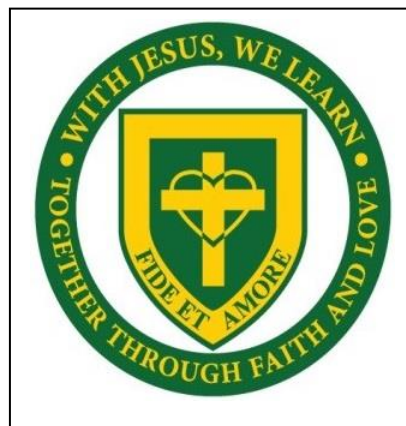


Behaviour policy and Statement of Behaviour Principles

St. Mary's Catholic Primary School



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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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 gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- › Improving Behaviour in Schools – Guidance Report, EEF 2021

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Damaging school equipment/property or another child's belongings
- › Taking school resources or another child's belongings
- › Fighting or physical assault
- › Spitting
- › Racist, homophobic or discriminatory behaviour
- › Possession of any prohibited items

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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 or inappropriate touching
Direct or indirect verbal	Name-calling, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Signs and symptoms of bullying

A child may indicate through their behaviour that he/she is being bullied. Possible signs of bullying if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating

- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

We have developed an anti-bullying strategy, putting into place measures to help prevent and address all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying).

How the school will prevent bullying

We aim to create a culture where it is clear bullying will not be tolerated and children feel they can tell someone if they have a problem. It will be made clear to all pupils that bullying is unacceptable and they will also be made aware of the consequences of bullying. This will be done through class discussions, lessons including PSHE, assemblies, online bullying workshops etc. We will also hold an annual Friendship Week when children will spend more time reflecting on how unacceptable bullying is and that we must speak up to stop it happening. As a part of this week we will also share information with parents/carers through our weekly newsletter, website and school workshops.

Activities include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

This policy will be reviewed annually and all staff will be reminded of the signs of bullying and what to look out for. At St. Mary's we encourage all children to be proactive and to tell an adult if they think somebody is being bullied.

How pupils, parents/carers and staff can report incidents of bullying

Pupils should speak to their teacher, or class teaching assistant, if they (or another child) is being bullied. We also have a 'worry box' in each class where pupils can leave a note requesting an adult to talk to. If parents/carers have concerns, they should initially speak to their child's teacher. All reports of bullying will be discussed with a member of our Senior Management Team (SMT).

Procedures

1. Report bullying incidents to staff
2. Bullying incidents will be recorded by staff in the class behaviour Consequences Folder
3. Parents will be notified of any incidents
4. The bullying behaviour, or threats of bullying, must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour
6. Behaviour support will be sought from the LA Inclusion Team for behaviour – if appropriate
7. All staff will be informed of the incident and they will carefully monitor the victim and the bully
8. The victim will be supported in school

9. The parents of the victim will be contacted, on a regular basis, after the incident, to check ensure that no other incidents have occurred.
10. Time is set aside at weekly staff briefings to discuss any concerns

How the school will react to bullying that occurs off school premises or online

Children now have more access to the internet even from an early age. Online safety is taught, each half term, as a part of our Computing scheme of work. If there is any form of bullying of a child online - the school will follow the behaviour policy.

The school will act on any bullying even if it occurs outside of school. We will contact parents/carers, as soon as an incident has been reported, and work with the parents to end any form of bullying.

How the school records, analyses and monitors incidents of bullying

All incidents of bullying are recorded in individual class Consequences Folders. The school Senior Management Team collects these folders in, at the end of each half-term, to analyse the behaviour records and triggers. If a child has been involved in three, or more incidents, over a half term a meeting will be arranged with the pupil and their parents.

Sanction Procedures

- 1) The bully (bullies) will carry out a behaviour reflection with a member of our Senior Management Team and they will be asked to apologise to the victim. Other consequences will be determined in accordance with this behaviour policy
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

How the school supports pupils who have been bullied, and those vulnerable to bullying

Children and young people who are more likely to be bullied may include those with additional learning needs, or with a disability or long-term illness, as well as those who live in deprived areas or one-parent households. Our most vulnerable pupils attend weekly Social Skills groups where they are taught to be assertive, to recognise when they are being bullied and how to communicate this with adults. If a child has been bullied we nominate a member of staff (usually their class teaching assistant) to have daily check-ins with them. They are also paired with a 'class buddy' who will support and keep an eye on them during break times. Individual pupils may also be offered our Drawing and Talking therapy sessions.

