**Logo, company name

Description automatically generated**

**Trimley St Mary Primary School**

Behaviour Policy

|  |  |
| --- | --- |
| Date policy last reviewed: | 13/09/2022 |

|  |  |  |  |
| --- | --- | --- | --- |
| Signed by: | | | |
| Text, letter  Description automatically generated | Headteacher | Date: | 13/09/2022 |
|  | Chair of governors | Date: |  |

Last updated: 1 September 2022

**Contents:**

**[Updated]** [Statement of intent](#_Statement_of_intent_1)

1. **[Updated]** [Legal framework](#_Legal_framework_1)
2. **[Updated]** [Roles and responsibilities](#_[Updated]_Roles_and)
3. [Definitions](#_Definitions)
4. **[New]** [Staff induction, development and support](#_[New]_Staff_induction,)
5. **[Updated]** [Managing behaviour](#_[Updated]_Managing_behaviour)
6. **[Updated]** [Prevention strategies, interventions, and sanctions for unacceptable behaviour](#_[Updated]_Prevention_strategies)
7. [Sexual abuse and discrimination](#_[Updated]_Sexual_abuse)
8. [Smoking and controlled substances](#_[Updated]_Smoking_and)
9. **[Updated]** [Prohibited items, searching pupils and confiscation](#_[Updated]_Prohibited_items,)
10. **[Updated]** [Effective classroom management](#_[Updated]_Effective_classroom)
11. **[Updated]** [Behaviour outside of school premises](#_Positive_relationships_and)
12. **[New]** [Data collection and behaviour evaluation](#_[New]_Collecting_data)
13. [Monitoring and review](#_[Updated]_Monitoring_and)

**Appendices**

1. Rights and responsibilities
2. A model of positivity – tweaking teaching to transform trouble
3. Intervention scripts – Effective 30 second interventions
4. First steps in restorative practice
5. Behaviour contract
6. Behaviour management observation review form

**[Updated] Statement of intent**

At Trimley St Mary Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Trimley St Mary Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone’s responsibility.

• Behaviour can change and every child can be successful.

• Positive, targeted praise is more likely to change behaviour than blaming and punishing.

• Reinforcing good behaviour helps children feel good about themselves.

• An effective reward system and celebrating success helps to further increase children’s selfesteem enabling them to achieve even more.

• Understanding each child’s needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

• When the adults change, everything changes.

**Adult behaviours create children’s responses and behaviours**

**[New]** Reasonable and proportionate sanctions will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

* **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
* **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
* **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

**[Updated]** All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

# [Updated] Legal framework

**[Updated]** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Equality Act 2010
* Education and Inspections Act 2006
* Health Act 2006
* Voyeurism (Offences) Act 2019
* The School Information (England) Regulations 2008
* **[Updated]** DfE (2022) ‘Behaviour in schools: advice for headteachers and school staff’
* **[Updated]** DfE (2022) ‘Keeping children safe in education 2022’
* DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2013) ‘Use of reasonable force’
* **[Updated]** DfE (2022) ‘Searching, screening and confiscation: advice for schools’

This policy operates in conjunction with the following school policies:

* Pupil Code of Conduct
* Social, Emotional and Mental Health (SEMH) Policy
* Complaints Procedures Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Suspension and Exclusion Policy
* Physical Intervention Policy
* Child-on-child Abuse Policy
* Child Protection and Safeguarding Policy
* Smoke-free Policy
* Pupil Drug and Alcohol Policy
* Searching, Screening and Confiscation Policy
* Anti-bullying Policy

# [Updated] Roles and responsibilities

**[Updated]**

* Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
* **[New]** Ensuring this policy is published on the school website.

**[Updated]** The headteacher will be responsible for:

* The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
* **[New]** Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
* **[Updated]** Establishing high expectations of pupils’ conduct and behaviour, and implementing measures to achieve this.
* Determining the school rules and any disciplinary sanctions for breaking the rules.
* The day-to-day implementation of this policy.
* **[Updated]** Publicising this policy in writing to staff, parents and pupils at least once a year.
* Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

* Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
* Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

* Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
* Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school’s Special Educational Needs and Disabilities (SEND) Policy.
* Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective implementation of support.

