THE DISTRICT
CE PRIMARY SCHOOL

Behaviour and Well-being Policy

Chair of Governors	Mrs T Thomas
Headteacher	Mrs L Shelford
Date adopted: September 2024	**Review Date:** September 2025

The caring path to achievement, reflecting the values of Christ.

The District CE Primary School's Christian Vision Statement is:

"I am the vine; you are the branches." John 15:5

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future. Our Christian vision statement permeates through everything we do at The District and this policy was developed to reflect togetherness, raising aspirations and creating a safe environment for everyone to succeed.

In schools

> *'all strategies, interventions and learning activities take place in the context of a complex web of relationships. In fact, all of life takes place within the context of relationships'.*
>
> The Trauma and Attachment Aware Classroom. 2020

At The District CE Primary School, we pay close attention to developing and promoting positive and nurturing relationships. Without doubt, these strong relationships do not detract from academic achievement; they support and encourage it. We recognise that a child's path to achievement and high aspirations begin with the quality of relationships and the culture within schools.

Our school-based practice is informed by evidence-based research and a trauma informed approach. As Dr Sandra Bloom (2007) noted, "Understanding trauma is not just about acquiring knowledge. It's about changing the way you view the world. It's about changing the paradigm from 'What is wrong with you? To 'What happened to you?' We seek to know and understand all our children and families.

In our school community, all adults are prepared and equipped to recognise and respond to those who have been impacted by adverse childhood experiences (ACEs) and traumatic stress. Our children are provided with clear expectations and communication strategies to guide them at times of stress and uncertainty. We know and understand that childhood experiences can compromise all aspects of child development, including: cognitive processing, ability to trust self and others, identity, tolerance, self-regulation and morals, attitudes and values.

Aim

Our overarching aim is to provide a child centred culture and ethos, built on positive relationships between all.

We aim to:

- Demonstrate our commitment to building trust and relationships, with the child and the whole family.
- Ensure a consistent empathetic approach, developing authentic personal development and behaviour practices.
- Help and support children to develop the skills and tools to cope in challenging, stressful and extreme situations.
- Define how pupils are expected to behave, and what is considered to be unacceptable behaviour.
- Promote positive attitudes to learning and enable children to achieve success.
- Ensure ongoing professional development to maintain a skilled workforce, who are confident and competent in working with children and families.
- Provide clear guidelines on the consistent use of rewards and sanctions.
- Work in partnership with parents and carers to ensure a consistent, joined up approach.
- Work with external agencies to achieve the best possible outcomes.

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

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
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

Ready, Respectful, Safe.

Our Christian values are at the heart of our practice:
Love
Trust
Friendship
Compassion
Forgiveness
Endurance

Our school rule of **Ready, Respectful, Safe**, embodies our values and our belief that 'I really do matter too'. Policy and practice is underpinned by key expectations to achieve consistency and success:

1. Calm, consistent adult behaviour.
2. Consistent and rigorous routines.
3. Attention to excellent conduct.
4. Using agreed scripts for difficult interactions and interventions.
5. Restorative follow up for children and adults.

At the District CE we have taken a holistic approach, which incorporates positive behaviour management, personal and social development and emotional health and well-being. Our inclusion and pastoral team have specific roles and responsibilities to ensure that the diverse needs of pupils and families are met. Our wider staff have attended training focused on ACEs, health and well-being, child mental health, de-escalation strategies, Teacch Approach and other relevant courses and information to support the diverse needs of pupils who attend our school.

Name	Role	Focus Area
Lavern Shelford	Headteacher	Strategic lead for Inclusion and Pastoral Team
Claire Ryder	DHT	Designated Teacher/Deputy DSL Teaching and learning

