



## BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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## 1. AIMS

This policy aims to:

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

## 2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- [Behaviour 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

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes and any other area of the school
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breaches of the school rules, including rudeness towards members of staff, visitors and refusal to follow instructions

**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 that causes humiliation, pain, fear or intimidation, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic/ inappropriate 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 one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <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/behaviour
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## 5. ROLES AND RESPONSIBILITIES

### 5.1 The governing board

The Teaching, Learning and Achievement Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

### 5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Achievement Committee, 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- including a 'Roots and Fruits' analysis, behaviour mapping and Positive Intervention Plan (PIP),
- 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 senior leadership team 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 and pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

### **5.5 Pupils**

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

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




Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.








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

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

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

## 6. SCHOOL BEHAVIOUR CURRICULUM

We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	'LOOK SMART; LEARN SMART': We represent <b>STOKENCHURCH</b> with pride!	
2	We follow instructions given by all adults.	
3	We keep our hands, feet and objects to ourselves.	
4	We treat equipment sensibly and help each other to learn.	
5	We show respect to others and our school at all times.	
6	We listen carefully and always strive for our best.	

We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Think About My Choices and Fix It	
3	Time out	
4	Parallel Year Group Teacher	
5	SLT/ Deputy Head	
6	Mr Stevens	
7	Parents Informed	

Our approach is based on our 'Code of Conduct' which provides pupils with a structure on how to behave. Our Code of Conduct will be on display in every classroom and will be discussed at the start of each new term (minimum) to ensure children fully understand the behaviour that is expected of them. Each child will have the opportunity to make informed choices in order to follow the rules. Inappropriate behaviour choices will not be accepted and the consequences they will lead to are detailed below.

### 6.1 Rewards and sanctions

At **STOKENCHURCH** Primary School, our emphasis is on the positive approach of encouragement and praise, leading children to take responsibility for their own behaviour through making responsible choices.

All children will start each day on the 'Ready to Learn' part of the behaviour display.

1. If a child breaks one of our School Rules, the adult will give a verbal warning appropriate to the severity of the rule break (if appropriate, the adult may move the child straight to step 2, the 'Think about my choices' part of the display).
2. If the same child breaks the same or another rule, within the same day, they will move to the 'Think about my choices' part of the behaviour display. The aim will be to encourage the pupil to 'fix it' by making good choices and changing their behaviour.
3. On a third occasion, the child will be asked to take 3 minutes time-out to reflect on their behaviour choices (any work missed as a result of this time-out will have to be made up at the next available playtime). A 'Think Sheet' is available to help scaffold a child's reflections.

4. Should poor choices continue to be made, the pupil will be sent to the Year Leader or the Deputy Head Teacher to discuss their behaviour. The next available play time will be missed and parents will be informed. For serious incidents or for a severe pattern of behaviour, senior leaders have the option to impose additional sanctions such as the removal of certain privileges.
5. The Head Teacher will be informed of any serious breach or persistent breaches of the school's behaviour policy and will discuss these with the child who at this point, may be entered into the Head Teacher's 'Blue Book'.
6. Should there be 3 entries within a half term, a meeting between the Head Teacher and parents will take place in order to discuss a way forward in support of the child. If allowing a pupil to remain in school should harm the education or welfare of that pupil or others in the school, the Head Teacher may consider a fixed period or permanent exclusion.

All behaviour displays and the language used will be age appropriate. When warning a child about their behaviour or discussing their behaviour with them, the adult will refer directly to the Golden Rules – Our Code of Conduct e.g. "I am giving you a warning because you are talking when I am talking which breaks Rule 6." For older children, the adult may ask them to explain which rule they are breaking and why.

### **Lunchtimes**

Our Lunchtime Supervisors will also refer to our Code of Conduct and will give verbal warnings as and when appropriate. Should a child's behaviour continue to be inappropriate at play time, the supervisor may issue a 2-3 minute time-out on the playground. The incident will be recorded and discussed with the child's class teacher upon their return to class.

### **Celebrating Success**

At **STOKENCHURCH**, our primary aim is to promote positive behaviour and encourage and praise children who make positive behaviour choices. To this end, all children who follow the school's Golden Rules will be rewarded appropriately and in a timely manner. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with, for example:

- Praise
- Classroom behaviour display
- House points (leading to stickers, certificates, badges, ties)
- Golden Time
- Class Star of the Week/Year group Star of the Term
- Special responsibilities/privileges
- Communication home e.g. through homework diary
- Golden Folder (see Head Teacher - 3 ticks in one term = positive praise postcard home)
- Positions of responsibility, e.g. Prefect in recognition of outstanding and consistent School Values in Action
- Whole class or Year group rewards, in response to specific challenges/ goals being reached

Pupils are expected to be READY, RESPECTFUL and SAFE by:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, making it possible for all pupils to learn
- Moving quietly around the school
- Treating the school buildings and school property with respect



- Wearing the correct uniform at all times
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school or online

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

## 6.2 Mobile phones

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others.