**[Updated]** Teaching staff will be responsible for:

* Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
* Aiming to teach all pupils the full curriculum, whatever their prior attainment.
* Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
* **[New]** Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
* Being responsible and accountable for the progress and development of the pupils in their class.
* **[New]** Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

* Adhering to this policy and applying it consistently and fairly.
* Supporting pupils in adhering to this policy.
* Promoting a supportive and high-quality learning environment.
* Modelling high levels of behaviour.
* Being aware of the signs of behavioural difficulties.
* Setting high expectations for every pupil.
* Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  + SENCO.
  + Headteacher.
  + Subject leader.
* As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

* Supporting their child in adhering to the school rules and reinforcing this at home.
* Informing the school of any changes in circumstances which may affect their child’s behaviour.

# Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

* **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
* **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
* **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
* **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
* **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
* Possession of legal or illegal drugs, alcohol or tobacco
* Possession of banned items
* Truancy and running away from school
* Refusing to comply with disciplinary sanctions
* Theft
* Verbal abuse, including swearing, racist remarks and threatening language
* Fighting and aggression
* Persistent disobedience or disruptive behaviour
* Extreme behaviour, such as violence and serious vandalism
* Any behaviour that threatens safety or presents a serious danger
* Any behaviour that seriously inhibits the learning of pupils
* Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

* Lateness
* Low-level disruption and talking in class
* Failure to complete classwork
* Rudeness
* Lack of correct equipment
* Refusing to complete homework, incomplete homework, or arriving at school without homework
* Disruption on public transport
* Use of mobile phones without permission
* Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

# [New] Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

# [Updated] Managing behaviour

**[Updated]** Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

**[Updated]** Responsible staff member will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. These will be recorded on CPOMs. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

**[Updated]** Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

* Issuing a verbal reprimand and reminder of the expected behaviour
* Setting a written task, such as an account of their behaviour
* Removal of privileges
* School-based community service, e.g. tidying the classroom
* Restorative conversations

**[Updated]** Where a pupil’s misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

* The pupil is sent to the headteacher immediately or, in the headteacher’s absence, the most senior member of staff.
* The responsible staff member investigates the incident and decides whether it constitutes unacceptable behaviour.
* If the responsible staff member deems the incident to be unacceptable behaviour, they will record the incident, and record it on the pupil’s [Behaviour Contract](#Contract) if they have one. The behaviour will also be recorded on the pupil’s permanent record.
* **[Updated]** Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – responsible staff member will determine the period the pupil will be removed from the classroom, as well as any time for restorative practices.
* **[Updated]** The responsible staff member will inform the pupil’s parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

**[Updated]** Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

* The headteacher will consider whether the pupil should be suspended, in line with the school’s Suspension and Exclusion Policy, and will determine the length of the suspension.
* Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil’s behaviour.
* Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school’s national SEND budget.
* Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

**[New]** The headteacher will consider whether a permanent exclusion is necessary, in line with the school’s Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

**Sanctions**

Sanctions should always:

• make it clear that unacceptable behaviour affects others and is a serious offence against the school community;

• avoid being applied to a whole group for the activities of individuals;

• be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times. Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Graphical user interface, text, application

Description automatically generated

**[Updated]** For discipline to be lawful, the school will ensure that:

* The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
* The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
* **[Updated]** The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

**[Updated]** The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

# [Updated] Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school’s strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils’ behaviour in the future.

**[New]** **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil’s specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

* Persistently misbehaving
* Not improving their behaviour following low-level sanctions
* Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

* Frequently engaging with parents, including home visits where necessary
* Providing mentoring and coaching
* Short-term behaviour report cards
* Long-term behaviour plans
* Pupil support units
* Engagement with local partners and agencies
* Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil’s education will be considered where serious concerns about a pupil’s behaviour exist.

**[New]** **Behaviour curriculum**

**Behaviour for Learning: The Trimley Way**

***Be Ready, Be Respectful and Be Safe***

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school’s principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*‘’When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.’’* Paul Dix, Pivotal Education

Our school has three simple rules: ‘Be Ready, Be Respectful and Be Safe’, generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

**Adult Strategies to Develop Excellent Behaviour**

At Trimley St Mary, adults apply the following principles in all interactions with pupils:

• IDENTIFY the behaviour we expect

• Explicitly TEACH behaviour

• MODEL the behaviour we are expecting

• PRACTISE behaviour

• NOTICE excellent behaviour

• CREATE conditions for excellent behaviour

**Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

**Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

**Staff will ‘pay first attention to the best conduct’** and will endeavour to catch children ‘doing the right thing’ in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

**Language around Behaviour**

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as ‘kicked off’ or ‘screaming fit’ are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMs at the staff member’s discretion.

