



Newbottle and Charlton C.E. V.A. Primary School

*Every person matters, every moment counts ;
"I can do all this through him who gives me strength."*

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BEHAVIOUR POLICY

(Statutory – Annual review)

Adopted by the Governing Body on [Date]:	Sept 2023
Chair of Governors Signature:	
Date of next review:	Sept 2024



Newbottle and Charlton CEVA Primary School

Behaviour Policy

Introduction

Newbottle and Charlton CEVA Primary School is a caring and nurturing school and we treat each child as an individual. We expect that all children abide by the rules. However, we understand that at times children will face challenges. Some children will have an inner resilience to cope with these challenges. Other children will need extra support to cope with the demands of the school day, their home life and social interaction.

This policy is intended to support and develop self-discipline, resilience and the awareness of the needs of others.

Aims:

- To create a calm, safe, comfortable and caring environment which encourages and reinforces good behaviour
- To establish a whole school approach that maintains high standards of behaviour
- To build a community that see the importance of demonstrating our Christian values and having empathy for others.
- To outline the expectations and consequences of behaviour
- To promote self-esteem, self-discipline and good relationships which enable children to become positive citizens of the school and the outside community
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To define what we would consider to be unacceptable behaviour, including bullying and discrimination

Purpose of the policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Teach appropriate behaviours

The aim of the policy is consistency in practice. All staff are expected to deal with behaviour consistently.

This means in practice that we will strive to use:

- Consistent language; consistent response, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom; teachers taking responsibility for behaviour interventions, seeking support when appropriate.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations

- Consistent respect from the adults: Even in the face of disrespectful learners.
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistent reinforced rituals, routines for behaviour around the school.
- Consistent environment: Display the quality of a good primary school, consistent messages which echoes are core values.

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](#)
- › 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
- › This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#)

Definitions

Behaviours at Newbottle and Charlton School which we do not wish to see are:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- Poor attitude
- Not carrying out the work set and distracting others
- Breaches of our school and class rules

Serious Negative Behaviours

- Repeated breaches of the school rules
- Physical aggression e.g., hitting, kicking punching, spitting, fighting
- Verbal aggression e.g., Name calling, swearing, disrespecting an adult, racist, sexist, homophobic or discriminatory behaviour
- Damaging/Disrespectful to property e.g., Theft, Vandalism
- Any form of bullying (see anti-bullying policy for more information and definitions of forms of bullying)
- Smoking/Vaping
- Possession of any prohibited items- such as knives, tobacco, alcohol, fireworks
- Sexual violence
- 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

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

Any incidents of bullying behaviour are taken very seriously. (Please see the school's Anti-Bullying Policy for more details).

Responsibilities and Roles

The Governing Body

The 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

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
- 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 our electronic logging system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and Staff

The adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. They will do this by implementing this policy consistently.

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
- Challenging pupils to meet the school's expectations

The headteacher and Inclusion lead will support staff in responding to behaviour incidents.

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.

Pupils

Pupils will be made aware of the following regularly:

- 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
- Importance of treating everyone with dignity, kindness and respect
- 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 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.

School Behaviour Curriculum

Our school has three simple rules which can be applied to a variety of situations and are taught and modelled explicitly.

1.	Be Ready	<p>We are always ready to work to the best of our abilities and take responsibility for our actions</p> <hr/> <p>Examples of this in action:</p> <ul style="list-style-type: none"> ➤ Being ready in any place to start learning (e.g-sitting quietly, been to the toilet, got drink, have book out) ➤ Being ready to move around the school by lining up quietly and sensibly ➤ Being ready to follow instructions so that the learning can start ➤ Being ready to learn by having the correct equipment ready to carry out work. ➤ Being ready to own up to mistakes and accept the consequences of our behaviour when sanctions are given
2.	Be Respectful	<p>We show respect for others and our school</p> <hr/> <p>Examples of this in action:</p> <ul style="list-style-type: none"> ➤ Being respectful by talking in calm way using kind language to members of staff and each other showing our school Christian values ➤ Being respectful by showing good manners through words and actions ➤ Being respectful by actively listening to others and not interrupting ➤ Being respectful by taking turns in activities or through play ➤ Being respectful by not damaging the school building and school property/equipment ➤ Being respectful by moving around the school avoiding loud noises so as not to distract others ➤ Being respectful by accepting that others may have differing opinions and beliefs ➤ Being respectful by accepting and valuing each other's contributions; working with any member of the school. ➤ Being respectful by accepting decisions made by adults ➤ Respecting personal space

3.	Be Safe	<p>We help to keep ourselves and others safe</p> <p>Examples of this in action:</p> <ul style="list-style-type: none"> - Being safe by behaving in an orderly and self-controlled way - Being safe by using equipment in the correct manner - Being safe by following instructions - Being safe around school by always walking unless told otherwise - Being safe by showing good personal hygiene-i.e washing hands - Helping each other to be safe through modelling, discussing and reporting any worries.

We also understand that for some children following our behaviour expectations within the curriculum are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

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

Responding to Behaviour

The school believes the best way to encourage and ensure positive behaviour is to recognise it and sometimes reward it when we feel it is appropriate. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do not just to get a reward.

