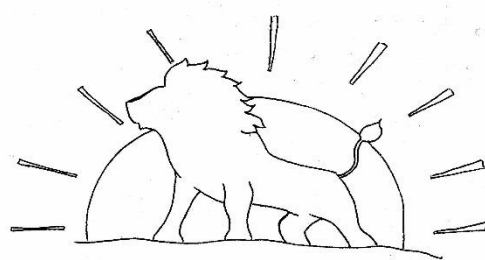


# Behaviour Policy and Statement of Behaviour Principles

Northwick Park MAT



Northwick Park Primary and Nursery  
We Take Pride



...working together



Approved by: Trust Board/ LGBs

Last Reviewed: October 24

Next Review: October 25

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Rationale

This policy underpins the Trust's aims.

We aim to support the children in:

1. Developing self-discipline and self-control, encouraging them to be responsible for their own behaviour
2. Being on task with their activities

3. Fostering caring and positive attitudes to each other and to respect the rights of other pupils
4. Promoting honesty, fairness and respect for themselves and others
5. Developing their self esteem, through supporting those who need help and encouragement
6. Developing co-operation and to respond to one another in a polite manner
7. Providing effective positive behaviour management strategies and processes if behaviour is not acceptable
8. Staff leading through example, providing positive role models
9. Adopting a consistent approach at all times

## 2. Legislation and statutory requirements

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

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Our school has an important role in fostering good behaviour. We play a vital part in promoting the social, spiritual, cultural, mental and physical development of our pupils. The ethos of our school includes a clear vision of the values that matter within our school and in the community around it. These include a respect for others and for property, honesty, trust and fairness and the virtues of self-respect and self-discipline. It is the aim of our school to assist our children to grow up knowing right and wrong, appreciating the needs of others and of the society around them.**

### Equal Opportunities

Our school behaviour policy applies to all pupils regardless of gender, race, religion, class, physical or intellectual ability. However, it is recognised that while rules apply to all children, individual circumstances may influence the support given to pupils with specific needs in order to manage their behavior.

The Trust acknowledges its legal duties under the Equality Act 2010 in respect of pupils with special educational needs.

The adults encountered by children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

The purpose of this policy is to give a clear guide for everyone; children and adults, to work towards, across the Academy Trust.

This Trust recognises the importance of developing a positive approach to the behaviour of children in our school.

The policy reflects the values that are important to our Trust.

The policy should be seen as developing and responding to changes within the schools. Children with particular difficulties are seen as the responsibility of the whole school, needing a whole school approach.

The Behaviour Policy is to be reviewed annually. The views of all stakeholders are taken into account during the review process and amendments made to the policy as necessary. It is also recognised that the children themselves can have a role to play in this process e.g. School Council.

## **Rights, Rules and Routines**

### **Rights**

Adults and children have the right to feel safe, the right to be treated with respect and the right to learn and to develop their potential.

### **Rules**

Rules are personal to the needs of the school, the class and the types of cohorts and individuals in school.

Rules in classes and within the school should be reviewed annually and referred to throughout the year.

We have rules for:

1. classrooms
2. assembly
3. playtimes
4. lunchtimes
5. moving around school
6. in PE

Examples of rules we encourage are:

- be polite, kind and considerate to others
- take proper care of all things in the school including the grounds
- listen carefully to other children and adults
- walk in school corridors
- keep hands to yourself, don't hurt other children
- no talking coming into and leaving assembly
- respect for others and property

### **Routines**

In order to establish the expectations of behaviour that we need to ensure our school can function effectively for everyone we need routines that are consistent throughout the school. For example:

- when children arrive in the morning in class
- moving around school,
- at playtime and lunchtime,
- going to the toilet
- timetabled intervention groups and sets

These routines can change from time to time and in some cases be particular to individual classes.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment e.g. sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These may include:
  - Knives or weapons
  - Stolen items
  - Inappropriate images
  - Drugs
  - Alcohol, tobacco, vapes or e-cigarettes
  - Fireworks
  - Any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any items deemed prohibited will be confiscated from pupils and may not be returned.

### **Recording and Monitoring Incidents**

Relevant incidents of poor behaviour are kept on our internal recording software 'CPOMS'. This ensures incidents are tracked and key staff are made aware where necessary. The Senior Leadership Team meet regularly to discuss children causing concern in school, including where children are showing challenging behaviour. Staff work collaboratively to resolve behaviour issues.