Tracey Seaman	AHT	Curriculum and assessment (inc. extra-curricular)
Sue Swift	DSL - Safeguarding Lead	Early Help & Intervention Pastoral Lead Attendance Parenting
Cath Clark	AHT	SEND and behaviour/ SENDCO SMSC/RE/worship (CVs/BVs) Rights Respecting School
Zoe Miles	Class teacher/TLR	SEND Assistant EYs & KS1
Gemma Davies	Class teacher	Senior Mental Health Lead RSE&H (early adopter school) PSHE
Sarah Fyles	L3 EYs Practitioner	SSTEWS
David Atkinson	Computing Lead	Online Safety
Michelle Barrow	PE & Sport Lead	Personal development – healthy and active lifestyles & extra-curricular
Donna Barker	Pastoral Manager	Pastoral Intervention Attendance Early Help Parenting Mental Health First Aider L2 Counselling Young Carers Champion
Gemma Holcroft	HLTA	Nurture Lead Elklan Champion
Karen Knox	LSA L3	Stonewall Champion
Sarah Leonard	LSA L2	ASD Champion
Amanda Thackray	LSA L3	EYs Well-being Champion/Songs that make you go mmm (emotion teaching)
Stephanie Easton	LSA L2	Sensory Support Lead/Story Massage
Rebekka Richardson	LSA L3	Makaton

We have developed a graduated approach (see appendix 1) to support pupils who demonstrate behavioural needs. This draws on a range of in-house interventions and strategies, as well as close partnership working with health, education and social care support services.

Many of our children suffer from ACEs and all our staff are trained in identifying and understanding the impact these may have on pupils' in school. We use Beacon House resources to inform and support our work with pupils and families, and a range of assessment tools, for example, SNAP B, SDQs, Coventry Grid, etc. to inform practice and provision for individual pupils.

The Thrive Framework helps to support the identification of need and provision of intervention, support and services (see provision map in appendix 2). There are five categories within the Thrive Framework: thriving, getting advice, getting help, getting more help and getting risk support.

The framework and school plan is used to inform continuous professional development and signpost staff to available resources and advice. This approach recognises the importance of professional development, shared decision-making and enables the development of core skills and knowledge needed to meet the wide range of mental health needs.

This approach:

- Equips school staff, with a range of skills and techniques that improve wellbeing and resilience and promote positive mental health.

- Ensures that the skills gained are sustainable and increase confidence and capacity to support children to improve mental health.
- Supports and enables staff to recognise when to refer to services, as children require additional specialised support.

Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

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
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (knives/weapons, tobacco, drugs, any item which staff reasonably suspects has been, or is likely to, used to commit an offence/cause injury/cause damage).

(See appendix 1 – Defined behaviours and sanctions)

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

3. Roles and responsibilities

The local academy council

The District CE local academy council is responsible for reviewing and approving this policy in conjunction with the headteacher. They monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for

- Reviewing this policy in conjunction with the governing body.
- 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 child protectionchild protection 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.

Staff

Staff are responsible for consistent adult behaviour; it is the only behaviour over which we have absolute control. Staff will:

- Provide a calm and safe environment for pupils.
- Implement our policy with visible consistency.
- Teach and re-teach expected behaviours.
- Define the expected behaviour (recognition board) and ensure pupils understand the expected behaviours in school.
- Provide a personalised approach to the specific needs of pupils.
- Record behaviour incidents on Sims.
- Demonstrate deliberate 'botheredness' – 'botheredness needs to be a deliberate daily act that is built into the teaching routine. It is relationship building done properly, in slow motion. Gentle, kind and caring'. (Paul Dix 2017).

Staff use key routines to support the ethos for learning:

- **Getting the class silent and ready for learning -** they may use calming music playing, positive language, countdowns, timers, specific phrases – eyes on me, etc.
- **Setting the class to work –** time and task (time/deadline before the task), resources, outcomes expected, groupings, stop signal.
- **Reflective questioning –** pausing the lesson informed by teacher judgement, to lead and adapt the learning.
- **Elicit success criteria –** developing autonomy, empowerment and ownership of behaviour and learning.

The leadership team provide support to staff in responding to behaviour incidents. In the first instance, staff should seek advice as set out below:

Early Years	Kirsty Hughes – EYs Lead	Lavern Shelford - HT Claire Ryder - DHT Tracey Seaman – AHT
KS1 and KS2	Cath Clark – SENCo Zoe Miles – SEND Assistant	

Other identified staff are also able to offer support, advice and guidance (see table on page 3).

Parent and Carer Partnership

Parents are expected to:

- Support their child in adhering to our school rule of 'Ready, Respectful, Safe'.
- Inform the school of any changes in circumstances that may affect their child's well-being or 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)

Parents and carers act in partnership with the school and have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage good behaviour at home. We share our Home School Agreement annually with parents in the autumn term and discuss our behavioural expectations.

