St Mary's CE Primary School

Behaviour Policy
July 24

Headteacher: Joy Burgess

'Rising Above the Ordinary'

Last reviewed on:	July 2024
Next review due by:	July 2025

School Vision and Values

Our Vision

We will work as a whole school community to support and deliver a high quality, nurturing and respectful learning environment that inspires all of our children to rise above the ordinary. Our school is committed to being an environment that is open to the spirituality* of children.

We will encourage all children to understand and adapt positively as active citizens and courageous advocates – to participate and make a difference in the diverse world in which we live.

Through our high standards of teaching and personalised learning, within a broad and balanced ambitious curriculum, we prepare our learners to make a positive contribution towards society and enjoy future success.

Our Mission "Rise above the Ordinary"

At St. Mary's we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners.
We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in God, and together, we aim for each child to become the best version of themselves in mind, body and spirit. Our Theological Rationale further encapsulates what we believe in.

Spirituality* in our school has five branches:

1. **Beliefs for life** "*ability to be reflective about their own beliefs (religious or otherwise) and their perspective on life*".

2. **Understanding others** "*knowledge of, and respect for, different people's faiths, feelings and values*".

3. **Joy, wonder and fascination** "*sense of enjoyment and fascination in learning about themselves, others and the world around them*".

4. **Imagination and creativity** "*use of imagination and creativity in their learning*".

5. **Reflectiveness** "*willingness to reflect on their experiences*".

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
> For all children to understand that their behaviour has an impact on others and themselves, both positive and negative. The consequences of this can lead to appropriate sanctions as necessary encouraging and supporting the child not to repeat that particular behaviour.

The policy is written in the belief that school can make a difference to a child's development. We recognise the high level of commitment and partnership required from everybody: children, parents, carers, staff and Trust to put this policy into action.

Adaptations are made for children with Special Educational Needs & Disabilities (SEND) or those experiencing temporary upset or trauma, e.g. family difficulties or bereavement. This relies on a good partnership between home and school so that action can be taken at the earliest possible moment.

2. Legislation, statutory requirements and statutory guidance

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

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016
> Behaviour in schools: advice for headteachers and school staff 2022
> Searching, screening and confiscation at school 2018
> Searching, screening and confiscation: advice for schools 2022 > The Equality Act 2010
> Keeping Children Safe in Education
> Exclusion from maintained schools, academies and pupil referral units in England 2017
> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
> Use of reasonable force in schools
> Supporting pupils with medical conditions at school
> It is also based on the Special Educational Needs and Disability (SEND) Code of Practice. In addition, this policy is based on:
> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy This policy complies with our funding agreement and articles of association.

3. Definitions

Examples of 'Lower Level' behaviours are:	Examples of 'Medium Level' behaviours are:	Examples of 'Serious' behaviours are defined as:
Failure to follow instructions Distracting others from learning Poor learning behaviour Not listening Work avoidance Not staying on task	Answering back Repeated non-compliance Physical aggression Verbal aggression Inappropriate use of language Target swearing towards a child or adult Threatening behaviour Offsite behaviour on Social Media brought into school Repeated breaches of the school rules	Any form of bullying Child on child abuse Physical assault/physical aggression Verbal abuse/swearing/verbal aggression Threatening behaviour (including spitting /scratching/nipping) Fighting Sexual misconduct -sexual violence and sexual harassment including sharing of nude/semi-nude images and intentional sexual touching without consent Racist, sexist, homophobic or discriminatory behaviour Theft Vandalism-damage to property -school property/peer property/buildings/neighbouring property Inappropriate or dangerous items being brought onto the school premises Inappropriate or dangerous items used to inflict harm Smoking/vaping Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school where it impacts behaviour in school

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/bi-phobic 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

5. Roles and responsibilities

a. Governance and the Local School Board

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher/ Head of School and Executive Headteacher to account for its implementation.

The Local School Board work in partnership with the Trust to support the school in its implementation of the Behaviour Policy.

b. The Headteacher

> The Headteacher is responsible for:
> Reviewing and approving this behaviour policy
> Ensuring that the school environment encourages positive behaviour
> Ensuring that staff deal effectively with poor behaviour
> Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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

c. Teachers and staff

Staff are responsible for:
> Creating a calm and safe environment for pupils
> Establishing and maintaining clear boundaries of acceptable pupil behaviour and building positive relationships with the children in their care
> 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 on CPOMS.
> Challenging pupils to meet the school's expectations
> The senior leadership team (SLT) will support staff in responding to behaviour incidents.

d. 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. Parents may be contacted to have a PEP talk with the child during the school day to help regain focus and be back in the classroom learning.

e. 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 by working with the Learning Mentor as 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. This will be done through class work and a whole class reminder about the classroom rules and classroom expectations.

