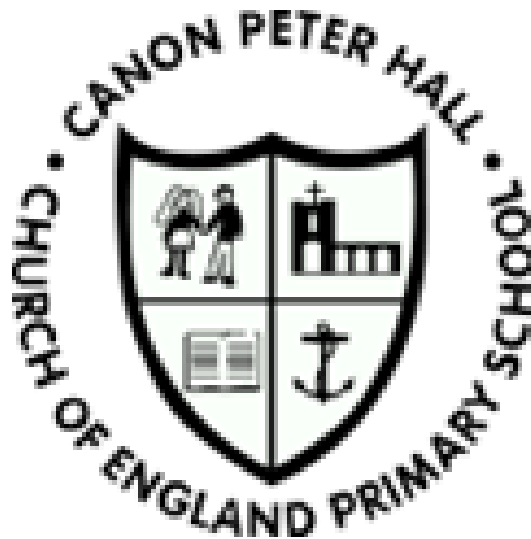


# The Canon Peter Hall Church of England Primary School



## Behaviour and Relationships Policy

<b>Approved by:</b>	Governing Body	<b>Date:</b> 25/03/24
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## Links with other policies

- [Safeguarding – Canon Peter Hall Church of England Primary School](#)
- [Anti-Bullying Policy – Canon Peter Hall Church of England Primary School](#)
- [Whistleblowing – Canon Peter Hall Church of England Primary School](#)
- [Equality, duty and objectives – Canon Peter Hall Church of England Primary School](#)
- [E Safety Policy – Canon Peter Hall Church of England Primary School](#)
- [SEND Policy – Canon Peter Hall Church of England Primary School](#)
- [Suspension and Permanent Exclusion Policy – Canon Peter Hall Church of England Primary School](#)
- [Relationships & Sex Education – Canon Peter Hall Church of England Primary School](#)

# 1. Vision, Aims and Approach

## 1.1 Our School Vision

*We believe every person lives in the image of God and shares His love. We have a passion to enable every person to view the world with awe and wonder and know they can achieve anything in their life journey. Our school is a beacon of hope and sign of the kingdom.*

*We are inspired by the stories of Hagar and Jesus' disciples, who are beacons of hope and signs of the Kingdom.*

Christians believe that Jesus is a beacon of hope because he sees each person, knows they matter and empowers them to make the world a better place. When each person sees this in themselves, then they are able to be a beacon of hope by working towards bringing about the Kingdom of God.

Hagar has a difficult life; she is taken out of her home into slavery and then abandoned with her young baby in very challenging circumstances. However, she has a promise from God that she will thrive; she is seen by him and given hope for her future.

Just like Hagar, Jesus' disciples don't have an easy life. Jesus sees them and knows their inherent worth. He is a good teacher, so he doesn't change their lives for them, but gives them what they need to transform their lives for themselves.

This vision underpins our approach to managing and supporting positive behaviour at Canon Peter Hall Church of England Primary School. We build relationships that let our pupils know that, like Hagar, they too are seen. Our positive consequences support them towards becoming intrinsically motivated to make positive choices in the lives.

## 1.2 Our Behaviour Approach

“Twenty-five years of neurobiological research tells us that children learn best when they feel loved.”

*Dr Andrew Curran*



We believe that building a pupil's self-esteem, through strong relationships with children, is key to good behaviour, good learning attitudes and to success in life. We expect all adults who work within the school to embrace this approach and to proactively support it. Effective and consistent behaviour management is the responsibility of all staff throughout the school.

### 1.3 Aims

With relationships at the heart of what we do, The Canon Peter Hall C E Primary School is committed to providing a broad, balanced and effective education for all the children who attend our school. We recognise that schools have a duty to ensure that children are able to learn in positive learning environments.

Our behaviour and relationships policy is designed to:

- Promote a positive climate and learning culture within school;
- Provide a safe school environment for all;
- Develop an understanding of how our behaviours can impact others;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents in understanding our vision and enabling them to support their children at home.

### 1.4. Our School Rules

The expectation of children and staff in our schools is that they will follow our school rules:

- Be Safe
- Be Honest
- Be respectful to self, others and the environment
- Be ready

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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

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

## 3. Roles and Responsibilities

### 3.1 The academy committee

The academy committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 3.2 The headteacher

The headteacher is responsible for:

- Reviewing 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 data from the behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### 3.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently maintaining high expectations of children's attitudes to learning, play and transitions through school including addressing low-level behaviours.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Using a restorative approach in connecting with children to understand the reason behind their behaviour and enable them using restorative practice to teach them how to interact with peers and adults.
- Teaching children that their behaviours can impact others significantly both in person, through peers or online.
- Maintaining a calm and rational disposition at all times seeking support from colleagues where needed to meet the needs of children.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Working alongside Senior Leaders and Educational Psychologists to identify children who require a more targeted approach and identify social and emotional targets to work towards.
- Working in collaboration with the Key Stage Leader, SENCO, Pastoral Leader and Educational Psychologists to ensure the best provision is in place for all children to thrive

- Maintaining strong communication within the team by recording incidents on CPOMs in a timely manner and where severe incidents have happened this is discussed with Senior Leaders and decisive action is taken.
- Working in partnership with parents/carers, school based staff and outside professionals and ensure that advice is understood and implemented.
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 3.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

### 3.5 Pupils

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

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

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

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

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

## 4. