



# Billingsborough Primary School

## Behaviour Policy

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Signed by:

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## Statement of intent

**Billingborough Primary School** believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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.

## 1. Legal framework

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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

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

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- 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.
- Ensuring this policy is published on the school website.

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.
- 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.
- 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.
- 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.

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.

- 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.
- 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.

### 3. 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.

#### **4. 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.

## **5. Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will 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 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

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 SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## **6. Managing behaviour**

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.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

### **Sanctions**

If the child disrupts their own and/or another child's learning the following procedures will be actioned:

1. **Non-verbal warning**
2. **School staff will give a verbal warning.**
3. **If the behaviour persists, the child's name will be written down on a piece of paper or somewhere else agreed by staff, parent/carers and child.**



4. **If it still continues then a cross is put by the child's name.**
5. **If the behaviour continues, another cross is put by the child's name. This triggers a yellow card and the child is then asked to spend some time in a quiet place in the classroom for Turnaround Time. When the child re-joins the class, the board is wiped clean and the child is told it's a fresh start.**

This yellow card is either taken home at the end of the day with the reason written on it as to why they received the card, or parents/carers are contacted. The parent/carer signs it if they agree that they should have been given the card and returns it to school. Where possible the teacher should talk to the parent/carer and explain why the child received the card. Under agreement some children will not be issued the card physically, instead the member of staff who issue the card will contact parents/carers directly.

6. **If the child's behaviour does not cease after receiving a yellow card in the same lesson, then the procedure is followed again with the name and crosses, and they receive Turnaround Time again but this time they receive a red card.**
7. **Again when the child re-joins the class, the board is wiped clean and the child is told it's a fresh start.**
8. **If the child's behaviour continues for a third time during the same lesson they receive a red card which will be issued and SLT are contacted.**

All cards are treated the same as the yellow card with a reason put on it and the child parent/carer signs it and must be returned. **If the card is not brought back, the teacher who has issued the yellow or red card should re-issue the card.** If the child does not bring that card back, SLT will follow this up by contacting parents on the same day. SLT will then either speak to the parents/carers or send it to them by post. Red cards always automatically trigger a meeting with the parents/carers and SLT regardless of whether the card is brought back.

Yellow and red cards can also be given without warning. Examples of these behaviours are swearing, hurting another, damaging property, stealing and health and safety etc. (usually other behaviours than disruption). The colour of card will reflect the severity of the incident through judgement and agreement. If a red card is given for an incident of this type it is usual procedure for a member from the Senior Leadership Team to talk to the parents/carers of the child.

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

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 pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the pastoral lead deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record.
- 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 – the pastoral lead will determine the period the pupil will be removed from the classroom.
- The pastoral lead 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.

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:

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 to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction 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 sanction 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.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are 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.

## **7. 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.

### **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 as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Behaviour curriculum**

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.

### **Positive teacher-pupil relationships**

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.

### **Preventative measures for pupils with SEND**

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. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates 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.

### **Removal from the classroom**

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

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

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.

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.

### **Reflect and repair**

After a behaviour incident, children will have opportunity to reflect on what happened. Through a structured conversation, children will be guided to identify the trigger, the events, who has been affected, how it has made people feel, strategies for the future and how to repair any damage or relationships that have been affected. This conversation will be appropriately adapted to the age and stage of the child with visuals used to support. The conversation will occur at a point in the day when the member of staff dealing with the incident deems it to be most appropriate; this could be during a lesson, social time or after school with parents/carers.

### **Individual Behaviour Plans**

Class teachers and SLT will identify children who are accumulating a high number of yellow and red cards, or when there are changes with children's behaviour. These children will begin a pathway towards an Individual Behaviour Plan. Staff who work with the child will track their behaviour and attitude across periods within the school day to identify common patterns for triggers and when there are successes. This will be used to inform a meeting with parents/carers to set behaviour targets for specific behaviour aspects to develop.

## **8. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment 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. Disciplinary sanctions 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.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **9. 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.

## **10. Prohibited items, searching pupils and confiscation**

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.

## **11. 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:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### **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.

Whole school rules are also embodied in all aspects of school life:



Tell the **TRUTH** then you are **TRUSTED**

**RESPECT** yourself, others and our school

Always be **READY** to learn

Remember you make the choices that keep us **SAFE**

### **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, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **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.

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

## **12. 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.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided 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.

Staff may also sanction 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.

### **13. 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.

## **Behaviour Records**

Sanction cards are recorded with more detail on CPOMS. The type of card given is recorded with details as to why they received it and the date. The teacher or member of staff who issues the card to the child should record this. Audits are then completed each half term. If children are reoccurring it is suggested to the SENCO and teacher that they may be placed on the SEND register for further support.

Extreme behaviour leading to a risk of children's safety being jeopardised is discussed with a member of Senior Leadership straight away and recorded on CPOMS as a 'Serious Cause For Concern'. This also needs details of how the staff responded.

## **CPOMS**

CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. CPOMS is a system to help with the management of child protection, behavioural issues, bullying, racism, homophobic issues, special educational needs, domestic issues, outside agency support and much more. CPOMS ensures that children are safe and fully supported.

Every member of staff across the setting has an obligation to report any concerns which they may have. CPOMS allows us to record information in a central place and have relevant people alerted immediately. Staff are able to build a chronology around a student/family and can provide reports for Case Conferences, Multi-agency meetings, Governors and Ofsted at the touch of a button.

## **14. 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 **October 2024**.

## Appendixes

Behaviour Intervention Plan 1

Behaviour Intervention Plan 2

Behaviour Intervention Plan 3

Individual Risk Assessment

Behaviour Response Staged Approach

## Stage 1: Behaviour plan

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To be written in consultation with parents and the student.

Student		
Plan number:		List those who attended below:
Date:		



### Assess

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours?



### Plan

Write up to two targets for the student to work towards. <i>Use the format <b>when... instead of... I will...</b> Be as specific as possible.</i>	What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>

Review date:	
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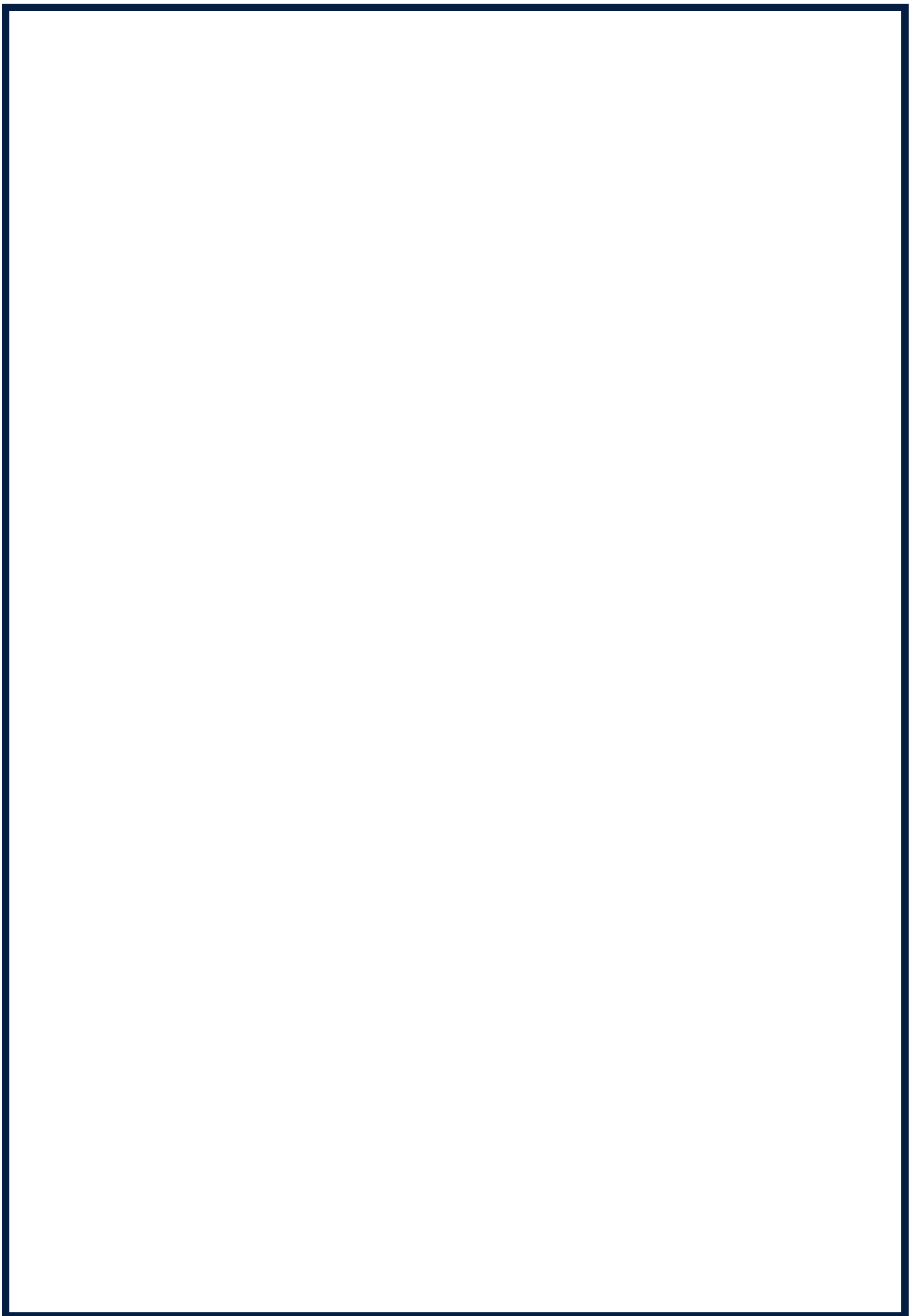
No longer than one term from today