Parents are able to access support and advice from our pastoral team and we also signpost families for suitable programmes and services, e.g. Nurture Pathway, parenting, etc. Staff use their knowledge and training in 'reducing parental conflict' between those parents who are separated, to support the family and reduce the negative impact upon the child's mental health and well-being

Pupil code of conduct
Our pupils have decided as District learners, they will:

- Be District proud!
- Be ready for learning.
- Be on time, be awake, be alert.
- Choose to do the right thing
- Say 'I can't **yet!**'
- Be a good listener.
- Persevere and try hard.
- Support others to learn together.
- Try tricky things and don't worry about failing.
- Share any worries.
- Work hard, even when no one is looking.
- Learn from mistakes.

Our one school rule of Ready, Respectful, Safe, implicitly encompasses our behavioural expectations of:

- Being orderly and self-controlled.
- Demonstrating respect towards others.
- Corridor calm.
- Treating property and buildings with respect.
- Wearing the correct uniform.
- Accepting sanctions when given.
- Refraining from behaving in a way that brings the school into disrepute, including when outside school.

Mobile Phones

- Any pupils who bring a mobile phone to school must store it in the designated box in class.
- Pupils should expect the mobile phone or other electrical equipment to be confiscated by a member of staff if they do not follow the agreed procedure for safe storage.
- Any incident involving recording, photographing or videoing will be treated very seriously and will be dealt with promptly. This will usually involve confiscation of the phone/equipment and discussions with parents. It could also result in police involvement.

Early intervention, rewards and sanctions
Teachers use a wide range of strategies to support emotional well-being (zones of regulation), promote positive behaviour and 'making the right choice'. Every class has a visual timetable to support pupils with transitions and routines throughout the day. The class recognition boards identifies the behaviour/s staff expect. Pupils' names are added when the behaviour is observed – this may be a social or a learning behaviour. When pupils make appropriate choices, positive behaviour is also rewarded with:

- Praise.
- Dojos (one dojo is awarded at a time and if a whole class dojo is awarded, absent pupils must be marked as absent on the system).
- Celebration certificates.
- Postcards or phone calls home to parents.
- Special responsibilities/privileges.
- Raffle tickets/prize box.
- Recognition board.
- Awards for in and out of school achievements.
- Other strategies that class teachers deem appropriate.

Every Monday, pupils who uphold our agreed values and demonstrate excellent citizenship skills/attitudes receive a Milkshake Monday award.

Although we focus relentlessly on positive behaviour, there are times when sanctions are used in response to unacceptable behaviour (see appendix 3). When sanctions are imposed staff should follow this up with a restorative conversation adapted to the child's age and stage of development:

- **What happened?** Listen carefully to the child's account. Give your account from your perspective without judgement.
- **What were you thinking at the time?** Allow the pupil to reconsider their actions.
- **What do you think now?** Allow the pupil to share a change of attitude or give an apology.
- **How did this make people feel?** Ensure the child has an opportunity to consider others and think about the impact on their peers.
- **Who has been affected and how?** Enable the child to see the bigger picture.
- **What shall we do to put things right?**
- **Can we do things differently in the future?**

Malicious allegations
Where a pupil makes an accusation against a member of staff, the Child Protection Policy and procedure for referring to the LADO (Local Authority Designated Officer) will be implemented. If the accusation is shown to have been malicious, the headteacher and Chair of Governors will meet with the parents/carers to agree the outcome and consequences in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management
Teaching and support staff are responsible for developing relationships and setting the tone and context for positive behaviour within the classroom. In order to achieve excellent behaviour for learning and ensure pupil well-being, all staff are required to:

- Adhere to the agreed school systems, procedures and policy, including displaying the agreed school rule, pupil charter and implementing the recognition board approach.
- Consistently teach and model the agreed expectations.
- Establish clear, consistent routines.
- Deliver quality first teaching.
- Create and maintain a stimulating environment that encourages pupils to engage in learning.
- Be well prepared, organised and punctual.
- Develop positive relationships and welcome pupils warmly as they arrive in class.
- Conclude the day positively and start the next day afresh.
- Be observant to pupils' needs and draw on additional in school and external support as required.

All behavioural incidents are logged on CPOMs. Alerts are emailed to the headteacher, DSL, Deputy DSL and SENCo to be reviewed and moinitored.

