'Our school community is inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another with courage and compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'

Loving one another. Learning for our future.

St Cuthbert with St Matthias
CE Primary School

Behaviour Policy
Next Review: Autumn 2023

Contents

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1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

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

3. Definitions

Excellent conduct: Behaviour seen to be living our vision: **'***Our school community is inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another with courage and compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'*

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Misbehaviour is defined as:

> Poor choices

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Incorrect uniform

> Bringing in prohibited items: poppets, playing cards, swapping cards, electrical devices, devices that link with the internet, sweets, money, games other than a requested by adults

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> 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: • 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)
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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We engage pupils and parents with expectations in the first week of a new school year, at parent meetings and /or during in year admission meetings. We update parents further via letter or newsletter during the year should issues arise warranting whole school addressing , for example with new developments to support online safety in the home.

We keep a spotlight on online safety in a positive manner with whole school initiatives such as celebrating Online Safety weeks, online safety projects, or through the computing curriculum.

We address poor conduct or user breaches at school or at home swiftly and involve parents immediately should this originate at home.

We keep a spotlight on targeted bullying tendencies by teaching and raising a profile of smart choices as well as swift action should poor choices around targeted attitudes to others be noticed.

We follow our school Behaviour Code and a restorative process. Staff are trained at induction and via ongoing Child Protection training and in SEL (social and emotional learning) in-house training.

Rewards and Sanctions

Our school vision drives conduct in our school, and while classes may have individual routines and reward systems, our children are united in their knowledge that excellent manners, consideration and thoughtfulness for others and our ethos of nurturing each other is intrinsically who we are as a school. A visual reminder for monitoring our conduct is displayed in each classroom, and in corridors. We praise excellent choices and there are sanctions for poor choices which involve the child or children involved being reflective upon actions and taking part in restorative reflection times following poor choices. Our first approach is positive, and we always aim to 'catch the child doing the right thing and comment on it'. We seek to provide an interesting, involving and exciting curriculum to engage the children and expect a hard work from the children as we believe that this will minimise poor behaviour.

Green Zone

 We praise and reward children for good behaviour in a variety of ways, with a focus on the conduct bringing its own rewards of respect and achievement, but also:

- good behaviour is noted and commented on verbally;
- a "Star of the Week" from each class is chosen, given a certificate and mentioned in the newsletter. This could be for improved or excellent conduct or for excellent learning attainment or progress;
- children might be asked to share good learning with another class or the Headteacher or Assistant Headteacher;
- Dojo points or team points within classes might be given;
- playground awards (cards) and certificates;
- a 'Headteacher's Award' sticker may be given by the Headteacher
- a Good Samaritan rosette is awarded each Friday during Collective Worship to a pupil who has been nominated for excellent conduct in living our school vision;
- a Homework Hotshot sticker is awarded each Friday to a nominated class member from each class
- a postcard home to parent/carer noting excellence in learning or conduct

We support children to excellent conduct and to fully engage in learning by complimenting their actions whenever seen. Actions such as holding a door back, looking smart, using 'Please 'and 'Thank you' are positively recognised by all adults in our school.

We have a schedule of weekly circle times for each class. The RBKC guide for circle times is followed. Additionally, special circle times take place in Anti Bullying Week and in response to other topical issues important for the whole school or for particular classes.

Adults are on hand at playtimes to help children to resolve conflicts and encourage children to follow a series of options before coming to adults with a grievance. They help children to resolve their own conflicts by making reasonable choices. These include: Rock-Paper-Scissors, Walking away, Taking Turns, Using your Words, Apologising, Ignoring, Asking for Help or their own Idea. We use playground award systems to celebrate smart choices made at play.

We value restorative approach to resolving conflicts. After an ongoing incident, children are guided by adults to take part in an impromptu circle time in order to address an issue or to resolve a conflict with a solution with the person concerned as key focus.

In our Collective Worship each Friday, a child from each year group is presented with a Star of the Week certificate which highlights an aspect of learning or conduct during the week.

Our School Councillors assist in addressing issues in our school that may arise.

We celebrate learning and seek to prioritise focus on learning by showcasing excellence in learning in our celebration corridor. We celebrate excellence in presentation and learning by displaying examples of children's learning in class displays. Each class in KS1 uses the Code of Conduct flipchart each morning to guide the children to excellent conduct looks like on a daily basis.

We regularly focus on our school vision in Collective Worship and Class Worship. We additionally remind ourselves of role models in our world who have followed the example Jesus set as recorded in the Bible. A Good Samaritan rosette is handed out each week to a child or children who has/have been noticed for excellence in living out our school vision.

Excellent code of conduct is summed up in the words of our school vision. We award a St Cuthbert cup at the Y6 end of year graduation (Rose Assembly) to a pupil who has shown exemplary code of conduct through their time at our school.

The school also employs a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Behaviour is logged according to type, location and time. This is reviewed by members of SLT each half term, and by the governors at our PWCE focussed governor meetings.

Blue Zone

Children requiring warning and time out for a poor conduct choice enter the Blue zone. This gives pupils a visual reminder to quickly earn themselves back onto Green zone.

Yellow Zone

Repeated poor behaviour will mean the child is placed in the Yellow zone on the class chart and they may be asked to return to class to complete a reflection sheet or redo poor quality learning at 1pm or during their playtime.

If poor behaviour is repeated, they will enter the Red zone.