Therefore:

- Pupils are not permitted to have mobile phones at school or on trips
- If in the rare event of a parent wishing for his/her child to bring a mobile phone to school to contact the parent after school: the parent must discuss the issue first with the Headteacher. If agreed, the phone must be switched off and handed into the School Office first thing in the morning by the child's parent and collected by the child at home time (the phone is left at the owner's own risk).

## 7. RESPONDING TO BEHAVIOUR

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum, pupil code of conduct- **Ready, Respectful, Safe- our Code of Conduct**
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting, modelling and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

### 7.3 Responding to good behaviour

- See 6.1 'Celebrating Success'

### 7.4 Responding to misbehaviour

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



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

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

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand / warning and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Time Out - sending the pupil out of the class
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Temporary exclusion
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound and Numbered book, held securely in the Dickinson Room and reported to parents

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

The majority of staff members at **STOKENCHURCH** Primary School and Nursery have undertaken Step On training which provides a foundation knowledge in understanding and responding to behaviour within settings. This is an effective approach to the de-escalation of situations.

Where a physical intervention may be necessary in the interests of safety, delegated staff are trained in Step Up techniques. They have the necessary skills for intervening successfully, see Appendix 2.

## 7.6 Confiscation, searches, screening

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

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or SENCo 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 or Designated Safeguarding lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

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

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

### **Searching pupils' possessions**

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

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

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

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

## **7.7 Off-site misbehaviour**

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

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

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

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

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

### **7.8 Online misbehaviour**

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

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

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

### **7.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the Headteacher or other member of the Senior Leadership Team in their absence, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help

- Refer to children's social care
- Report to the police

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

### **7.11 Malicious allegations**

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

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

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

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

Please refer to our child protection and safeguarding policy and Allegations against Staff for more information on responding to allegations of abuse against staff or other pupils.

## **8. SERIOUS SANCTIONS**

### **8.1 Detention**

Pupils can be issued with some reflection time during break or lunch time to consider their behaviour choices.

The school will decide whether it is necessary to inform the pupil's parents.

### **8.2 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 member of staff, and will be removed for a maximum of half a day.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom by the class teacher.

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

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans/ PIP
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil, using the school's electronic reporting system, 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 take into account the specific circumstances and requirements of the pupil concerned. These may include the following:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit for long
- Time out, for a short burst of energy-filled activity
- Running an 'errand'
- Adjusting seating plans to allow for a child with sensory issues, hearing impairment or impaired vision to sit in sight of the teacher and support staff as required
- Adjustment to uniform requirements for a child with sensory issues or severe eczema
- Training for staff in neuro diverse conditions, e.g. Autism
- Use of separation spaces, Rainbow Room or other designated Nurture areas where pupils can regulate their emotions during a moment or period of sensory overload

### **9.2 Adapting sanctions for pupils with SEND**

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

- Whether the pupil was unable to understand the rule or instruction?



- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

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

The school's Special Educational Needs Co-ordinators (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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

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

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

## **10. SUPPORTING PUPILS FOLLOWING A SANCTION**

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

This may include:

Reintegration meetings

Contact with class teacher

Timetable adaptations

Seating adjustments

Personalised Positive Intervention Plan (PIP)

## **11. PUPIL TRANSITION**

### **11.1 Inducting incoming pupils**

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

### **11.2 Preparing outgoing pupils for transition**

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

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

## **12. TRAINING**

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

- Our school behaviour policy
- Use of CPOMs



- The appropriate use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Health and Safety

Behaviour management will also form part of continuing professional development.

**Staff Training files are kept on electronic personnel records.**

### **13. MONITORING ARRANGEMENTS**

#### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

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

The data will be analysed every term by the Deputy Headteacher, in conjunction with the Headteacher.

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 the Achievement Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the committee chair.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Achievement Committee annually.