Reasonable force

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

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

Incidents of reasonable force must:

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

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.

Reasonable force must only be implemented by staff who are Team Teach trained. Children who require positive handing will always have a PHP (Positive Handling Plan).

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 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 pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The headteacher 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.

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

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 bags or other items.

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.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, 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. 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. If this is deemed necessary, then parents would be contacted to come into school immediately and further advice would be taken from the police.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These may include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, vapes and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

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).

Online misbehaviour

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

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.

- The pupil is identifiable as a member of the school.

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or DSL will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - 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.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. A meeting will take place with parents/carers, using the signs of safety document to record all discussion and actions. 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.

There are a range of additional school based interventions, strategies and support to meet individual pupil needs. These are a few examples:

- APDRs
- Nurture group.
- Early Years well-being group.

- Alternative curriculum provision.
- Allocated key worker approach to ease transitions in school.
- Calm kits and calm spaces.
- Targeted interventions to support pupils emotional literacy skills.

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.

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.

Pupil transition
To ensure a smooth transition to the next year group, pupils have transition days with their new teacher. In addition, staff members complete transition documentation. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Sanctions (see appendix 3)

Removal from classrooms

In response to serious or persistent breaches of this policy, the teacher may remove the pupil from the classroom for a limited time. The pupil will be removed to a safe, calming space, always under supervision of a staff member.

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 pupil.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom. If pupils who are consistently removed from the class, a designated member of staff will meet with parents to hold a signs of safety discussion. A plan of action will be agreed and a referral to the Behaviour Improvement Team will be considered.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMs.

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.

Recognising the impact of SEND on behaviour

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

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

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

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

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

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

We aim to anticipate and remove triggers for misbehaviour by:

- Understanding the individual needs of a pupil.
- Providing short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Providing individual work stations or standing desks as required.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Signposting staff to reading and professional development opportunities in understanding conditions such as autism.
- Use of separation spaces (sensory room, dark den, calm spaces) where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

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

- 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an early review of the EHC plan.

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 of staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed each half term by the leadership team. 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 term.
- By protected characteristic.

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

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the local academy council at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the LAC.

Written statement of behaviour principles

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

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

Other relevant policies and documentation:
Safeguarding and Child Protection Policy
Inclusion Policy
Suspension Policy
Attendance Policy
Home/School Agreement
Anti-Bullying Policy
Mental Health and Well-being Policy

STARs Incredible Years Classroom Management Resources (KS1 teachers)

Beacon House https://beaconhouse.org.uk/resources/

When the Adult Changes Everything Changes. Paul Dix. 2017

The Trauma and Attachment Aware Classroom. Rebecca Brooks. 2020.

EEF Improving Behaviour in Schools. https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/

