

# Behaviour Policy

## The Bythams Primary School



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**Contents**

1. Aims .....	2
2. Legislation, statutory requirements and statutory guidance .....	2
3. Definitions .....	3
4. Bullying .....	4
5. Roles and responsibilities .....	5
6. School Behaviour curriculum .....	7
7. Responding to behaviour .....	8
8. Serious sanctions .....	14
9. Responding to misbehaviour from pupils with SEND .....	15
10. Supporting pupils following a sanction .....	16
11. Pupil transition .....	16
12. Training .....	16
13. Monitoring arrangements .....	17
14. Links with other policies .....	17
Appendix 1: Behavioural chart .....	18
Appendix 2: Behavioural nsequences .....	19

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can 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 and considers those with SEND
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions of misbehaviour

**Low Level Misbehaviour** is defined as:

- Fidgeting
- Telling tales
- Late for school
- Dropping litter
- Noisy e.g. talking/shouting
- Failing to keep on task
- Leaving seats without permission
- Unkind remarks
- Bad language (one off)
- Running in corridors
- Pushing in line
- Chewing gum
- Borrowing without permission
- Leaving work area untidy

**Moderate Level Misbehaviour** is defined as:

- Constantly shouting out
- Poor effort
- Distracting others
- Poor attendance
- Continuously unprepared for work
- Non uniform/jewellery
- Stealing
- Fighting
- Threatening/aggressive behaviour
- Refusal to co-operate
- Telling lies (persistent)

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism e.g. damage to school property/graffiti
- Theft
- Fighting/serious assault/violent verbal or physical outbursts
- Physical/verbal threats made to staff and/or other pupils
- Leaving school without permission
- Racist, sexist, homophobic or discriminatory behaviour
- Use and/or Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers or e-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

- We do not tolerate bullying
- Bullying will never be ignored
- **All** instances of bullying will be recorded
- Every instance of bullying will be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.

We work closely with the local authority and ensure children have access to workshops through the 'Stay Safe Partnership' linked to online safety – for example how to use group messaging in a safe and responsible way. Children also access 'Healthy Relationships' workshops when in Year 2 and Year 6 and our PSHE curriculum supports children to understand and develop healthy, strong relationships with their peers.

Further information and clarification can be found in our Anti-Bullying Policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board 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 are responsible for:

- Reviewing this policy in conjunction with the governing board.
- 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (using CPOMS)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour to be displayed at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

At The Bythams Primary School, we believe in providing a safe, welcoming, happy, calm and purposeful school environment, in which children can learn effectively and reach the highest standards of which they are capable. Our core values are at the heart of everything we do with the aspiration that we are all the best, decent and moral human beings that we can be. We want our pupils to be **READY, RESPECTFUL, SAFE**

The purpose of this policy is to ensure a consistency of approach within our school community, one which also understands that we are all individuals. We believe that the partnership between home and school plays a vital role, and that all members of the school community should be valued and supported equally. We believe that a whole school community approach is the means to achieving the positive behaviour that allows us all to learn and grow as people.

We believe the ethos of our school should be built on a foundation of our core values:

- Friendship
- Respect
- Determination
- Creativity

These core values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to absorb these values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults.

We expect no child to ever feel unsafe, unhappy and like an outsider. We expect all children to be kind and give their best.

At the Bythams, we support positive behaviour and a positive environment through:

- Offering a broad and balanced curriculum
- Communicating realistic but positive expectations
- Treating pupils as individuals

- Promoting positive self-esteem through a range of strategies to ensure that everyone has opportunities to succeed
- Ensuring pupils know they are valued by taking a personal interest in them
- Teaching cooperation through group work
- Providing clear and positive learning experiences fairly and consistently
- Creating a stimulating classroom environment
- Developing the voice of the child
- Appreciating and following the agreed school rules
- Developing the skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment
- Monitoring pupil attendance and taking swift action where necessary

Pupils are expected to be **READY, RESPECTFUL, SAFE**:

These three terms allow for a shared understanding and consistency in application of our Bythams Brilliant Rules, which were devised by the children as their own Code of Conduct.

- We are gentle and respect nature
- We are kind, helpful and polite
- We listen and don't interrupt
- We are honest and always tell the truth
- We work hard and have fun
- We treat each other and the school with care and respect
- We are careful and sensible when moving around the school

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

Children do not need a mobile phone during the school day and so we ask that they are not brought into school. If your child needs a phone in order to communicate with you at the end of the school day (e.g. they are walking home, or attending a friend's house), the phone must be switched off on arrival at school and taken to the school office. It will be stored securely during the day and pupils can collect phones at the end of the school day.