How the school trains staff and governors in preventing and handling bullying

This policy is reviewed annually with staff and governors. Staff also receive annual training looking at the signs and symptoms of bullying and school procedures for dealing with incidents. We also hold Internet Safety training, every year, during our Friendship Week.

5. Roles and responsibilities

5.1 The Governing Body

Our Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)

- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix for our behaviour log template)
- › 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, while 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 standards, and the consequences they will face if they don't meet the standards
 - › The pastoral support that is available to them to help them meet the behaviour standards

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 transition from other schools.

6. School behaviour curriculum

As a staff we have developed four clear rules we expect all pupils to follow:

- **We are silent when the teacher is talking**
- **We follow instructions right away**
- **We let others get on with their work**
- **We respect each other**

To ensure pupil behaviour is consistent, all adults working with the children will –

- **Teach the rules and routines**
- **Give a rationale for the rules and routines**
- **Frequently remind the children of our school rules**
- **Publicly narrate compliance**
- **Privately correct non-compliance**

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

6.1 Mobile phones

- › Only Year 6 pupils are allowed to bring mobile phones on-site
- › Phones, belonging to Year 6 pupils, are placed into a box at the start of each day. This box is stored in our office during the school day
- › Pupils cannot use their phones during the school day

7. Responding to behaviour

7.1 Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the four agreed School Rules
- › Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning as they come into class for their 'soft start'
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that an individual 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 and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Certificates will be awarded at our weekly whole school 'Reward Assembly'. These include the following in each class: Star of the Week Award, Good Work (a different subject each week) and a TA award. There will also be a special Headteacher Award each week.
- House Points (the winners at the end of each half-term are rewarded with an extra break).
- Stickers, stamps and pupil praise written in their exercise books
- Line up awards in KS1 and KS2
- Positions of responsibility, such as Head Boy/Girl, play leaders, School Council or leading a project
- Class rewards
- Red Letter award: One child is presented with a certificate and an award for either their helpfulness or attitude towards others.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

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

At St. Mary's we use the following sanctions in response to unacceptable behaviour

All staff use the same language when discussing behaviour. They talk about making **right choices** and **wrong choices** to ensure a consistent approach across our school. Staff address the behavior choice the child has made.

All classes follow a traffic light system for behaviour and children know the consequences of not making the right choices. They follow the same system to ensure fairness and consistency across the school. The children are reminded of the consequences of not making the right choices and they are displayed in each classroom. All classes have a traffic light displayed in their room and when a child is put on a colour of a traffic light they attach a peg with their name on it to the colour. The traffic light can be used to escalate consequences up to red and also allows a child to move down the traffic light by making right choices. When a child is on 'red', the behaviour is recorded and parents are informed. Please see the behavior appendix showing the traffic light system and an example of the recording sheet for our Consequences Folders.

Sanctions include (refer to the behavior appendix):

1. Loss of break time (pupils will be asked to complete an age/level appropriate 'Behaviour Reflection' sheet)
2. Independent work at a separate table in the classroom
3. Work at a table outside of the classroom or time in a Buddy year group
4. Being sent to a member of the Senior Management Team

For serious cases of mis-behaviour, the child will be sent to the Head Teacher (or a member of the Senior Management Team) immediately. Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Suspension and Permanent Exclusion

Suspension, or even permanent exclusion from school, is the ultimate sanctions in the chain of disciplinary measures. These measures would be considered in serious cases such as extreme violence, ongoing bullying incidents, severe destructive behaviour or a child swearing at or hitting a teacher. (Please see our Exclusion Policy). The initial decision to suspend a child can only be taken by the Head teacher. The parents of the pupil are informed in writing of the suspension, its length and the reason for it. They are also told of their right to appeal to our governors. The Chair of Governors and the LA (Local Authority) are also informed.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils including escorting a child to a 'safe space'. 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

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 and searching

Searching 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/carers, if appropriate.

Searching of a pupil's possessions

Searches of a pupil's possessions 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. There will be another member of staff present as a witness to the search. 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.

