A Positive Behaviour Policy

Date: November 2023
Responsibility: Headteacher

Approved by Governors:

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Contents

1. Aims

At Wootton Primary School we aim to create a happy, secure environment which encourages self-confidence, co-operation and self-reflection, where each individual feels respected and valued.

We aim 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
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- 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 home learning
- Poor attitude toward learning in school
- Incorrect uniform
- Using mobile phone not in accordance with section 6.3 below

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
- Physical violence towards either another pupil or an adult in school
- 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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and monitoring this behaviour policy's effectiveness and 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 body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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
- 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 and other relevant school policies
- 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. Values based approach to behaviour

Emphasis is placed on caring for others and on respect for ourselves, others and the environment. Our seven school values underpin everything that we do and support children to be the best they can be in their learning and in their social development. Our seven values are:

- Respect
- Caring
- Cooperation
- Courage
- Friendship
- Honesty
- Responsibility

These core values are at the heart of our school ethos. It is important for these values to be demonstrated by the whole school community including children, parents, support staff, helpers, and governors, as well as teachers. All should feel confident to encourage these values in our children to help them learn what is acceptable behaviour.

6.1 Our School Rules

These rules are displayed clearly in each classroom.

- Be safe
- Be kind
- Be responsible

The following are some examples of what each rule might look like, but please note this list is not exhaustive:

In Class	Rule	Around the school
We follow adult instructions. We wash our hands when instructed to by an adult, before eating food and after going to the toilet. We never leave the classroom without permission.	Be safe	We follow adult instructions. We keep our hands and feet to ourselves. We use equipment safely. We walk calmly around the school. We stay on the school site, and never leave without an adult.
We speak kindly and respectfully to each other. We listen to the adults and follow instructions. We use good manners. We are honest.	Be kind	We do not push or pull. We do not hurt other pupils. We are kind on the playground. We talk to each other and try to work problems out.
We sit at our desks or on our carpet spaces. We use and look after equipment we are given. We try our very best with our learning. We do not disrupt the learning of other children. We follow the instructions of the adults.	Be responsible	We come to school with the right uniform and equipment. We come to school every day (unless we are ill) and on time. We walk calmly around the school. We stay on the playground at play time or sensibly use the toilets. We talk to an adult if there are any problems on the playground.

6.2 Class Charters

At the beginning of each academic year, class teachers will spend the first few days clearly laying out the expectations they have for their children, and this will include standards of behaviour. The vehicle for achieving this is through a 'Class Charter'. This is where the school rules are discussed in depth, and then it is agreed between the adults and children what that will look like in each class. This may differ between classes, depending upon the age of our children.

The adults and children in the class then all sign the Class Charter, and it is displayed in the classroom. Staff will refer to it when prompting children about how to make positive choices and as a reminder if they are failing to follow one of the school rules.

6.3 Mobile phones

Pupils can bring mobile phones into school only under the following conditions:

- Year 5 and 6 pupils are allowed to bring their mobile phones with them on-site, only if they have a need to, ie they walk to or home from school without an adult. No other pupils are allowed their mobile phones in school.
- Pupils must turn their phones off as soon as they enter the school grounds, and are not allowed to turn them on again until they have left the school grounds.
- Pupils must store their mobile phones in their lockers.
- Pupils must not use their mobile phones at any point during the school day.
- Parents and pupils accept liability if the mobile phone is lost, damaged or stolen, school will not accept any liability as phones are not a necessity.

7. Responding to behaviour

7.1 Classroom management

All the adults in school have a responsibility to be good role models for our children. It is important that adults are consistent in their approach and nurture relationships built on trust where children are listened to, encouraged and praised. Our school values foster a sense of mutual respect between adults and children in the school

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greet pupils in the morning and at the start of the afternoon
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and starting the next day afresh
- Have a plan for dealing with low-level disruption
- Use 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 Our School Rewards

It is important that every child has the opportunity to strive towards receiving positive recognition for their learning and behaviour, and we recognise that the vast majority of our children make positive behaviour choices most of the time. To support and acknowledge these behaviours, adults use plenty of positive praise and reinforcement through the use of:

- Positive comments and verbal praise
- Stickers for learning or behaviour as appropriate (in books or on the child)
- House Points given for: effort, good learning, participation, times tables and spelling tests (good scores), home learning, improvement in learning attitude or behaviour, taking part in an assembly or concert. These are added up for individual rewards as well as contributing to the house team prize.
- Values pebbles and stickers given for showing one of the 7 school values. These also contribute a house point to the individual reward scheme.
- Individual bronze, silver and gold house point awards contribute to a class reward once everyone in the class has achieved that level e.g. bronze party.
- Star of the Week merit certificate awarded in Celebration Assembly.
- Individual postcards home for outstanding behaviour or evidence of excellent learning, termly by class teachers.
- Head teacher gallery, link on the school newsletter to photos of outstanding learning.
- Head teacher postcards home for outstanding behaviour or evidence of excellent learning.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, either through failing to follow the school rules, displaying an example of misbehaviour or serious misbehaviour, or failing to follow another of the school's policies, 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.

Level 1 – Visual or verbal reminder to follow the school rules and class charter

Level 2 – Name and behaviour recorded on Arbor

Level 3 – Reflection time (Reception and Year 1 immediately, Years 2-6 at break time). Recorded on Arbor

Level 4 – Reflection time with a Senior Leader and parents/carers contacted by the class teacher. Recorded on Arbor

Level 5 – Reflection time with Head teacher and parents/carers contacted by the Head teacher or Senior Leader. Recorded on Arbor

Level	Dealt with by	Actions	Examples of unacceptable behaviour
1	Class teacher or teaching assistant	Visual or verbal reminder to follow the school rules and class charter	Misbehaviours as listed in Section 3 above
2	Class teacher or teaching assistant	Name and behaviour recorded on Arbor.	Repeated misbehaviours as listed in Section 3 above
3	Class teacher or teaching assistant	Class-based reflection time (Reception and Year 1 immediately, Years 2-6 at break time) Recorded on Arbor.	Repeated misbehaviours as listed in Section 3 above, or unacceptable behaviours, offensive language to peers, low level unsafe behaviours e.g. pushing and pulling on the playground, not following instructions in class.
4	Assistant head teacher or Head teacher	Reflection time with a Senior Leader and parents/carers contacted by class teacher. Recorded on Arbor (and ABC sheets) and on My Concern.	Violent or aggressive behaviours, including racist or sexist remarks towards children or members of staff. Unhygienic behaviours including spitting, refusing to wash hands.
5	Head teacher	Reflection time with Headteacher and parents/carers contacted by a Senior Leader. Recorded on Arbor (and ABC sheets) and on My Concern.	Serious misbehaviours as listed in Section 3 above.

Staff must respond to incidents on a case by case basis. If a serious incident occurs, then the member of staff will make a decision that it is more appropriate to escalate straight to level 4 or 5, where the child has reflection time with a Senior Leader or the Head teacher.

A teacher may also decide that if, despite following the levels 1, 2 and 3 of consequences, a child repeatedly fails to follow a school rule each new day, such as disrupting their own and other children's learning in lessons, then levels 1, 2 or 3 may be missed out. This will be shared with the child in an individual plan, so they are clear about why this is happening.

Each day is a fresh start and a line is drawn under any consequences from the previous day. It is important that children know that whatever went on the day before bears no impact upon the adults' thoughts or opinions of them. When a child has had a consequence, the adult will make sure they 'catch' the child doing something well or showing positive behaviour choices shortly afterwards and praise them. By doing this we reinforce positive expectations, and that the adult is disapproving towards the behaviour and not the child.

7.5 Involvement of Parents

Parents will be informed at the earliest opportunity if a child is persistently receiving consequences or the incident involves a serious breach of our school rules. This is through our MIS Arbor, where we record our behaviour. Parents will receive a message/notification when their child is given a Level 4 or Level 5 consequence. When it is Level 4, class teachers will contact parents. When it is Level 5, the senior leader dealing with the incident will contact parents. When staff are especially concerned about persistent Level 2 or Level 3 inappropriate behaviour, parents will be invited into school for an informal chat.

Parents are always encouraged to contact their child's teacher, if they have worries about their child's behaviour.

7.6 Restorative Approaches

Our school uses Restorative Approaches when dealing with incidents between children. The reason for this is that "Restorative Approaches place the needs of the harmed at the centre of the process. It recognises the need for the harmed to feel empowerment and for them to have a voice in what is essentially their harm." Restorative Approaches has been carefully designed and there is plenty of research to suggest that it can have long term positive impacts on negative behaviour.