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and culture for positive behaviour within the school. All adults within the school have responsibilities to:

- be a good role model and provide a caring and effective learning environment.
- treat all children with unconditional positive regard
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- use active listening, value the voice and views of the child
- view behaviour as part of safeguarding, acting on issues promptly by following school procedures



- raise children's self-esteem and develop their full potential.
- create a safe and positive physical and emotional learning environment with high expectations.
- create a warm and safe learning environment
- emphasise the importance of being valued as an individual within the group.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- show appreciation of the efforts and contributions of all
- use rules, rewards and sanctions clearly and consistently
- model our school values
- form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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 values, 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
- house points
- star of the week certificates
- Super Citizens Awards (linked to Bythams' Values)
- Written comments in books
- Special responsibility jobs e.g. monitors, School Councillors, playground leaders
- Communication home e.g., email or phone call or SEESAW post to parents

Each teacher will also have their own system of class rewards appropriate to the age and stage of the children taught. These may include:

- Stickers, badges or stamps
- Certificates
- Award of special privileges e.g. extended break time or 'Golden Time'

**House Points:**

The Bythams Primary School has adopted a house point system which fosters a sense of belonging and identity on our school. Children are divided into one of four Houses: Red, Yellow, Green and Blue. House Points are awarded not just for good work or hard effort, but also for range of behaviours including the following:

- Being kind
- Being polite and friendly
- Being helpful
- Being hardworking and trying our best
- Being respectful and tolerant

Over the year, the House Points accumulate, and a cup is awarded to the winning house at the Sports Day events when parents are present.

**Celebrating Assemblies:**

On Friday we hold a special Celebration Assembly, where children receive a certificate called Award of Excellence and/or a Handwriting Award. Teachers celebrate the work, attitude or behaviour of the children in their class.

During the assembly an award is given out based on school values. This gives the opportunity to recognise kind deeds, friendship, respect and other values.

**7.4 Responding to misbehaviour**

Alongside the positive recognition, there is also a need to have a range of consequences for inappropriate behaviour. These provide pupils with boundaries and encourage them to reflect upon taking responsibility for their behaviour.

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

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

Verbal warnings will be given, and pupils will always be given the opportunity to modify their behaviour before sanctions are given, often by being reminded of the rule using **READY, RESPECTFUL, SAFE** and of expected behaviour.

As such, we use them as a means by which our pupils can learn from their mistakes and, we hope, make better choices next time round. If a child is moved to yellow on the behaviour scale then they miss 5 minutes of break time, if moved to red then they shall miss 10 minutes.

Should they repeatedly be receiving Yellow or Red warnings then they will potentially be placed on a Behaviour Report Card. Other means of restorative action or means to ensure the safety of pupils in school are listed in Appendix 2.

The Behaviour Scale also includes details about sanctions and negative behaviours are recorded on CPOMS – children on Yellow or Red. If behaviour is consistently poor then a Report Card may be issued which will be communicated with parents. See Appendix 1. When a pupil misbehaves they are encouraged to reflect upon the right(s) they have infringed, the choices they have made and the consequence(s) that arise from these choices. In this way we aim for pupils to learn from their mistakes – and make better choices in the future.

**7.5 Positive Behaviour Support Plans**

Positive behaviour support plan approaches are based on overarching ethics which include the commitment to providing support that promotes inclusion, choice, participation, and the equality of opportunity.

This is a person-centred framework to support an individual with significant and persistent behaviours that challenge when our systematic whole school strategies are not effective. Therefore, a personalised, clear, and strategic plan will be required to shape the process of behavioural change and improvement.

Only a very small number of individuals may require a plan when behaviour persistently goes beyond what is reasonably expected to effectively be addressed through whole school systems and strategies.

A Positive Behaviour Support Plan could also include strategies recommended by other services and professionals, where a referral has been made by the SENCo, for example involvement of BOSS (Lincolnshire Behaviour Outreach Support Service) and/or the Educational Psychology Service.

The plan will ensure that all adults and stakeholders understand the individual's behaviour from a shared, informed and often psychological perspective. The purpose of the plan is to identify individual provision to positively support behaviour through targets and strategies, consistently reinforced over a period of time, so that the pupil can take ownership of their behaviour.