## Review

Date:

What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?	
		Plan was effective – student no longer requires support ( <i>plan discontinued</i> )
		Plan was effective – continue support at current level ( <i>renew plan or write new plan at this level</i> )
		Student requires additional support ( <i>write plan at Stage 2</i> )





## Stage 2: Behaviour plan

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To be written in consultation with parents and the student.

Plan number:		List those who attended below:
Date:		



### Assess

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours?



### Plan

#### Whole class support:

Write up to three targets for the student to work towards. <i>Use the format <b>when... instead of...</b> I will... Be as specific as possible.</i>		What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>
1.		
2.		
3.		

**Home target:**

What strategy will be implemented at home to support the student?	
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**Group work (adult led interventions):**

What will be the purpose of the intervention (eg. improve interpersonal skills, emotional self-regulation)		
How will the success of the intervention be measured?		
Which adult will run the intervention? Where will it be run? When (day and time)? How long will the intervention run for?		

**Environmental changes**

What environmental changes will be made to support the student?

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**Other support**

If necessary, write any further support to be offered below.

Support	Purpose
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### Impact measurement

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

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Review date: <i>No longer than one term from today</i>	
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### Review

Date:	
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Indicate progress towards each target.

	Not achieved	Some progress	Achieved
1.			
2.			
3.			

<b>Parental views</b>

- *Attach student views to this plan.*

What impact did the plan have on the behaviours specified? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?	
		Plan was effective – student now requires less intensive support ( <i>write plan at Stage 1</i> )
		Plan was effective – continue support at current level ( <i>renew plan or write new plan at this level</i> )
		Student requires additional support ( <i>write plan at Stage 3</i> )

### Stage 3 behaviour management plan

Student name			
Date		Plan number	

Photograph of student
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#### Objective of plan:

Overall objective here.

#### Topography of behaviour:

Before	Behaviours seen when student is escalating towards an incident.
During	Behaviours seen during an incident.
After	Behaviours seen following an incident.

#### Triggers:

Write common triggers for the above behaviours here. Include when you are most likely to see these behaviours.

#### Management strategies (extrinsic):

<input type="checkbox"/> Use:	<input type="checkbox"/> Avoid:
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**Awareness and consistency:**

Ask the key adults who come into regular contact with the pupil, including PPA teachers / sports coaches etc. to read this section of the plan, and to name, sign and date it.

Name	Signature	Date

**State of change assessment:**

*Underline/bold current position:*

Precontemplation   Contemplation   Determinism   Change   Maintenance   Relapse



**Whole class support:**

Write up to three targets for the student to work towards. <i>Use the format <b>when... instead of...</b> I will... Be as specific as possible.</i>		What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>
1.		
2.		
3.		

**Home target:**

What strategy will be implemented at home to support the student?	
---	--

**Adult led intervention programme (intrinsic):**

Target	Write a simple, practical and actionable target (preferably related to the student's position on the state of change model). This should be formulated with the student.
Student	What the student will do to achieve the above target. Explicitly discuss the following: <i>Can I do it? Will it work? How do I benefit (intrinsically)?</i>
School	What the school will do to help the student achieve the target.



Family	What home will do to help the student achieve the target.
Friends	What the student's friends will do to help them achieve the target (where appropriate).
Who	Who is going to deliver this on behalf of the school?
When	When is the programme going to be delivered (and how often).
Where	Where any work to achieve the target will be completed.
Relapse plan	What the student, home and school agree to do following a relapse.

