

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

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

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

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

10. Supporting pupils following a serious sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead

- A report card with personalised behaviour goals]

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by Mrs Kellett/Mrs Leadbetter

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and **Full Governing Body** at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the **full governing board** annually.

Graduated Response to Behaviour

Universal Approach

Whole School "Good to be Green" Behaviour Strategy

Use of Consistent Praise

Development of positive, trusting relationships with a clear understanding of our expectations.

Parental phone calls to re-establish and reaffirm the relationship between school and home.

Reflection and the use of a time out card offered.

Parental Meeting with Class Teacher

Consistent and firm expectations from all adults in school.

Early Support (3 behaviour logs in a half term)

Conversation with Phase Leader and Pupil which will lead to a parental phone call and logged on CPOMs.

Parental Meeting with ML and Phase Leader outlining our expectations.

Individual behaviour chart implemented with the support of weekly calls home by an assigned person.

Weekly observations by ML in both structured and unstructured time. (Observations to be logged on CPOMs)

Enhanced Support (escalation of behaviour logs)

Individual Behaviour Plan will be implemented should there be no improvement. (Reviewed fortnightly by ML with the continued support of the weekly phone call home)

Nurture Support offered at lunch if required and if suitable

Early Identification of any SEN or a SEN review if required This may be supported with a discussion at School's SEND Planning meeting

Support that may be implemented at various points on the IBP)

Amendments to pupil's curriculum

External Services i.e. B.I.T. School Counsellor, EHAT,

Observation by SLT twice a week with overviews logged on CPOMs.

Risk of Exclusion (further escalation of behaviour logs or significant incident)

Meeting called with SLT, parents/carers and any external agencies involved as a matter of urgency.

Pastoral Support Plan initiated and to be reviewed every 4 weeks. There should be at least three of these meetings.

Internal Nurture as a part of the PSP.

Fixed Term Exclusion - to commence should the behaviour deteriorate to a point in which he/she is no longer safe in school or the safety of others is compromised.

Managed Transfer

Permanent Exclusion is at the discretion of the Head teacher and only the Head teacher can make this decision. Deputy Head teacher will lead should for any reason the Head Teacher be away from school for a significant period.