It is not the case that pupils with additional needs or SEND will also require a Positive Behaviour Support Plan. Their behaviour can usually be well managed through systematic whole school strategies, including The Zones of Regulation and provision identified in their graduated approach/EHC plan that addresses any social, emotional and mental health (SEMH) needs.

Adults should be aware that persistent misbehaviour could be associated with additional or unmet needs, adversity and/or safeguarding involving the DSL including:

- Trauma
- Abuse
- Adverse childhood experiences (including bereavement and parental separation)
- Attachment disorder
- Mental health conditions
- Issues with their social group (being bullied)
- Other needs

The plan will be written by the SENCo, teacher, parents and pupil with the aim of understanding the behaviour from a shared perspective, including pupil voice. Parents/carers will be informed and involved at all stages.

The Positive Behaviour Support Plan will identify:

- triggers/behaviours/situations likely to result in need for positive behaviour intervention
- what the behaviour looks like and when it occurs
- key adult/s and their role/s within the plan
- the provision and targeted strategies to use, how and when it will be implemented
- consistent expectations, adult modelling, and explicit teaching
- the desired outcomes and time scale of the plan
- SMART targets (specific, measurable, achievable, realistic and timebound) measuring impact and success of the plan on improving behaviour.

Examples of targeted strategies, resources, and behaviour interventions are listed below. This list is not exhaustive:

- The Boxall Profile – a behaviour assessment tool to identify specific areas of need
- Beyond the Boxall Profile – a tool informing provision to address behaviours
- Recommendations made by other professionals or services
- Coaching/mentoring with a trained adult, e.g. ELSA (emotional literacy support assistant)
- Emotion coaching
- Social stories
- Therapeutic stories
- Lego Therapy
- Social skills groups

- Circle of Friends and/or a buddy system
- Circle time games/nurture group activities/role play
- Direct teaching, instruction and practice
- Sensory diet, identified through assessment sensory profiling
- A safe or quiet space when needed
- Visual supports
- The Incredible 5 Point Scale

The risk a behaviour poses will also be considered. A risk assessment and a positive handling plan may also be written, particularly if an individual is deemed to be at risk of absconding, self-harm or displays physical behaviours.

All Individual Positive Behaviour Support Plans, risk assessment, and positive handling plans will be shared with the child (where appropriate), parents and school staff by the Headteacher or SENCo. It is important that staff can understand the drivers and issues affecting behaviour, feel well informed and confident to address behaviour through a consistent, strategic approach by adhering to plans put in place.

Staff must continue to record all behaviour incidences for a child with a plan using the CPOMS system. This system will also be used by leaders to track improvement in behaviour.

## 7.6 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 in the Bound and Numbered Book and reported to parents as well as being logged on the CPOMS safeguarding system in school (see appendix 3 for an example behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. All school staff should read this guidance [use-of-reasonable-force-in-schools](#)

## 7.7 Confiscation, searches, screening

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

## 7.8 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).

### **7.9 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.

### **7.10 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 children's social care, if appropriate.

### **7.11 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.

## 8. Serious sanctions

### 8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior leader and will be removed until they are regulated enough to return calmly to the classroom.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of a senior leader.

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:

- A Positive Behaviour Support Plan
- Use of a teaching assistant
- Individual behaviour reports
- Pastoral Support Team/BOSS/Educational Psychologist referral through the Local Authority
- Community Paediatrician assessment
- Multi-agency assessment
- Long term behaviour plans

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.

### 8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. These may include but are not limited to:

- Short, planned movement/sensory breaks for a pupil with SEND who finds it difficult to sit still or give attention for long
- Adjusting seating plans to allow a pupil 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 needs for pupils in our care, e.g. such as autism
- Use of separate spaces (safe/quiet spaces) 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:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time because of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This may include, but is not limited to:

- Reintegration meetings
- Daily contact with a named adult
- A report card with personalised behaviour goals

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

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

- The needs of the pupils at the school, e.g. autism including sensory differences
- How SEND and mental health needs impact behaviour
- How trauma and childhood experiences can impact on behaviour
- The importance and effectiveness of building positive relationships
- The proper use of restraint

Behaviour management will also form part of continuing professional development.



## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by senior leaders and outcomes shared with the full governing board.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from DfE guidance and/or the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.



