



St Barnabas and St Philip's CE Primary School

Behaviour & Relationships Policy

Date	January 2023
Date for Review	January 2024
Approved by	Full Governing Board

1. Rationale

With 'friendship, trust and peace' at the heart of all we do, we strive to be a 'relational' school. This centers heavily on the need for positive relationships and on the impact and importance of the role of the adult, and adult interactions. For this reason, this policy is known as our 'Behaviour and Relationships' Policy. Research shows that spending more time on building relationships will consequently result in less time having to 'repair' situations.

This policy is underpinned by the whole school use of Restorative Practice, and educational research and reading, mainly using the work of Paul Dix (2017).

Rather than 'punishing' pupils for their actions, which makes a child suffer retribution for having a problem, we work with children to help them solve their problems and use their experience as a learning opportunity. We use restorative approaches to achieve this, the underlying premise being that people will make positive changes when those in positions of authority do things WITH them, rather than TO them or FOR them (Watchel & Costello 2009).

We believe that by using a Restorative Approach, we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Although the emphasis of this policy will be on theory, we do reserve the right to ensure there is a consequence for serious misbehaviour where appropriate. This is because we also believe that it is our responsibility as educators, to teach children that in society, there is a consequence for serious misbehaviour

2. 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

3. 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

4. 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 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: <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)
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

Please see our Anti-Bullying Policy for the measures we have put in place to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying).

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles
- › 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
- › 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
- › 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

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 and sensibly 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.

As a school we have created 3 core school rules which encompasses the above expectations:

Our School Rules:

- We are Ready: Show a positive attitude towards our learning
- We are Respectful: Be kind and respectful to others & respect the school environment
- We are Safe: Not putting yourself or others at risk through your actions

Expectations:

Each classroom will use two ways of monitoring behaviour and rewarding behaviour. The school behaviour chart will use a 'Green Expectations' methodology:

Blue	Red	Amber	Green	Bronze	Silver	Gold
Significantly Below Expected Behaviour	Below Expected Behaviour	Not Quite Expected Behaviour	Expected Behaviour	Above Expected Behaviour	Beyond Expected Behaviour	Exceeding Expected Behaviour

Further guidance on Expected Behaviours is available in Appendix A.

Learning Behaviours

We believe that if children are 'ready', they are ready to learn. This includes demonstrating strong *learning behaviours* such as:

- Independence: managing time, managing personal possessions, taking responsibility, making good choices, aiming for excellence, setting high standards.
- Collaboration: working together, listening, being a good team player, respecting the views of others, minimising conflict, adapting and negotiating.
- Resilience: persevering, being determined, recognising that making a mistake is part of learning, identifying achievable goals, being able to give things another go following a setback.
- Risk Taking: taking risks, thinking creatively, trying lots of different ideas, being curious and original, making connections, questioning, pushing self to try new things, knowing that learning sometimes involves being outside our 'comfort zone'.
- Reflection: identifying what is good or not so good about work or ideas, supporting peers with improving, taking pride in their own and others work and achievements, seeking feedback, always looking for ways to improve.
- Thinking: Asking questions like - 'what if?' or 'how?', considering different options, thinking imaginatively to solve a problem, challenging ideas and thoughts in a constructive way.

6.1 Mobile phones

Children can bring mobile phones into school at the request of their parent, but these are to be left at the school office in the morning and collected at the end of the day.

7. Responding to behaviour

7.1 Classroom management

Research shows that the main protective factor of the impact of childhood trauma is one trusted, emotionally available adult before the age of 18. Therefore, 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, which includes providing a physically safe, predictable, consistent and structured learning environment (in line with our School Environment Policy).
- › Display the behaviour curriculum (our three school rules)
- › Develop a positive relationship with pupils, which may 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 through the Green Expectation System
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Ensure that the 'Stop, Drop & Think' approach is consistently used to attune to pupil's emotions (Appendix D)
- Using positive reinforcement
- Ensure that our common reward system is consistently applied throughout school with House Points awarded for academic and non-academic achievement and effort
- Ensure that they are role models for pupils; demonstrating through their own behaviour, what it looks like to be ready, respectful and safe