## 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

| Type of bullying   | Definition  |
|--|---|
| Emotional  | Being unfriendly, excluding, tormenting   |
| Physical   | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)  |
| Sexual   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal  | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

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

## **5 Our Approach to Behaviour Management**

Northwick Park Trust is a TTP Trust (Trauma Perceptive Practice). All staff are trained in behaviour management. Staff understand that challenging behaviour is a form of communication driven by a need. Our focus is on having clear steps and consequences in behaviour which children understand and which are always applied fairly and calmly. We take a restorative approach, this aims to develop children's understanding of the consequences of their actions, in order for them to make a better choice in the future. This has been shown to have more impact than giving a consequence alone. We take a 'repair and restore' approach.

An example of this is in practice:

Where there is conflict between two or more children every effort is made to get to the root cause of the issue in order to repair the relationship and move forward. If a sanction is necessary and appropriate, this should also be given.

Conflicts will be investigated by a member of staff. This should initially begin with the class teacher and escalated to the year group leader or member of the senior leadership team as appropriate.

Children involved are given the opportunity to share their concerns and views about the conflict. The member of staff acts as a negotiator between the parties involved, agreeing the way to move forward.

The member of staff then acts as a facilitator to resolve the conflict, encouraging the parties involved to seek a resolution themselves.

Key restorative questions staff may ask:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What could you do to put things right?

How can we do things differently in the future?

## **6. Roles and responsibilities**

### **6.1 The governing board**

The Local Governing Boards and Trust Board are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing bodies will also review this behaviour policy in conjunction with the CEO/Heads of School and monitor the policy's effectiveness, holding the CEO/Heads of School to account for its implementation.

## 6.2 The CEO

The CEO is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## 6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents, where appropriate or where staff request support.

## 6.4 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly. On induction, parents are given information regarding the school's expectations of behaviour, a copy of the Behaviour Policy and asked to sign the Home/School Agreement



- Understand that parents may not always be informed of every incident as children may be given opportunities to reflect upon their own behaviour and develop responsibility for their own actions and class teachers will be using a variety of strategies and sanctions to support children who may be having difficulty managing their behaviour
- Understand that there are sometimes friendship issues between children; learning how to deal with conflict and restore a relationship afterwards, is a vital skill for children to learn
- Understand that behaviour incidents are often complex, and staff will need time to fully investigate what has happened
- Not approach other pupils or parents with whom their child has had an issue in school; please allow the school to deal with this, otherwise situations can become inflamed
- Not use social media to discuss issues for the same reason
- Not allow disagreements between parents to impact on pupils during their time at school
- Speak and act appropriately at all times on the school site, being good role models to their own children and others on site
- Speak appropriately to members of staff dealing with incidents – behaviour issues can be emotive, but staff will do their best to help
- Attend in cases where class teachers/SLT request a meeting with parents to discuss any behavioural issues
  - Support the school in finding solutions to problems e.g acknowledging that bullying issues should provide the wrongdoer with support and guidance so that they can take a more positive attitude to school – see Anti Bullying Policy
- Support the school in any sanctions applied to their child, understanding that pupils should learn that actions have consequences and then they move on.

## **7. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Adhere to the expected behaviour standards in school including following the rules
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Acknowledge that we learn from mistakes and relationships can usually be repaired
- Understand that other children will sometime make mistakes and this is part of the learning process

### **IN CLASS**

**MAKE IT EASY FOR EVERYONE TO LEARN AND FOR THE TEACHER TO TEACH**

This includes:

- arrive on time in the morning
- bring your book bag/equipment daily
- hang coats up tidily/place in lockers
- put bags and lunch boxes away quickly and sensibly

- listen carefully
- follow instructions
- work hard
- ask for help when you need it
- help each other when appropriate but don't distract or annoy anyone
- put your hand up to ask or answer a question; as well as other actions e.g. thinking thumbs
- do not call out inappropriately
- try to be sensible and polite at all times
- keep chairs tucked in
- follow class rules
- store mobile phones with an adult on arrival to school
- wear uniform or appropriate PE kit on PE days

## **IN GENERAL**

### **SPEAK POLITELY TO EVERYONE**

This includes:

- use the correct voice at all times
- use language that is neither abusive or offensive to others
- offer to help others
- be polite to everyone

### **LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO**

This can include:

- trying to understand other people's point of view
- not interrupting anybody or being interrupted by others
- being silent when required
- not answering back
- ask an adult if you do not understand something

### **KEEP THE SCHOOL CLEAN AND TIDY SO THAT IT IS ALWAYS A WELCOMING PLACE, WHICH WE CAN BE PROUD OF**

This includes:

- taking care of our displays
- keeping the walls and furniture clean and unmarked
- put all litter in bins
- use the toilets in an acceptable way
- use all equipment safely and take care of it

## **OUT OF CLASS**

### **MOVE QUIETLY AND GENTLY ABOUT SCHOOL**

This includes:

- lining up sensibly
- enter and exit assembly quietly
- walking around school rather than running, pushing or barging past others
- being ready to help in different ways
- return from break times sensibly
- line up and move through corridors sensibly

## **8. Rewards and sanctions**

### **8.1 Encouraging Good Behaviour**

It is important that praise and rewards should have a considerable emphasis within school and children will achieve recognition for a positive contribution to school life.

Our aim is to develop a consistent pattern of rewards, which are known, understood and agreed to by all, see below.

Praise and rewards will support the Code of Conduct

#### **Praise**

Praise should be natural, warm and appropriate to the age and maturity of the child.

Praise should be varied and imaginative.

High levels of praise assist in establishing new behaviours and maintain established behaviours.

A variety of strategies e.g. circle time, praise walls and parachute games, can be used to encourage and develop positive behaviour within a group setting.

Use of Zones of Regulation.

Growth Mindset/Characteristics of Effective Learning

The use of marking and immediate feedback in class helps to develop positive outcomes for pupils

#### **Rewards**

A range of informal and formal rewards can be used to encourage good standards of behaviour. These can include:

- verbal praise in front of peers
- general encouragement in lessons
- praise from the Senior leadership team (SLT) or any other member of staff / adult
- display of children's work
- sharing success with parents
- stickers, stamps or comments on work (marking system – “tickled pink”)
- sharing success in classrooms
- sharing success in year group/whole assemblies e.g. Stars of the Week
- a variety of certificates for special achievements
- achievements recorded in learning journey folders
- greater responsibility in school, e.g. special jobs – school council

- Golden Time
- Thumbs up
- Read, Write, Inc praise actions
- team points
- special reward events e.g. reward days in upper KS 2

## Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements of the code of conduct.

Our aim is to develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the school community.

Sanctions should operate so that the wrong behaviour is matched by an appropriate sanction.

Sanctions must not be used for a whole class where an individual is causing difficulties.

Children must understand very clearly why their behaviour is inappropriate and why the sanction is taking place.

Children should be encouraged to take responsibility for their action when they have misbehaved, accept their sanctions with good grace and then move on. This is vital for children to learn from their mistakes.

Please see below our clear set of consequences for poor behaviour. These are consistently applied by school staff:

| Stage 1  | Stage 2   | Stage 3   |
|--|---|---|
| Action   | Action  | Action  |
| Interrupting the lesson<br>Not on task<br>Distracting others<br>Calling out in class<br>Not listening<br>Not accepting instructions<br>Being unkind<br>Being disrespectful to peers or adults<br>Swearing<br>Loss of temper<br>Minor deliberate damage to another child's or school property | Persistent Stage 1 behaviours<br>Stealing<br>Verbal abuse<br>Physical aggression (pushing, kicking etc.)<br>Significant deliberate damage to another child's or school property | Persistent Stage 2 behaviours<br>Serious misbehaviour * |
| <b>Dealt with by: Class teacher</b>  | <b>Dealt with by: Class teacher and Year Group Lead/SLT lead (WR)</b>   | <b>Dealt with by: SLT</b>                               |
| <b>Consequences</b>  | <b>Consequences</b>   | <b>Consequences</b>                                     |

|   |   |   |
|---|---|---|
| Reminder  | Conversation  | Conversation with child   |
| Caution   | Time out  | Loss of privileges/activities/breaktime                                     |
| Last chance   | Lose of activity/playtime etc.<br>(No more than 2 days)   | Pastoral Support Chart  |
| KS1 – Name removed from the cloud<br>KS2 - Golden Time is not awarded | Year 6 – a strike may be given depending on the incident and the child. It may not be given immediately. A discussion may be needed with other staff first. | Parent/carers informed – possible meeting with parent/carer and SLT         |
| Time out  | Parent/carers informed by class teacher or Year group lead  | Incident added to the safeguard system by class teacher/Year group lead/SLT |
| Move to Stage 2   | Incident added to the safeguard system by class teacher/Year group lead   | Break or lunchtime exclusion  |
|   | Move to Stage 3 – an adult must bring the child to a member of SLT  | Fixed term or permanent exclusion   |