6. School behaviour curriculum

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of creating a culture of positivity in order to helping everyone to learn, live and grow together. It is designed to develop courtesy, good manners and mutual respect. It is also to protect children from injury, to care and respect equipment and to maintain a hygienic, healthy and positive environment for them to learn and thrive.

Consistency is Key
Consistency in managing behaviour is key. Staff every day will provide our children with consistent language and a consistent response. This will ensure 'certainty' in the classroom, with all staff taking responsibility for behaviour around school. Consistent positive reinforcement with clear routines will support, encourage and celebrate appropriate behaviours.

We have specific rules being enforced on the grounds of health, welfare and safety:

Food and drink
Children may bring a labelled bottle of water into school. This water should be fresh each day and the children may refill their bottles at school if necessary. The children will have regular access to this water; a water break can help some children who need to regulate. Food and snacks may also be provided if a child is hungry or dysregulated.

Personal property
The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays,

bags or coats.

Anti-social Behaviour

Anti-social behaviour from any member of our school community is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through vandalism or repeated carelessness by one of our pupils, parents will be asked to ensure that a reasonable proportion of the cost is repaid.

The school uses a high quality PSHE scheme to support children in this area and have a clear approach to supporting learning behaviours. Familiar routines are used by staff in all lessons.

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

7. Mobile phones

Any children with mobile phones must hand these in to the school office upon arrival and collected at the end of the school day. School will accept no responsibility of damage or loss of mobile phones brought into school.

We are no mobile school so any visitors using phones will be asked to put their phones away.

Equally, staff will only use their phones in their own break and lunchtime.

8. Responding to behaviour

a. Classroom management

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

They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour consequence ladder and their classroom rules.
- Develop a positive relationship with pupils, which may include:
1. Greeting pupils in the morning/at the start of lessons
2. Establishing clear routines in line with the agreed protocols
3. Communicating expectations of behaviour in ways other than verbally
4. Highlighting and promoting good behaviour
5. Concluding the day positively and starting the next day afresh
6. Follow the system for dealing with low-level disruption
7. Using positive reinforcement

The school rewards good behaviour as it develops an ethos of kindness and co-operation. This policy is designed to promote a culture of good behaviour. It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and better behaved, when staff commend and reward their successes rather than focus on their failure. Praise has a reinforcing and motivational role. It helps a child believe he/she is valued.

Our Core Christian Values outline the basic expectations every day in school and promote a strong growth mindset which is celebrated across the whole school. We aspire to RISE (Respect, Inspire, Support and Exceed) above the ordinary in all that we do.

b. 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.

c.   Responding to good behaviour

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

All of the school reward systems and possible sanctions are shared with the children at the beginning of each school year by the Headteacher and class teachers. These are revisited at the beginning of each half term or sooner, if needed.

Staff realise the importance of a consistent whole school approach to behaviour at all times and are positive in their management of children. They also place great value on every child's individuality and as such tailor the whole school approach appropriately for each child's needs.

In school we will use the following:
> Positive words and praise;
> Merit points that build towards a merit team termly prize;
> Stamps, stickers
> Certificates;
> Weekly Star Pupil Awards;
> Visits to the leadership team
> Positions of responsibility/roles within the classroom
> Positive phone calls home or positive Dojo message home

d.   Taking Responsibility

We involve children productively and responsibly in school life; we encourage them to help around school: Playground Leaders, Crew Council, Junior Leadership Team, Merit Captains, Lunch monitors,

e.   Responding to breaches of the school's behaviour policy

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 will be used to help prevent behaviours escalating.

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 to minimise the disruption to others and especially teaching and learning time:
> A verbal prompt, close teacher presence and reminder of the expectations of behaviour – provide every opportunity for the child to correct their own behaviour by praising the correct behaviour of others, reminding them to make the right choices and prevent further escalations.
> Expecting work to be completed at home if necessary.
> Referring the pupil to a senior member of staff - If the behaviour persists (on the same day), it may result in the Head Teacher being informed and a message sent home to parents. This behaviour will be logged by the Head Teacher or Class Teacher on CPOMS.
> Conversation with parents
> Agreeing a behaviour contract or putting a pupil 'on report' in extreme cases – teachers can note behaviours on the ladder; for some children a timetable can be used to identify trigger points so that prevention can be planned for… *'If it is predictable, it is preventable'*
> Removal of the pupil from the classroom for a break, if needed, and a fresh voice saying the same consistent messages
> Suspension
> Permanent exclusions, in the most serious of circumstances. For more information, see the exclusion policy.
> 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.