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

* Be **ready**

o I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

* Be **respectful**

o I will listen and talk politely to adults and other pupils; and look after equipment and other people’s possessions.

* Be **safe**

Table

Description automatically generatedo I will be kind and look after myself and others, following appropriate instructions from adults.

Text

Description automatically generated

Graphical user interface, text, application, Word

Description automatically generated

Graphical user interface, text, application, email

Description automatically generated

**[Updated]** **Positive teacher-pupil relationships**

**[Updated]** Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

**[New]** **Preventative measures for pupils with SEND**

**[Updated for September 2022]** Behaviour will always be considered in relation to a pupil’s SEND. If it is deemed that a pupil’s SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

* Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
* Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
* Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
* Training for staff in understanding autism and other conditions

**De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

* Appearing calm and using a modulated, low tone of voice
* Using simple, direct language.
* Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
* Providing adequate personal space and not blocking a pupil’s escape route.
* Showing open, accepting body language, e.g. not standing with their arms crossed.
* Reassuring the pupil and creating an outcome goal.
* Identifying any points of agreement to build a rapport.
* Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
* Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

**Physical intervention**

In line with the school’s Physical Intervention Policy, **trained members of staff** will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

**[Updated]** **Removal from the classroom**

**[Updated]** The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

**[New]** The pupil will be moved to a room that is:

* In an appropriate area of the school
* Stocked with appropriate resources
* Suitable to learn and refocus
* Supervised by trained members of staff

**[New]** The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

* To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
* To enable disruptive pupils to be taken to a place where education can continue in a managed environment
* To allow the pupil to regain calm in a safe space

The school will ensure that pupils’ health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil’s class teachers set them appropriate work to complete.

**[New]** The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

**[Updated]** **Detentions**

**[Updated]** The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.

**[Updated]** Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

**[Updated]** When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, **25** minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

**[New]** Detentions will not be issued where there is any reasonable concern that it would compromise a pupil’s safety. An alternative and appropriate sanction will be issued instead.

# Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

# Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

# [Updated] Prohibited items, searching pupils and confiscation

**[Updated]** Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school’s Physical Intervention Policy. The prohibited items where reasonable force may be used are:

* Knives and weapons.
* Alcohol.
* Illegal drugs.
* Stolen items.
* Tobacco and cigarette papers.
* Fireworks.
* Pornographic images.
* Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  + To commit an offence; or
  + To cause personal injury to any person, including the pupil themselves; or
  + To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

* E-cigarettes and vapes
* Lighters
* Aerosols
* Legal highs/psychoactive substances
* Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school’s Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

# [Updated] Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

* Start the year with clear sets of rules and routines that are understood by all pupils.
* Establish agreed rewards and positive reinforcements.
* Establish sanctions for misbehaviour.
* Establish clear responses for handling behavioural problems.
* Encourage respect and development of positive relationships.
* Make effective use of the physical space available.
* Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

* BE READY
* BE RESPECTFUL
* BE SAFE

**Classroom rules and routines**

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the Classroom Rules Agreement with their child and sign it on their behalf.

**The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

**Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

* They define the behaviour that is being rewarded.
* The praise is given immediately following the desired behaviour.
* The way in which the praise is given is varied.
* Praise is related to effort, rather than only to work produced.
* Perseverance and independence are encouraged.
* Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.
* The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

* **Immediate** – immediately rewarded following good behaviour.
* **Consistent** – consistently rewarded to maintain the behaviour.
* **Achievable** – keeping rewards achievable to maintain attention and motivation.
* **Fair** – making sure all pupils are fairly rewarded.

**[Updated]** Rewards for good behaviour will include, but are not limited to:

* Verbal praise
* Communicating praise to parents
* Certificates, prize ceremonies and special assemblies
* Positions of responsibility, e.g. being entrusted with a particular project
* Trips and activities for a whole-class or year group

# [Updated] Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

**[Updated]** Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

* Wearing school uniform.
* Travelling to or from school.
* Taking part in any school-related activity.
* In any way identifiable as being a pupil at the school.

**[Updated]** Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

* Could negatively affect the reputation of the school.
* Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
* Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

# [New] Data collection and behaviour evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed **termly** by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

# Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2023**.