\*Serious misbehaviour includes bullying, inappropriate sexual behaviour (including pulling down trousers, lifting up skirts), racist, sexist, homophobic or discriminatory behaviour, physical violence resulting in actual bodily harm, possession of prohibited items.

The above chart does not provide an exhaustive list and there are times when other sanctions or supports may be applied. Examples of other types of sanctions/supports include:

- Redrafting work not done to the required standard
- Missing part of playtime to complete tasks
- Being sent in for part of playtime or lunchtime play
- Walking with the teacher on duty or with the Midday Assistant during part of the playtime
- Working in another part of the classroom or another nominated class for a specified period of time
- Working with a nominated person
- Working with the Senior Leadership Team
- Referral to SENCO for behavioural programme
- Discussion with parents about behaviour – formal or informal
- Formal letter to parents
- The implementation of a Behaviour Response Plan or Risk Assessment where behaviour is particularly challenging
- Referral to outside agencies e.g. Educational Psychologist/ Behaviour Support
- Internal exclusion – Any child repeatedly misbehaving in class may be excluded by the class teacher and sent to the office to find an appropriate member of staff to deal with the pupil
- Exclusion – temporary or permanent

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

decision to suspend or exclude will be made by the CEO/Head of School and only as a last resort. Please refer to our exclusions policy for more information.

### Golden Time

Schools in the Trust use the 'Golden Time' reward system. We have adapted this to our needs to take a most positive approach (a list of children who have earned their Golden Time each day is kept on the teacher's desk in order that it is not visible to other children those who have not). A protected session is timetabled each week for special activities. Children earn their Golden Time each day, in increments of four minutes, for good behaviour, if they do not behave well they are not awarded their time.

All staff across the Trust use the same behaviour system.

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

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. All such incidents will be referred to a Safeguarding Lead.

Pupils are encouraged to report anything that makes them uncomfortable

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

## **8.3 Off-site misbehaviour**

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

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

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

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

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

## 8.4 Online misbehaviour

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

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

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

## 8.5 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the CEO/Head of School/DSL will make the report.

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

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

# 9. Responding to misbehaviour from pupils with SEND

## 9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

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

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

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

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

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

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

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

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

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the CEO/Head of School will discipline the pupil in accordance with this policy.

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

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

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The CEO will also consider the pastoral needs of staff accused of misconduct.

## **10 Behaviour management**

All parties involved in planning, delivery and evaluation of the curriculum should recognise that the quality of its content and the teaching and learning methods through which it is delivered are important influences on behaviour.



There must be curriculum adapted to avoid continuous and unavoidable failure for some pupils and the extension of the more able.

Displays should celebrate a variety of ability levels.

RE and PHSE lessons will promote the values of self-respect, mutual respect, self-discipline and social responsibility.

## 10.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display classroom rules
- Develop a warm and positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Knowing their pupils well and recognising the challenges they may face (e.g. if young carers)
  - Allow children out of class to access 'calming tables' or self-soothing activities when this is appropriate

## 10.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

## 10.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items may not be returned to pupils.

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

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

## 10.4 Pupil Support

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

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

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

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

## 11. Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint and how SEN and mental health needs can impact behaviour.

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

This behaviour policy will be reviewed by the CEO/Heads of School and Local Governing Bodies every year. At each review, the policy will be approved by the CEO/LGBs/Trust.

### Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the CEO.

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

- At school level
- By age group
- At the level of individual members of staff

- By time of day/week/term
- By protected characteristic

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

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

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Physical restraint policy
- Attendance policy

## Appendix 1: written statement of behaviour principles

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

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

This written statement of behaviour principles is reviewed and approved by the Academy Trust and LGBs every year.