If there is a breach of the behaviour policy at lunchtime, the child will have a lunchtime isolation the next day where they will write lines as part of our restorative practice.

f. Consequences

There are consequences for breaching the school's behaviour policy:

- ❯ We teach the children that the way that they behave has consequences to themselves and others.
- ❯ We believe that pupils should be given the opportunity to repair relationships through forgiveness and restorative conversations.
- ❯ All staff are trained to use Zones of Regulation to help children to self-regulate and to encourage children to reflect on how they feel.
- ❯ Some children will need a bespoke positive behaviour plan, which may include appropriate rewards to reinforce behaviour. These are completed in collaboration with the learning mentor, class teacher, parents and child so there is a shared understanding.
- ❯ When a child is judged to be struggling with their behaviour, the school will offer the following support:
- ❯ Meetings with learning mentor for 1 to 1 support
- ❯ Use of teaching assistants to support in classrooms
- ❯ Short term behaviour report cards/tracking on the school consequence ladder
- ❯ Long term behaviour plans supported by the school SENDCo
- ❯ Individualised reward systems ❯ SEMH/behaviour interventions
- ❯ Cause for Concern intervention to consider SEND ❯ Multi-agency assessment

g. 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 (CPOMS and the bound book) 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.

9. Confiscation, screenings and searches

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

Confiscation

Any prohibited items (knives, weapons, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, lighters/matches) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. These items will be returned to parents via the school office.

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 and always with a parent/carer present if possible.

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:

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

An authorised member of staff may search a pupil's outer clothing such as coats and bags in the cloakroom, possessions or drawers

Searching pupils' possessions

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

> Desks
> Coats if not being worn
> 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. Authorisation can only be given by the Headteacher or the Designated Safeguarding Lead.

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.
This should be avoided where possible.

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 soon as possible:

> 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.

Off-site breach of behaviour policy

Sanctions may be applied where a pupil has breached the behaviour policy off-site when representing the school:

> Taking part in any school-organised or school-related activity (e.g. school trips)
> ravelling 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 breached the behaviour policy off-site, at any time, whether or not the conditions above apply, if the breach:
> 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).

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.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
If a decision is made to report the matter to the police, the Headteacher or other leader identified by them 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.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:
> Proportionate
> Considered
> Supportive
> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
> Responding to a report
> Carrying out risk assessments, where appropriate, to help determine whether to:
  o Manage the incident internally
  o Refer to early help
  o Refer to children's social care
  o Report to the police

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

Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy and procedures for allegations against staff, for more information on responding to allegations of abuse against staff or other pupils. Both documents can be found on our website. All staff receive these documents annually.

10. Serious sanctions

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. This is recorded on CPOMs as an internal isolation.

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 breach of behaviour policy. 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 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 mentor
> Use of teaching assistants
> Parents invited to do a PEP talk with child
> Short term behaviour report cards
> 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 on CPOMs.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent breaches of the behaviour policy, 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. This can be found on the school website.

11. Responding to misbehaviour from pupils with SEND

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.

We will remove triggers of misbehaviour. Our approach includes strategies below:

> Involving parents
> Discussions with SENDCo
> Involvement with outside agencies including any specific in regards to the needs of the pupil
> Behaviour targets should be achievable over short periods of time.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of home/school diary.

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 inappropriate 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.

Where a pupil has SEND which means they struggle to uphold the school's behaviour policy in line with all other pupils, the school shall have specific plans in place to document the reasonable adjustments and support which is made to ensure the pupil is not unfairly treated in line with this policy. This may include an individual risk assessment and behaviour plan.

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.

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 appropriate adjustments to daily practice to better meet the pupil's needs. If significant changes are required, the school may request an emergency review of the EHC plan to allow for changes to be made to targets and in some instances, the provision.

12. Supporting pupils following a sanction

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

This could include measures like:
- Reintegration meetings
- Time to reflect on behaviours
- Daily contact with the learning mentor
- A stamp/reward card with personalised behaviour goals

13. Pupil transition

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.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

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.

Weekly monitoring by the SLT (Senior Leadership Team) to look at any patterns of behaviour to be reported termly, by the Headteacher, to the Trust Board and the Local School Board.

Practice will be adapted to meet any seen patterns such as an intervention such as ELSA or by class PSHE lessons or by a change to an assembly theme.

14. Training

Our staff are provided with regular training on managing behaviour, including training on:

- Our behaviour policy
- Roles of key staff in school
- De-escalation training
- The proper use of restraint/positive handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

> Zones of Regulation
> Restorative practice and restorative conversations

15. Monitoring arrangements
Monitoring and evaluating school behaviour
The school will collect data on the following:
> Behavioural incidents, including removal from the classroom/internal exclusions > 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 from a variety of perspectives including:

By age group/classes, gender, SEND needs, race, homophobic abuse

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 practice to tackle it.

Monitoring this policy
This behaviour policy will be reviewed by the Headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data . At each review, the policy will be presented to the Local School Board to note.

16. Links with other policies
This behaviour policy is linked to the following policies and documents:
> Exclusions policy
> Child protection and safeguarding policy
> Physical restraint policy
> Anti-Bullying Policy
> Attendance
> DfE guidance for mental health and behaviour
> SEND Policy and report
> Code of Conduct
> Equality policy

Appendix 1: written statement of behaviour principles

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

The Trust and Local School Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.