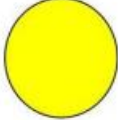
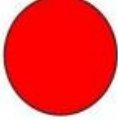
The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Equality and Diversity policy
- SEND policy
- Home School Agreement
- Child protection and safeguarding policy
- Anti-bullying policy
- Code of Conduct (Staff and Parents)

**Appendix 1: Behaviour Scale**

	<p>Every one will start their day on green; you can stay here by following your class rules, being a great role model, showing your teachers and classmates that you are ready to learn and being consistently well behaved.</p> <p><b>Report Score: 3</b></p>
 Verbal warning— Stop!	<p>You will receive a verbal warning if you...</p> <ul style="list-style-type: none"> <li>• Disturb other children and yourself from learning in class or in assembly.</li> <li>• Call out, or shout out during lessons.</li> <li>• Are unkind or rude to other children or members to staff.</li> </ul> <p><b>Report score: 1</b></p>
 Yellow <i>You will lose 5 minutes from your playtime</i>	<p>If you continue to make the wrong choices in lessons or in assembly it is serious. It means you are ignoring adults and not doing as you have been told.</p> <p><b>Report score: 0</b></p>
 Red You will lose 10 minutes of your break time and your parents will be told by the class teacher. You may have to work outside of the classroom if you are disturbing the learning of others.	<p>This happens if you choose to keep on disturbing learning. This also happens straight away if you hurt someone.</p> <p><b>Report score 0</b></p>
<p>If you do not learn from your mistakes and receive a few Yellow and Reds then you may be put on a behavioural report. This will scale each lesson and the report will be signed by the Headteacher or a Senior Leader each day. It will be shared with your parents.</p>	

## Appendix 2 - Consequences

- Non-verbal or verbal reminder eg pointing to Golden rules/ class behaviour agreement; “Eyes and ears this way”
- Pointing out the obvious reality eg “ You are chatting while someone is talking to the class”; “ I notice you are out of your seat”
- Ask another child to remind
- Relocation within room (or assembly, or line)
- Time out within the classroom, designated spot away from the rest of the children, use a timer
- Time out in another class (with work). Teachers.
- Stay back at end of lesson/ session/assembly to discuss behaviour.
- Loss of playtime minutes to complete work – must be supervised in classroom
- Take work home to complete
- There may be task related consequences in particular circumstances, eg writing a letter; washing property that has been dirtied, etc
- Inform class teacher (other staff)
- Inform Headteacher
- Inform parents
- Meeting with parents
- Home school book
- Internal Exclusion – working in a different class (member of SLT)
- Suspension / Exclusion

### **Behaviour Consequences – Ordered least intrusive to most intrusive:**

Should a child receive a YELLOW CARD they will spend 5 minutes of the next break time outside the Headteacher’s Office and a member of SLT will speak to them. If they receive a RED CARD they will spend 10 minutes outside the office.

#### **Immediate and least intrusive**

- Non-verbal or verbal reminder eg pointing to the school rule of BE KIND/ class behaviour agreement; “Eyes and ears this way”
- Pointing out the obvious reality eg “ You are chatting while someone is talking to the class”; “ I notice you are out of your seat”
- Ask another child to remind
- Relocation within room (or assembly, or line)
- Time out within the classroom, designated spot away from the rest of the children, use a timer
- Time out on playground or field eg stand by wall of school building for specified time
- Time out in another class (with work). Teachers.

#### **Deferred**

- Stay back at end of lesson/ session/assembly to discuss behaviour
- Loss of playtime minutes to complete work – must be supervised in classroom
- Take work home to complete
- Time out in another class.

- There may be task related consequences in particular circumstances, eg writing a letter; washing property that has been dirtied, etc
- Inform class teacher (other staff)
- Inform parents

**Repeated behaviours or a particularly serious incident**

- Headteacher or senior leadership will always be informed and involved following serious incidents
- Meeting with parents
- Home school book
- Individual plan
- Internal exclusion – working within another class (member of SLT)
- Exclusion

**Extreme Behaviour causing immediate danger or severe disruption to others' right to learn/teach**

- Member of staff to isolate child by moving the rest of the class to another part of the room /area
- Red card sent to office. Headteacher to go to classroom/ playground to assist. In their absence office staff will either take the card to another member of staff who is free, or release a senior member of staff by staying with their class
- Child to leave classroom for time out away from the other children
- In extreme circumstances, the teacher or other member of staff will take the rest of the class out and leave child supervised by assisting teacher/Headteacher