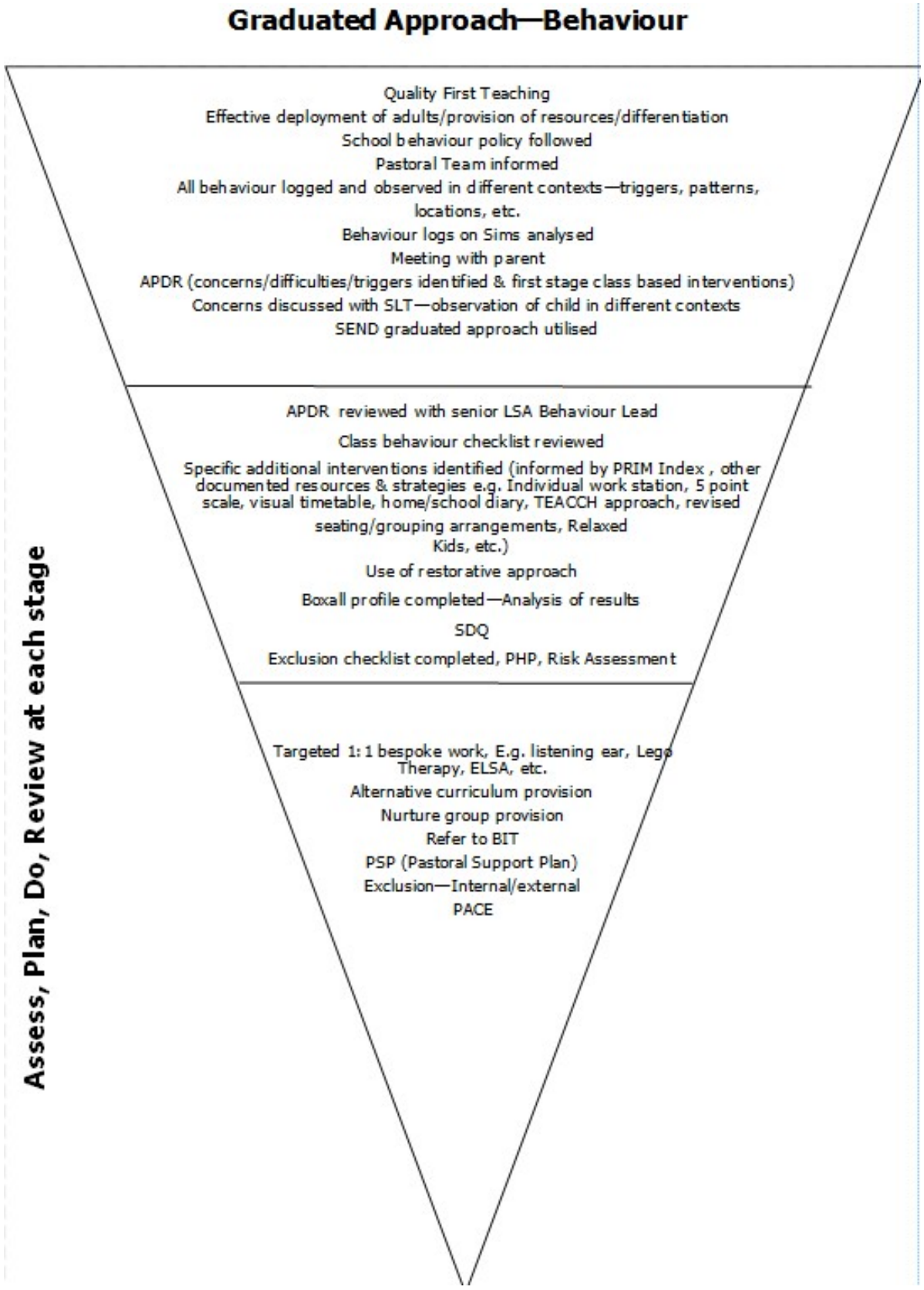
EEF Social and Emotional Learning. https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/

Behaviour and discipline in schools. DfE, January 2016
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