**Appendix A – Rights and responsibilities**

Table

Description automatically generated

**Appendix B: A model of positivity – tweaking teaching to transform trouble**

* + Smile!
  + Convince your class that there is no place that you would rather be.
  + Find out what makes a learner feel important, valued, like they belong.
  + Reward learners for going ‘above and beyond’ expectations, not simply meeting them.
  + Let children lead learning, share responsibility, delegate jobs.
  + Mark moments with sincere, private verbal praise.
  + Make positive phone calls home at least one every week.
  + Send positive notes - at least one per week.
  + Write down your praise and reinforcement; mark the moment and ‘anchor’ the behaviour.
  + Show learners their ideas and experiences have real value.
  + Ensure your mechanism for positive referrals is individualised.
  + Catch learners doing the right thing, don’t let sleeping dogs lie.
  + Use subtle, private praise and reinforcement.
  + Differentiate the way you celebrate achievement – not everyone wants to feel famous, but everyone wants to feel important.
  + Class displays and classroom environments that scream high expectations.
  + Make learners feel important for the behaviours that they can show and not for the behaviours that they can’t.

**Habits of adults who manage behaviour well**

* + They meet and greet.
  + They persistently catch individuals doing the right thing.
  + They teach the behaviours that they want to see.
  + They teach learners how they would like to be treated.
  + They reinforce conduct/attitudes that are appropriate to context.
  + They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
  + They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
  + They relentlessly work to build mutual trust even when trust is broken, time is wasted, and promises are not kept. They refuse to give up.
  + They keep their emotion for when it is most appreciated by the learners.

**Nonverbal skills / attitudes that work with more challenging behaviours**

* + Showing humility
  + Changing anger to shades of disappointment
  + Being cold rather than confrontational
  + Give clear cues when switching from the formal to the informal, from relaxed to business like
  + Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
  + Patiently giving without ever expecting to receive
  + Showing empathy balanced with a determination to help the learner succeed
  + Earning respect not expecting it
  + Never laying your relationship on the line on a behaviour issue
  + Keeping your promises
  + At times ignoring defensive behaviours in the moment but not forgetting
  + Commitment to building an appropriate relationship
  + Refusing to listen to the doubters and moaners; refusing to give up on any learner

*Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: ‘Nice’ or ‘Nasty’. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.*

*Assertiveness is not simply standing your ground, just saying ‘no’ and repeating your demand (the ‘broken record’ technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate*

*behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response.*

*Assertiveness is knowing that you can control your own behaviour and making considered*

*appropriate choices in your response to learners. Don’t be afraid of saying ‘no’ and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.*

*(from ‘Taking Care of Behaviour’ by Paul Dix, Pearson/Longman)*

**Appendix C: Intervention scripts, Effective 30 second interventions**

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

**How to land a difficult message, softly:**

Remind the learner of their previous good behaviour.

Challenge their negative internal monologue ‘You can do this, you are intelligent and able.’

Thank the child for listening.

Position yourself lower than eye level or side on if you are standing; don’t demand sustained eye contact.

Use a soft, disappointed tone.

Remind yourself that the sanction is a consequence not personal retribution.

Walk away as soon you have finished speaking.

**Refocusing the conversation**

When learners try to argue, shift the blame, or divert the conversation you can either:

**Calmly and gently repeat the line you have been interrupted in.**

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or…

**Use an appropriate refocusing line to bring the conversation back to the script.**

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.



If the conversation is becoming unproductive, what line will you leave on?

Try:

*“I am stopping this conversation now. I’m going to walk away and give you a chance to think about your behaviour. I know that when I come back, we can have a polite, productive conversation.”*

**Appendix D: First steps in restorative practice**

Text, letter

Description automatically generated

**Reparation meeting**

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child’s character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

##### A good Reparation meeting is often structured in 5 steps:

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

**Appendix E: Behaviour Contract**

**Section 1 – agreement**

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My goals**

**1**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**To prevent my challenging behaviour, I can:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**When I demonstrate challenging behaviour, you can help me by:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**These are the consequences if I don’t meet my goals:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**These are the rewards if I meet my goals:**

|  |  |
| --- | --- |
| Image result for gold star | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Image result for gold star | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Image result for gold star | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

My contract will be reviewed on **date**

Pupil signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix F: Behaviour Management Observations Review Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of pupil** |  | **Year group** |  |
| **Name of key worker** |  | **Date** |  |

|  |
| --- |
| **Do there appear to be any patterns triggering the pupil’s behaviour?** |
|  |
| **Are our existing management systems effective?** |
|  |
| **What achievable targets could we implement for the pupil to work towards?** |
|  |
| **What are the pupil’s strengths?** |
|  |
| **What strategies could we implement to help the pupil achieve their targets?** |
|  |

|  |
| --- |
| **Additional comments** |
|  |