### **14. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Safeguarding policy
- Home school agreement
- Anti-bullying policy
- Uniform policy

## APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

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

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

This written statement of behaviour principles is reviewed and approved by the Teaching, Learning and Achievement

## Appendix 2 Behaviour Escalation Chart

<b>WARNING</b>	Breaking Stokie Rules Not following instructions Answering back Deliberately not completing tasks Not cooperating, eg taking, deliberately making noises unnecessarily	Warning given in class move down on classroom behaviour chart
<b>THINK</b>	Repeated offences 3 verbal warnings given	Think sheet – reflection time Time taken to complete sheet paid back at break/ lunch- stand with teacher on duty Class teacher inform parent
<b>TIME OUT</b>	Arguing in class Mishandling of school equipment Name calling Telling lies to staff/ visitors Refusal to work	Cool off period 10 minutes out of class, supervised Restorative conversation/ letter of apology Class teacher inform parent
<b>PARALLEL YEAR TEACHER</b>	Repeated offences No change to behaviours following reflection sheet	Sent with work to complete, maximum of 20 minutes, then return to class Class teacher inform parent
<b>SLT/ DEPUTY HEAD</b>	Leaving the class unauthorised Aggressive behaviours Isolated act of violence swearing, rude gestures and verbal abuse (peers/ staff/ visitors)	Time out of class/ internal exclusion to be logged, recorded and reported to Governors Class teacher inform parent / First offence letter issued to inform parents Child put on to report- for a week
<b>MR STEVENS</b>	Repeated incidents of bullying Racial, homophobic or similar abuse Sexualised behaviours Vandalism of school or others property Fighting stealing	Behaviour recorded in behaviour book Regularly reviewed Discussions between staff/ SENDCo to unpick reasons
<b>PARENTS INFORMED</b>	3 entries in the behaviour book will trigger a letter to parents, informing them and arranging meeting to discuss plan	Behaviour contract/ plan put into place Reviewed- when? By whom?

### Appendix 3- Report Card Letter Template. To be personalised for individual child

#### Notification of placing xxxx on Green/ Amber/ Red report

Dear Parent / Carer,

Recently, xxxx has not been behaving as well in school as he/she could. As you are aware from previous conversations, there have been a number of incidents of inappropriate behaviour recorded in school and we are concerned that xxxx is not regulating his/her language and behaviour appropriately for school.

It is important that xxxx understands the need to follow our school rules and to be able to work and play alongside their peers safely. As such, we will be placing xxxx on Red/Amber/Green Report. There are three grades of report: Red, Amber and Green. Children will move from Red to Amber and then from Amber to Green. xxxx has chosen to start on Red / Amber/ Green.

Being on report means that xxxx will need to collect a card from a member of the Leadership Team each morning. This will provide the opportunity to voice any concerns, celebrate successes and set expectations. Each lesson and playtime will then be scored by classroom staff from 1 – 5, and xxxx will share these at 3 points through the day with a member of the Leadership Team and then bring a copy of his/her report card home.

Through this, we hope to be able to find trigger points and areas of difficulty that we can help xxxx address. It also means we (school and home) can celebrate successful days and build on these successes, so that she/he is scoring 4+ in all sessions. Once this is consistently the case, she/he will move from Amber to Green and then off report completely.

If you have any questions, please do not hesitate to ask.

We are determined that xxxx shows the very best of him/herself, so that he/she can make smart choices and the most of every opportunity Year 1 provides him/her.

We thank you for your continued support.

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Please return to your child's class teacher:

Child's name:









































We understand that xxxx has been placed on Green/ Amber/ Red report and will bring home a copy of his/ her completed report card daily starting \_\_\_\_\_.

Signed: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

#### Appendix 4 School Behaviour Report Card example:

**STOKENCHURCH Primary School Behaviour Report Card****LEVEL 2 – AMBER****READY, RESPECTFUL, SAFE****Name:****Date:**

Lesson	Score & Comment:					Staff initial:
1	1 	2 	3 	4 	5 	
2	1 	2 	3 	4 	5 	
Break	1 	2 	3 	4 	5 	
3	1 	2 	3 	4 	5 	
4	1 	2 	3 	4 	5 	
Lunch	1 	2 	3 	4 	5 	
5	1 	2 	3 	4 	5 	
6	1 	2 	3 	4 	5 	

**Seen by:****Actions:**



This report card is to help you be successful and to remind you to be **READY, RESPECTFUL AND SAFE**.

You will need to share your report card with your teacher after each lesson to celebrate your success.

At the end of the day, you will need to show it to Mr. Stevens, Ms Linfield or Mrs. McCammond, so they can see how successful you have been.

You will start on a green report card. If this is not successful, you will move to amber and then red.

Your parents / carers will be informed at each step.

Your teacher will tell you what score you need to get in each lesson but you should always aim for 5s!