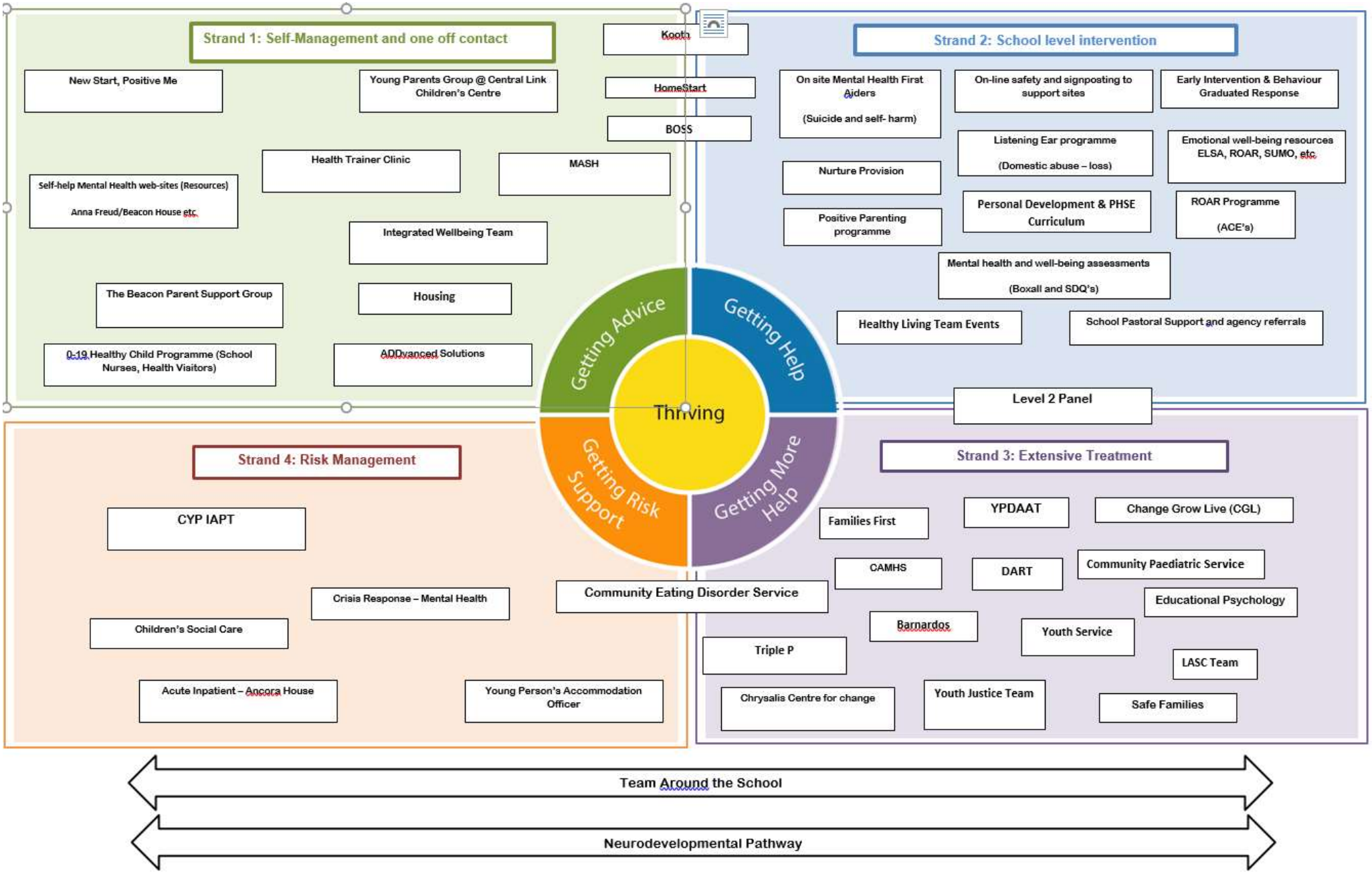
Use of Reasonable Force in Schools. DfE. July 2013
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion
September 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Appendix 1


Graduated Approach—Behaviour
Quality First Teaching
Effective deployment of adults/provision of resources/differentiation
School behaviour policy followed
Pastoral Team informed
All behaviour logged and observed in different contexts—triggers, patterns, locations, etc.
Behaviour logs on Sims analysed
Meeting with parent
APDR (concerns/difficulties/triggers identified & first stage class based interventions)
Concerns discussed with SLT—observation of child in different contexts
SEND graduated approach utilised
APDR reviewed with senior LSA Behaviour Lead
Class behaviour checklist reviewed
Specific additional interventions identified (informed by PRIM Index , other documented resources & strategies e.g. Individual work station, 5 point scale, visual timetable, home/school diary, TEACCH approach, revised seating/grouping arrangements, Relaxed Kids, etc.)
Use of restorative approach
Boxall profile completed—Analysis of results
SDQ
Exclusion checklist completed, PHP, Risk Assessment
Targeted 1:1 bespoke work, E.g. listening ear, Lego Therapy, ELSA, etc.
Alternative curriculum provision
Nurture group provision
Refer to BIT
PSP (Pastoral Support Plan)
Exclusion—Internal/external
PACE
Assess, Plan, Do, Review at each stage

Appendix 2 (DRAFT Provision Map)



Appendix 3

Behaviour Intervention – Actions and Sanctions

Recognise the positives!
Incidental spotting and praising
Focus on behaviour that is 'over and above'
Positive note to the pupil – from teacher/from peers
Feedback to parents at the end of the school day
Allocate class responsibilities
Record on class recognition board
10 minute reward of own choice
Friday phone call, postcard, photocopied work home or text
Recognition - take to Headteacher/member of SLT
Raffle ticket incentive

Teacher Intervention	Sanction guidance
• Shouting out • Unsafe movement around school • Ignoring instructions • Off task • Interrupting the teacher • Attention seeking, answering back, rudeness, etc. • Hindering others from working • In trouble at playtimes	• Reminder of the simple rules – ready, respectful, safe. • Clear verbal caution delivered privately – make child aware of their behaviour and clearly outline the consequences. Use 'Think carefully about your next step'. • Refer to previous examples of good behaviour. • Use of non-verbal message, eye contact, body language. • Giving choices leaving the pupil with responsibility for the consequences. • Time out with an identified member of staff (thinking/calming time). • Catch up/payback time (short period at break/lunch or in the evening at home). • Discuss behaviour with parent/carer if persistent.