Possessions means any items that the pupil has or appears to have control of, including their bags or class tray.

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/carers

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

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

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

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher /member of the senior management 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.

7.10 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 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 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. Sanctions

8.1 Missed break time

If a child's name peg is placed on the amber traffic light they will miss five minutes of their break time. If their name is placed on the red traffic light (or beyond), they will miss ten minutes of their break and spend this time reflecting on their behaviour by completing our school 'Behaviour Reflection' template sheet. Their name will be entered in the class Consequences Folder and their parent will be informed.

8.2 Removal from classrooms

Independent work

If a pupil is placed on the 'red traffic light' but continues to be disruptive, their teacher will move him/her on a table of their own if there is one available. If not, then a teacher's table is used ideally with the individual facing away from their peers. The student continues to do their class work and returns to their own desk after making right choices for a time deemed suitable. A reminder at this stage that the student has a choice (right and wrong,) and needs to make better choices about their behaviour. The child will still miss ten minutes of their break.

Work outside of the classroom or a 'buddy' room

If a student continues to disrupt and fails to comply with teacher requests they will be sent with a note and work to a Buddy Class. They will complete their work in this room, for a set time, or the student will be asked to work at a desk outside the classroom for the rest of the lesson with TA supervision e.g. corridor, ICT Suite, Hall. The pupil needs to complete a '**Behaviour Reflection**' form at break time in their own class.

SMT REFERRAL

The child is sent with the class 'Consequences Folder' to a member of the SMT if disruptions continue either in the 'buddy' room or when the student returns to their own classroom. The senior leader may call parents or isolate the student for a longer period of time in a suitable location which does not breach duty of care requirements.

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

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

- Use of teaching assistants
- Behaviour reward/tracking charts
- Long-term behaviour plans
- Team Around the Child (TAC) support meetings

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 Consequences Folder.

8.3 Suspension and permanent exclusion

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

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. When recording behaviour incidents in the class Consequences Folder, teachers should record any triggers and take these into account when planning support.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Our approach includes:

- Whole class movement breaks and short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for a long period of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues and allowing the pupil access to fidget toys and wobble cushions
- Training for staff in understanding conditions such as autism and sensory needs
- Use of quiet workstations, sensory tent and our sensory room 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 consider:

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

If the answer to any of these questions is 'yes', we 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/carers 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 contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Pupils who are most difficult to connect with:

Teachers are asked to adopt the Establish – Maintain – Restore (EMR) method trialled by the EEF (2021). The first stage involves the teacher setting aside a window of time to help 'establish' a positive relationship with the child (see table below). The second stage involves proactive efforts to help maintain this positive relationship e.g. regular check-ins, praise, rewards. The last stage involves meeting with the child following a negative interaction to help restore the positive relationship.

Box 2: The Establish-Maintain-Restore (EMR) method

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	<ul style="list-style-type: none"> Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely 	<ul style="list-style-type: none"> 5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities 	<ul style="list-style-type: none"> R³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

10. Supporting pupils following a sanction

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

The child will complete a 'Behaviour Reflection' with a member of staff reflecting on their behaviour and what they will do differently next time.

- Following removal from the classroom, or following suspension, a reintegration meeting will be held with the pupil and their parents. The child will also receive a report card with personalised behaviour goals and a daily check-in with a member of the senior leadership team.

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 a transition morning with their new teacher establishing classroom expectations.

To ensure behaviour is continually monitored and the right support is in place, the class Consequences Folder relating to pupil behaviour issues is transferred to relevant staff at the start of the following 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 (Team Teach every three years)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom (this will be recorded by class teachers in their class Consequence Folder).
- Attendance, permanent exclusions and suspensions
- Use of managed moves using the Team Teach approach
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils and parents (via annual surveys)

The data will be analysed, at the end of every half term, by the Senior Management Team (SMT).

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

- › At school level
- › By class
- › 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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governors 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 full governing body.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Behaviour Policy Appendix
- › Exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › SEND policy
- › Mobile Phone and Social Media Policy
- › Statement of Behaviour Principles

Appendix 1: written statement of behaviour principles

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

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

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

Please also refer to our separate Behaviour Appendix