**Other support**

If necessary, write any further support to be offered below.

Support	Purpose

**Measurement (Goal Attainment Scaling):**

		Review
+2	Most favourable outcome that is likely.	
+1	Greater than expected outcome.	
0	Expected outcome.	
-1	Less than expected outcome (usually no change / where student is now).	
-2	Most unfavourable outcome (deterioration).	

**Contributors:**

List the names of people who contributed to the plan.

**Student agreement:**

I agree to follow the actions on this plan: \_\_\_\_\_

**School agreement:**

We agree to follow the actions on this plan: \_\_\_\_\_

**Home agreement:**

I/we agree to follow the actions on this plan: \_\_\_\_\_

*Preferably, agreements about agreeing to actions should be made as publicly as possible.*

**Review:**

This plan will be reviewed on	Insert date and time here.
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## Review

Date:	
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Indicate progress towards each target.

	Not achieved	Some progress	Achieved
1.			
2.			
3.			

<b>Parental views</b>

- *Attach student views to this plan.*
- *Reassess change programme using goal attainment scaling (mark on original plan)*

What impact did the plan have on the behaviours specified? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?
	Plan was effective – student now requires less intensive support ( <i>write plan at Stage 2</i> )
	Plan was effective – continue support at current level ( <i>renew plan or write new plan at this level</i> )
	Student requires additional support

**What elements of the plan were successful?**

List here.

**What elements of the plan were not successful / need to change?**

List here.

**Contributors:**

List contributors to the review here.

## Risk assessment

Assessment number:		Completed by	
Date:			

Behaviour / risk	Risk (from 0 to 10, where 0 = not applicable and 10 is very high)	When (eg. play time, during PE, in corridors)	How often? (eg. once per day, three times per week)	Who is at risk? (eg. student, peers, adults)	Potential of harm (eg. no harm, <u>harm</u> , serious harm)	Control measure (What will you do to control the risk?)
Physical aggression towards peers						
Physical aggression towards adults						
Verbal aggression towards peers						
Verbal aggression towards adults						
Bullying						
Persistent disruption						
Non-compliance						
Deliberate damage to property						
Leaving class/ grounds without permission						
Making unsubstantiated allegations against staff						

Other common behaviours might include: racial abuse; inappropriate sexual behaviour; arson; theft; alcohol misuse; drug misuse; possession of a weapon.

School Rules	Verbal Response 1. Non-verbal warning 2. School staff will give a verbal warning. 3. If the behaviour persists, the child's name will be written down on a piece of paper or somewhere else agreed by staff, parent/carers and child.	Stage 1 (lose 5 min playtime) 4. If it still continues then a cross is put by the child's name.	Stage 2 (lose 10 min playtime) 5. If the behaviour continues, another cross is put by the child's name. This triggers a yellow card and the child is then asked to spend some time in a quiet place in the classroom for Turnaround Time. When the child re-joins the class, the board is wiped clean and the child is told it's a fresh start.	Stage 3 (10 min time out in another class for reflection) 6. If the child's behaviour continues during the same lesson they receive a red card	Stage 4 (Sent to SLT)	Stage 5 (Sent to Head teacher)
TRUTH Tell the truth, then you are trusted	Telling lies					
READY Always be ready to learn	Refusal to <u>participate</u> Throwing equipment around the classroom Kicking over a chair Rocking on a chair Moving property inappropriately Bringing banned items into school					Vandalising school property Leaving school premises without permission
RESPECT Respect yourself, others and the school	Calling names Unkind comments that upset others Taking other children's property Being rude to children Winding up other children Taking other children's property Walking away from an adult who is trying to discuss an <u>issue</u> Disrupting lessons Talking while the teacher is <u>talking</u> Calling out Constant fidgeting	Being disrespectful towards adults	Swearing at children or adults	Continuous name calling (Bullying)	Homophobic comments Racist comments Stealing school equipment Stealing from children and adults Creating a substantial disturbance in class which affects <u>learning</u> Creating a substantial disturbance around school	
SAFELY Remember, you make the choices that keep us safe	Running in school Running to and from the playground Creating disturbances when moving around school	Spitting Minor damage to classroom <u>displays</u>	Throwing objects at children Breaking school equipment	Hurting other children Throwing objects at adults	Physical bodily harm Bringing dangerous items into school	