Pastoral Team Intervention	Actions & sanction guidance
• Refusal to work • Use of inappropriate language • Use of homophobic language or other derogatory terms Increasingly: • Defiant • Disrupting learning • Disrespecting adults • Threatening behaviour towards other children	• Meeting with parent, pupil and teacher. • Behaviour APDR initiated, with agreed sanctions and targeted intervention if required. • Warning and reminder of expected behaviour. • Reseating plan. • Restorative activity e.g. letter of apology, etc. • Inclusion – community pay back supported by a key adult, e.g. supporting younger children in school, work in the outdoor environment, help with specific jobs

Leadership Team Intervention	Actions & sanction guidance
• Persistent bad language/verbal abuse • Violence against another child or adult • Threatening or violent behaviour against staff/parents or other children • Vandalism of the school building/property or theft • Persistent bullying • Major disruption of classroom activity • Repeated offences of homophobic/racist and other derogatory terms • Smoking/drug/alcohol related incident	• Meeting with parent, pupil, pastoral, teach and senior leader. • Review of APDR, with agreed targeted intervention. • Referral to the Behaviour Improvement Team • Withdrawal/removal of privileges. • Lunchtime or fixed term exclusion. • EHAT or multi-agency response. • PSP – Pastoral support plan. • May result in exclusion.

Appendix 4

Class Checklist – Have these strategies been tried and implemented?

Name of child:

Strategies	Notes
Daily meet and greet with known member of staff	
Individual visual timetable and/or instruction sheets	
Visual reminders re expectations (personalised)	
Behaviour card to earn rewards or other individualised system	
Help scripts or language prompts	
5 point scale	
Individual workstation (in an accessible position, preferably near to the classroom door)	
Materials/resources available and well organised	
Provision for a movement/sensory break	
Adaptations to teaching delivery – short input, chunking of tasks, multisensory learning, pace adapted, non-verbal aspects, etc.	
Preparing child for changes in routine/adaptations to routines to meet need	
Calming strategies	
Recognition board (individual if required)	
Prompts or scaffolds to promote independent working/alternative forms of recording	
Change of adult/offer of a limited choice	

Boardmaker symbols/visuals	
Meeting with parent/carer and an APDR	

Specific teaching of regulation strategies or executive functioning skills
Steps are taken to de-escalate (following the de-escalation checklist overleaf)

De-escalation

Describe common behaviours/situations which are causing a concern:

Supportive intervention strategies/CALMing behaviours

- ✓ Reassurance
- ✓ C.A.L.M talking/stance
- ✓ Choices/limits
- ✓ Help scripts
- ✓ Humour
- ✓ Planned ignoring
- ✓ Distraction
- ✓ Cool off/movement break (supported by an adult). If this is used would suggest that the child indicates that they require a cool off period/movement break. Provide visual symbols (limited no to be used per day).
- ✓ Adult swap
- ✓ Success reminder – set up a 'Joy Jar'. Child records successes on a post it as they happen and put in their jar. These are revisited when child has calmed to recall when child has done well/made the right choices, etc.
- ✓ Time out (working with an adult/or within another classroom environment)
- ✓ Consequences

Appendix 5

Pre-Exclusion Checklist

Name of Pupil Class Academic Year

Strategy	✓	**Notes**
Behaviour Buddy		
Remove the triggers		
Additional Responsibilities for the child		
Visual Timetable		
Individual Reward System		
Meetings with parents / carers		
Parents discuss with GP		
Referral to Paediatrician or other relevant agencies		
APDR		
APDR+/Personalised intervention Pastoral		
Early Help		
Referral to BIT		
Individual Risk Assessment		
Positive Handling Plan		
PSP		
Nurture		
Counselling		
Other outreach referral / Support		
Social Care referral		
EP Referral / Involvement		
Weekly Parent Meetings		
1:1 Support		
1:2 Support		
Parents supporting the child in school		
Behaviour Contract		
Internal Exclusion		
Reduced Timetable		
Present to PACE panel		
Other:		