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 Responding to good behaviour

When a pupil's behaviour meets or goes above or 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:

- House Points (We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so. Children who demonstrate that they are 'ready, respectful and safe' are therefore recognised by being given House Points).
- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, or special assemblies (Exceptional effort or achievement is recognised in our weekly Celebration Worship. Children may also have a special mention in the school newsletter).
- Positions of responsibility such as being entrusted with a particular decision or project.
- Whole class rewards

Further details on responses to expected behaviour are in Appendix B.

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. This will be called the 'Stop, Drop and Think' approach.

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
- 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 contract
- Removal of the pupil from the classroom
- 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.

Details on the "stop, drop, think" approach can be found in Appendix D.

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 on CPMS and reported to parents

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 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.

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 / Drawers
- 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

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, the DSL or Headteacher 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:
 - 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.

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 another teacher or senior leader and will be removed for a maximum of one session.

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 plans
- Long term behaviour 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 CPOMS 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.

Such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Training for staff in understanding specific conditions (e.g. Autism)
- Use of separation spaces – sensory room or sensory zone within the classroom – 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 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. Strategies that may be used:

- Reintegration meeting
- Short term behaviour plan
- Regular catch ups with a member of staff

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.

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 senior leadership team.

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. 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 governing board 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.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board 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
- Mobile phone policy

APPENIDX A

Behaviour Expectations

These expectations will be shared with the pupils and displayed around the school. All staff are expected to consistently refer to these when managing behaviour, both in the classrooms and for those times that we are out of class.

Positive Behaviours

Green Behaviours (expected)

- Ready: Show a positive attitude towards our learning
- Respectful: Be kind and respectful to others & respect the school environment
- Safe: Not putting yourself or others at risk through your actions

Bronze (Above expected) Silver (Beyond expected) or Gold (Exceptional)

- Contribution to the school and/or community
- Piece of work
- Attitude to learning
- Role model or school ambassador

Expectations:

Each classroom will use two ways of monitoring behaviour and rewarding behaviour. The school behaviour chart will use a 'Green Expectations' methodology:

Blue	Red	Amber	Green	Bronze	Silver	Gold
Significantly Below Expected Behaviour	Below Expected Behaviour	Not Quite Expected Behaviour	Expected Behaviour	Above Expected Behaviour	Beyond Expected Behaviour	Exceeding Expected Behaviour
Removal from classroom - restorative conversation usually with Phase Leader or SLT	10 minutes missed of breaktime – restorative conversation with Class Teacher	5 minutes missed of breaktime - restorative conversation with Class Teacher	1 HP	2 HP	5 HP	25 HP

Appendix B

House Point System

We believe that there should be no 'invisible' children and that children who are continually demonstrating that they can be 'Ready, Respectful and Safe' should be rewarded for doing so.

Children who demonstrate that they are 'ready, respectful and safe' are therefore recognised by being given House Points.

- Classes are divided into 4 Houses (mixed ability and behaviour);
- House Point awards are recoded using a common reward system throughout school
- Pupils are expected to display 'Green behaviours at all times and are regularly awarded House Points for meeting these expectations;
- Children will also be awarded extra House Points for academic and non academic achievement, for demonstrating our school values or in recognition of positive learning behaviours;
- House points that have been awarded should not be taken away;

Children are to be awarded the following House Points for demonstrating expected, beyond expected or exceptional behaviour.

Number/ Name	Description	Frequency
1 HP (Green)	<p>Being Ready, Respectful and Safe:</p> <p>Basic and frequent rewards for meeting expectations</p>	<p>Teachers are to award a Green Award every session for children that have been 'ready, respectful and safe'.</p> <p>Extra house points can be awarded for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.</p>
2 HP (Bronze)	<p>Above expected:</p> <p>effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.</p>	<p>Rewards for going above the expected behaviour:</p> <p>Repeated support for peers, consistently persevering when things get tough with learning,</p>
5 HP (Silver)	<p>Beyond expected:</p> <p>effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.</p>	<p>As a very rough guide, teachers should look to award a Silver Award once a week per pupil. This would equate to 6 children a day, or one child per session.</p>

25 HP (Gold)	Exceptional: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	Reserved for exceptional circumstances!
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There are a total of 6 sessions in a school day. Children will be awarded House Points for each session.