Red Zone

A child enters the Red zone for more serious behaviour. Extreme behaviour such as fighting, rudeness, swearing or gross disobedience will result in a Red Card. A Red Card is a card that will form part of a child's primary school record. It will automatically result in a letter home. It may ask parents to come in and see either the headteacher or, in the absence of the headteacher, an assistant headteacher.

A child with a Red Card will automatically miss the rest of the session in which they received the Red Card. If the Red Card is at lunchtime, they will automatically miss the rest of lunch play. If they are in a calm state, they can re-join their class for the afternoon session, however until they achieve that state they will remain out of class.

If the class teacher and/or member of the SLT believe that a child's conduct is a risk to their safety or the safety of others, or that they have not shown excellent conduct choices over a period of time, they may not be allowed to take part in a class trip or residential trip.

Children with repeated Red Cards will risk internal seclusion depending on the seriousness of the behaviour and its effect on other children. This will be organised by the headteacher or learning mentor and may last from 1 to 5 days on each occasion. The child will need to be supported by learning mentor intervention and school generated behaviour support plans. We will always work with parents throughout this process.

A failure of a child to change their conduct even after this intervention is likely to result in temporary (fixed term) exclusion.

Repeated temporary exclusions will mean a risk of permanent exclusion – a last resort.

Very extreme behaviour such as unprovoked violent attack, violent bullying and repeated bullying will result in exclusion which may be either temporary or permanent depending on the severity and risk to others.

Bullying is not tolerated in any form. We address signs of bullying at the earliest of stages and involve parents in follow-up actions.

Exclusions are very serious, and we will try to support children so that exclusion does not happen. If an exclusion takes place, an exclusion letter is written to the parent with copies to the Chair of Governors and the borough, and this remains permanently on the child's records.

5. Roles and responsibilities

5.1 The governing board

The FGB 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 FGB (full 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
- 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
- Implementing Zones of Regulation
- Following Behaviour Care Plans
- Using rapid target boards
- 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

We hold excellent conduct in high esteem. We actively encourage pupils to live our school vision.

Pupils are expected to:

> Behave in an orderly and self-controlled way
> Show respect to members of staff and each other
> In class, make it possible for all pupils to learn
> Move quietly around the school
> Treat the school buildings and school property with respect
> Wear the correct uniform at all times
> Accept sanctions when given
> Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

> Y6 pupils are allowed to have mobile phones to use for emergency if travelling on their own to and from school on-site
> Pupils hand their phones into the office at start of day, and collect at the end of the day
> Parental permission will need to be provided for pupils to travel to and from school on their own with use of a mobile phone
> The school will not take responsibility of phones damaged or missing if not held securely in the office for the duration of the day

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 behaviour curriculum, Zines of Regulation or their own classroom rules

> Develop a positive relationship with pupils, which may include:

- o Greeting pupils in the morning/at the start of lessons
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o 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 (see school website policy page)

7.3 Responding to good behaviour

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.

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

Positive behaviour will be rewarded with:

- ✓ Verbal praise
- ✓ Communicating praise to parents via a phone call or postcard home
- ✓ Certificates, a Good Samaritan rosette, golden stickers, dojo points
- ✓ Pupil leadership roles (Eco Warriors, Worship Warriors, Peer Mediators, School Councillors, PE champions)
- ✓ Playground 'cards for smart choices
- ✓ Whole class rewards (extra playtime)

7.4 Responding to misbehaviour

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.

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.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

> Sending the pupil out of the class

> A verbal reprimand and reminder of the expectations of behaviour

> Setting of written tasks such as an account of their behaviour

> Expecting work to be completed at home, or at break or lunchtime

> Detention at break or lunchtime, or after school

> Loss of privileges – for instance, the loss of a prized responsibility

> School-based community service, such as tidying a classroom

> Referring the pupil to a senior member of staff

> Letter or phone call home to parents

> Agreeing a Behaviour Care Plan

> Putting a pupil 'on report'

> Removal of the pupil from the classroom

> Internal Suspension or Suspension

> Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will 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.

7.5 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 Searching, screening and confiscation

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

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

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). Attendance to future residential trips will be carefully considered following an off-site misbehaviour on a school residential 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, the headteacher or AHT will make 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:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care
- o Report to the police

Please refer to our child protection and safeguarding policy for more information (see website policy page)

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, statement of procedures for dealing with allegations of abuse against staff and LDBS disciplinary policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

We do not use detention as a sanction.

8.2 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 (yellow and red card sanctions).

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 another school adult in a allocated classroom or space and will be removed for a maximum of a half day (red card) a full day (an internal exclusion)

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:

> Meetings with learning coaches

> Use of teaching assistants

> Short term behaviour report cards

> Long term behaviour care plans

> Pupil support units

> 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 (see school website policy page)

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.

- ✓ Target boards
- ✓ Intervention breaks
- ✓ Brain breaks
- ✓ Support with specific tasks
- ✓ Use of prayerfulness room

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 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.

- ✓ Reintegration meetings
- ✓ Daily contact and touch base with learning mentor
- ✓ Amended target board
- ✓ Place or amend Behaviour Care Plan if needed
- ✓ Early Review on Plan Do Review
- ✓ Specialist intervention if needed

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

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › 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.

A staff training log can be found in appendix 2.

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 half term by the headteacher, SLT and PWCE governing board each term

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

> At school level

> By age group

> At the level of individual members of staff

> 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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and FGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of the FGB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by FGB annually.

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

> Online and E-safety 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 FGB annually.