Restorative Approaches is not about getting to the truth, as often the truth depends upon your point of view or perception. Children often have, in their opinion, very valid reasons for their behaviour, as they may perceive things differently, depending upon their state of mind at the given time. What Restorative Approaches attempts to do is to provide the harmed a voice to say what THEY need to make it right, and for the harmer to acknowledge what they have done wrong; but also so that the harmed can hear why an event may have taken place. Restorative Approaches does not seek to replace any consequences that may be given out in addition to the actions or follow up that is agreed between both sets of children.

Restorative Approaches Process

When a child approaches an adult to report an incident, a simple script can be used to deal with minor incidents there and then. There are five questions that make up this script. It is important that where possible, this is done as quickly as possible for minor incidents, and research shows that, where used effectively, this can have a dramatic impact on reducing the incidents of negative behaviour. The five questions are:
- What happened?
- What were you thinking?
- What were you feeling?

- Who has been affected by what has happened? And in what way?
- What needs to happen to make things right?

Depending upon the age and the ability of the child, staff may need to rephrase some of the questions, but it is important that all the questions are asked. The other important factor is the order to who they are asked:

- Ask the harmer questions 1-4 first, so that the harmed hears them
- Ask the same questions, 1-4 to the harmed, so that the harmer hears them
- Ask the harmer to respond to anything that the harmed has just said
- Ask the harmed question 5
- Ask the harmer for a response, and gain agreement on reparation actions
- If necessary, set a time scale for any actions agreed.

The above process does not replace any consequences, but it is an important tool to help change negative behaviour patterns and allow the harmed to feel empowered to speak up and feel that they have had input to the process. It also allows the harmed to suggest the consequences for their actions, which they are more likely to comply with.

We understand that this process will not work with all children, but it is important that wherever possible both sides have some input to the process. Where Restorative Approaches does not work, school will seek additional expert advice.

Dealing with serious incidents:

Where an incident involves a large number of children or is of a serious nature, the matter will be referred to the Head teacher, who has been fully trained in this approach.

7.7 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.

7.8 Confiscation and searches

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 cooperate, the member of staff will contact the headteacher, 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.

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, under misbehaviour.

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.

Strip searches

The school does not allow strip searches of pupils under any circumstances.

7.9 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).

7.10 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.

7.11 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 the senior leadership team 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.

7.12 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.

7.13 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 Detention

Detentions for Level 4 and 5 incidents can be issued by the class teacher or by a member of the leadership team, for persistent breaches of the school rules or persistent displays of misbehaviour outlined in section 3 above.

Pupils can be issued with detentions during break or at lunch times.

The school will always inform the pupil's parents.

Detentions are always recorded on the school's MIS Arbor.

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, known as an internal exclusion. Removal from the classroom can only be decided by a member of the senior leadership team.

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 persistent examples of misbehaviour or 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 the senior leadership team, the length of time for the removal will be dependent upon different factors, including the age of the pupil, if they have additional needs, and the severity of the reasons for removal.

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.

Any removals will be recorded on Arbor as an internal exclusion.

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. The SENCo will develop a pastoral support plan in conjunction with parents and the class teacher.

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 on Arbor.

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.

Our approach to anticipating and removing triggers or misbehaviour may include:

- Short planned movement breaks for pupils
- Adjusting where the pupils sit so that they may be more easily seen or supported by the teacher
- Adjusting uniform requirements for pupils with sensory needs
- Staff training on dealing with pupils with conditions such as autism

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, the school may need to vary the sanction the pupil for the behaviour, using reasonable adjustments.

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 cooperate 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.

This could include measures like:

- Reintegration meetings
- Daily contact with a named person
- A reward chart 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

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

- Use of Restorative solutions approaches to dealing with ongoing issues.
- 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
- This data will be analysed on a monthly basis with the SLT and the SENCo
- We will also collect data on the following:
- 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 year by the SLT and the SENCo

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

- At school level
- By year group
- By class
- 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.

This data will be shared at each local governing body meeting as part of the headteacher's report.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local 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). At each review, the policy will be approved by the headteacher.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Anti-bullying policy
- Online safety policy
- SEND policy
- Child protection and safeguarding policy
- Physical restraint policy