These consist of:

Lessons before break (session 1), break time (session 2), lessons after break (session 3), lunchtime (session 4), after lunch, including worship (session 5) and remaining lessons until the end of day (session 6).

Spending House Points

Children will have the opportunity to exchange House Points they have earned for rewards relating to our Love of Reading, Maths and Play Based Learning.

Appendix C

Levels of Behaviour Management

Level	Pupil Behaviour	Teacher Action	Extra Support
Green	Pupil adheres to 'Green Expectations'	<p><u>Staff reinforce 'Green Expectations'</u></p> <p>Specific feedback is given so the pupil knows staff have paid full attention to them and what they have done well. E.g. Use the language of 'noticing' i.e. "I noticed how calmly you walked through the door just now. You definitely look READY to learn."</p> <p>Consistently being Ready, Respectful and Safe throughout a session equates to 1 House Point.</p>	<p>Involve colleagues and parents/carers in celebration of pupil's achievements.</p> <p>Avoid generic terms e.g. "Well done!" and "I'm really proud of you!"</p> <p>Encourage the pupil to be proud of their own achievements instead i.e. "You should be really proud of yourself!"</p>
Warning	Begins to show signs of emotional dysregulation (i.e. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and disrupting others)	<p><u>Visual or Verbal Warning</u></p> <p>Teacher gives a clear visual of verbal reminder to the child, reminding the child of our 'RRS' expectations.</p> <p>The teacher may also give the child a choice as part of this.</p> <p>Teachers can be firm but kind.</p> <p>Children should be given processing time after being given this warning.</p>	Visual cues, use of praise, praising others who are modelling the desired behaviours.

<p>Restorative Conversation (Amber)</p>	<p>Displays unwanted behaviours despite having been given a warning e.g. some degree of frustration, low level concentration.</p> <p>Minor disruptions, eg rudeness and annoying others.</p>	<p><u>Restorative Conversation</u></p> <p>Staff should remember the principles of ‘Stop, Drop & Think’ when conducting this (Appendix D)</p> <p>Pupils will not receive their ‘Green House Point’ for this session.</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking or feeling at the time? 3. What do you think/ feel about it now? 4. Who has been affected? / How has this affected you? 5. What is needed to make things right? 6. How can we do things differently in the future? / What support do you need to do this? <p>Consideration should be given to strategies such as moving the child, sending the child to the classroom ‘safe space’ or giving them a ‘brain break’ within the classroom.</p>	<p>Informal consultation with class teacher and other colleagues, support staff and parents/carers.</p> <p>Parents can access their child’s behaviour record via CPOMS.</p> <p>Parents/carers should contact the Class Teacher with any issues or concerns that they have.</p>
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<p>Repeated Incidents (Red)</p>	<p>Persistently violates the rights of others in a minor way.</p> <p>Displays continuing unwanted behaviours e.g. distracting others in lessons or answering back</p>	<p><u>Brain/ Movement Break/ Partner Class</u></p> <p>Teacher to send the child on a movement break to complete 'a job', or move them to a partner class.</p> <p>This will be a professional judgement call depending on the severity of the behaviour and the knowledge of the child's individual needs.</p> <p>An understanding of what might be triggering the behaviour should be considered at all times.</p>	<p>Green Expectations relayed to the pupil by the Class Teacher.</p> <p>The Class Teacher can speak to the Inclusion Manager if they feel extra support is required at this point.</p> <p>Parents can access their child's behaviour record via CPOMS.</p> <p>Parents/carers should contact the Class Teacher with any issues or concerns that they have.</p>
<p>Restorative Conversation with SLT (Blue)</p>	<p>Severity warrants discussion with Senior Leader e.g.</p> <p>Continuous unwanted behaviours</p> <p>Hurting someone else on purpose</p> <p>Arguing with, or shouting at an adult</p> <p>Bad language</p> <p>Damaging property</p> <p>Stealing</p>	<p><u>Pupil is sent to a member of the Senior Leadership Team.</u></p> <p>Should SLT be available, or the teacher feels it more appropriate, the pupil can be sent straight to a Senior Leader for the rest of that session (if in lesson).</p> <p>The child will have a restorative conversation with their Phase Lead, or another SLT member, if unavailable. This will either involve a 'relevant consequence' e.g. a child completing the work they did not do in the lesson or making amends, sometimes involving others that were affected.</p> <p>SLT make a phone call home or speaks to the parent face to face.</p>	<p>The Inclusion Leader and class teacher may decide that the pupil needs a BSP / PSP if repeated incidents persist.</p> <p>A daily behaviour report and reward chart may be implemented in accordance with BSP.</p> <p>Parents/carers should contact the SLT member with any issues or concerns that they have.</p>
<p>Restorative Conversation with SLT (Repeated)</p>	<p>Despite support, continues to seriously violate the rights of others and</p>	<p><u>Pupil is sent to SLT</u></p> <p>The member of SLT has a restorative conversation with the child with a view to making amends.</p> <p>A phone call home is made or a conversation is had</p>	<p>Inclusion input.</p> <p>Pastoral Support Plan.</p>