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
- Plan lessons that engage, challenge and meet the needs of all learners
- Display and refer to the three main school rules when discussing behaviour
- Model positive behaviours and build relationships to make learners feel important
- Use visible recognition mechanisms throughout every lesson.
- Persistently catch children who are doing the right thing (Focus energy on good behaviour)
- Pick up on children who are failing to meet expectations (Ensure the fame is taken out of behaving badly)
- Engage in reflective dialogue with learners
- Meet and greet children daily (Teachers on the playground and support staff in the classroom)
- Never ignore or walk past learners who aren’t behaving in an acceptable way
- Conclude the day positively, starting the next day afresh

The headteacher will stand alongside colleagues to support, guide and model and show a unified consistency to the learners.

The headteacher will:

- Meet and greet learners- On the gate, on the playground or within the classroom at the beginning of the day
- Be a visible presence around the site and especially at changeover times
- Regularly share good practice and celebrate all stakeholders whose effort goes above and beyond expectations.
- Review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Over and Above Recognition

School Level

- Staff support each other with positive praise- Triangulation (Tell other adults you have praised someone so they can reinforce and praise too)
- Certificates
 - Weekly
 - VIP of the week- Focus on over and above following school rules/values/amazing learning behaviours
 - Writer of the week
 - Speller of the week (Phonics in Reception)
 - Mathematician of the week
 - Regular
 - -Active Awards,
 - HT Award- Nominated by children and staff
- Headteacher Tea every month (Children invited through nominations by staff)
- Positive Notes- Nominated by peer (inc Pupil Parliament, ethos committee, Sports Leaders)
- Achievements in Sport- Team of the Term (Having a sports focus to work on as part of the school team (Air, Earth, Water, Fire) in and out of class.

Key Stage Level

- Recognising regular reading- EYFS, KS1
- Positions of responsibility

Classroom Level

- Verbal praise- lots of it to acknowledge behaviour we want to see
- Recognition boards- On a particular focus in class
- Show work to other adults- Including HT
- Positions of responsibility
- Stickers- Focussed on specific things- Values, Showing work to HT etc
- Positive Postcards- Sharing positive feedback regularly which are then sent home
- Special Class Box- Collaboratively working as a class on a learning behaviour focus (ie. Listening to instructions, teamwork) with a delve into the box- Include special treats, prizes, class golden time, non-curricular activities.

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.

Below are the steps staff will take. If behaviours are starting to be more than a one off then they will start to be recorded electronically on our electronic system. This allows for common patterns to be identified as well as a record to refer back to.

Where serious negative behaviour has been identified then children will be sent straight in for internal referral with headteacher.

For each step learners must be given time 'take up time' in between steps

STEPS	ACTIONS	EXAMPLES
1. Redirection	Gentle Encouragement, a 'nudge' in the right direction, small act of kindness	Non verbal cues Adjust seating plan Acknowledgement
2. Verbal reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Emphasise students choices Show disappointed Re-engage Clarify expectations Give choices Remind of previous good conduct
3. Caution	A clear caution delivered privately wherever possible making the learner aware of their behaviour and clearly outlining the consequences if they continue. This could be verbal or a caution card. (A note will be made privately by the teacher at what stage the child is on)	Calm assertive intervention Clear verbal warning Clarify choices Give last chance
4. Time Out	If the child hasn't engaged, then he/she needs time out. Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. At times it may be more appropriate for the child to reflect in another classroom or HT office (if angry or the behaviour may impact on the safety of the other children) before being spoken to privately.	5 minutes maximum Reset expectations Allow time for tempers to calm down

5. (a) Internal Referral	At this point the learner will be referred internally to the headteacher or Inclusion Lead will give the child time to reflect about what has happened and discussions will be had between teacher and child following restorative conversations.	Time to reflect Repair trust Restorative conversations
5.(b) Reflect/Repair	<p>Restorative conversations are a core part of repairing damage to trust between staff and learners.</p> <p>Discussions will be held about what zone children were at before and during the incident (see more on zones of regulation on our website)</p> <p>Our restorative conversations are structured in 6 steps:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. How did this make people feel? 4. Who has been affected and how have they been affected? 5. What should we do to put things right? 6. How can we do things differently in the future? <p>The conversation should finish with reaffirming your commitment to building a trusting relationship.</p> <p>Staff will take responsibility for leading restorative conversations</p>	<p>This could completed verbally or using reflective form (appendix 3) during the lessons or at break or lunch time</p> <p>Depending on the situation a phone call with parents will need to be made.</p>
6. Partnership Stage	The partnership stage will be implemented where there is a cause for concern emerging. (See below) and may involve conversations/meeting with different adults in the school and will include the learner and parents.	Support given Develop a plan and monitor and review

Steps within Partnership stage

1. Teacher to seek support from other colleagues- ask for strategies that may have worked before.

Parents need to be informed of behaviours and regular conversation needs to take place to find out if any reason for behaviour

2. If this is still not helping, then ask for support from Headteacher/Inclusion Lead/DSL

The school's Inclusion Lead in consultation with teacher and headteacher will 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. The DSL may inquire into circumstances outside of school

3. Parents to have a more formal meeting with appropriate adults- i.e. headteacher, teacher, Inclusion Lead

School to provide interventions to support positive behaviour by Emotional Literacy Support Assistant following individual behaviour plan that will be regularly monitored and evaluated

4. If behaviour continues, then a further meeting with the Headteacher which may also include a governor representative

5. Further sanctions may be needed (see suspension and exclusion)

Responding to Extreme Behaviour

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents on MYCONCERN.
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.

Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Confiscation

Any prohibited items 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 haven't happened in Newbottle and Charlton primary school, but it is good practice to have clear guidelines if it was to happen. 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 make sure 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 to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Due the age of the children it is normal practice for staff to go into a child’s bags and drawers to support them in getting the right equipment for lessons.

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.

Off-site Poor Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable for their age, special educational need or disability they may have.

Teachers may need to apply sanctions when:

Misbehaviour (negative behaviours) when the pupil is:

- Taking part in a school-organised or school related activity- Including school trips or
- Travelling to or from school or
- Wearing school uniform or
- In some other way is identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that

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

In all cases of misbehaviour (negative behaviours) the teacher can only apply sanctions when the pupil is under the lawful control of the member of staff.

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 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 MASH team- Safeguarding.

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.

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 a statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Removal from Classrooms (Internal Referral- Different to a short time out to support emotional regulation)

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 which 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 the headteacher or inclusion lead and will be removed for a maximum of 30 minutes (depending on age of child)

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/carers will be informed on the same day that their child is removed from the classroom (an internal referral).

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 charts
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

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.

Each case will be dealt with individually. To try to prevent this from happening the Inclusion lead may work with the class teacher and parents to create a support plan for children when they have first presented some challenging behaviour.

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

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 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.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Including:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- 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 or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- 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', 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Inclusion Lead 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.

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

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.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead/ELSA
- Personalised behaviour chart

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). 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.

Training

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

- Positive handling
- The need 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.

Monitoring arrangements

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 and confiscation

- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture (yearly)

The data will be analysed every long term by the headteacher/Inclusion lead.

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.

Monitoring of this policy

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

The written statement of behaviour principles will be reviewed and approved by the governors annually.

Appendix 1

Behaviour for excellent teaching and learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

- Meet and greet children daily- Teachers on the playground, Support staff in the classroom
- Refer to the 3 main school rules in all conversations about behaviour
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use visible recognition mechanisms throughout every lesson.
- Persistently catch children who are doing the right thing and pick up on children who are failing to meet expectations
- Engage in reflective dialogue with learners
- Never ignore or walk past learners who aren't behaving in an acceptable way.

Appendix 2
School Steps of Support

STEPS	ACTIONS	EXAMPLES
1. Redirection	Gentle Encouragement, a 'nudge' in the right direction, small act of kindness	Non verbal cues Adjust seating plan Acknowledgement
2. Verbal reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Emphasise students choices Show disappointed Re-engage Clarify expectations Give choices Remind of previous good conduct
3. Caution	A clear caution delivered privately wherever possible making the learner aware of their behaviour and clearly outlining the consequences if they continue. This could be verbal or a caution card. (A note will be made privately by the teacher at what stage the child is on)	Calm assertive intervention Clear verbal warning Clarify choices Give last chance
4. Time Out	If the child hasn't engaged, then he/she needs time out. Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. At times it may be more appropriate for the child to reflect in another classroom or HT office if angry before being spoken to privately.	5 minutes maximum Reset expectations Allow time for tempers to calm down
5. (a) Internal Referral	At this point the learner will be referred internally to the headteacher will give the child time to reflect about what has happened and discussions will be had between teacher and child following restorative conversations	Time to reflect Repair trust Restorative conversations
5.(b) Reflect/ Repair	Restorative conversations are a core part of repairing damage to trust between staff and learners. Discussions will be held about what zone children were at before and during the incident. Our restorative conversations are structured in 6 steps: <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. How did this make people feel? 4. Who has been affected and how have they been affected? 5. What should we do to put things right? 6. How can we do things differently in the future? The conversation should finish with reaffirming your commitment to building a trusting relationship. Staff will take responsibility for leading restorative conversations	This could verbally or using reflective form (appendix 3) during the lessons or at break or lunch time
6. Partnership	The partnership stage will be implemented where there	Support given

Stage	is a cause for concern emerging. (see below) and may involve conversations/meeting with different adults in the school and will include the learner and parents.	Develop a plan and monitor and review
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Appendix 3

Behaviour Reflection Form (Scribed by adult for EYFS and KS1 child)

Name:

Date:

The behaviour I have shown today was not: (Tick all that apply)

Describe what happened							
Who else was involved?							
How I felt: (Please circle)							
Angry	Jealous	Sad	Frustrated	Confused	Lonely	Hurt	Scared
What were you thinking at the time?							
Who has been affected and how have they been affected? How did this make people feel?							
How can you correct the situation? What should we do to put things right?							
How will you deal with situation in the future?							
Student signature:							

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Copy to file/copy to go home.