<p>Blue)</p>	<p>shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative.</p> <p>OR</p> <p>Severity warrants discussion with SLT e.g.</p> <p>Child-on child Abuse (in line with Anti-Bullying and)</p> <p>Leaving school without permission</p> <p>Online Safety</p>	<p>face to face.</p> <p>After discussion with parents/ carers, if the situation is persisting, a Pastoral Support Plan may be required. In exceptional circumstances the pupil may be excluded either internally, externally for a fixed term, or permanently.</p> <p>Where incidents of extreme behaviour occur, exclusion may be considered straight away.</p>	<p>Family Support Behaviour Support.</p> <p>Other external outside agency support as appropriate.</p> <p>Parents/carers should contact the SLT member with any issues or concerns that they have.</p>
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Appendix D



Stop, Drop & Think

Stop what you are doing and focus in on the child, showing them full attention so that they know that you care.
Look at what you know so you have all the information on the situation.

1. Attune

The member of staff gets down to the child's level & 'catches and matches' their feeling. It is important to mirror the behaviour, speaking calmly and slowly, using positive touch if possible e.g. hold their hand or put a hand on their shoulder. Try and keep eye contact.

2. Validate

Let the child speak, using the term 'wondering' to try and encourage the pupil to explore the incident for themselves. Use adult speak to repeat what they've said to make it clear.

Validate their feelings. Let them know that it's ok to feel like that and that everybody feels like that sometimes.

3. Contain & Regulate

Depending on the child, ensure the child is contained e.g. letting them know what is going to happen and when; moving them to a 'safe space' (area of containment) inside or outside the classroom; or giving them some form of sensory stimulation e.g. fidget toy, calming music, a book etc. You may want to build in the 'Wheel of Choice'.

4. 'Shine the Light' Restorative Conversation

When they child is ready, explore:

1. What happened?
2. What were they thinking or feeling at the time?
3. What do they think/ feel about it now?
4. Who has been affected? / How has this affected them?
5. What is needed to make things right?
6. How can we do things differently in the future? / What support do they need to do this?

5. 'Making Amends'

Once the child has had this restorative conversation, ensuring they make amends. This could be tidying up if they have made a mess or damaged something, writing an apology letter, making a card, or simply giving someone a hug.

If two people are involved, encourage positive touch through a hug or if they are not comfortable with this, a secret handshake for example.

6. 'Notice' afterwards...

Once the child is regulating again and returned to learning, begin to give specific praise again using the language of 'noticing' e.g. "I noticed that...." (Reinforcing Green Expectations)

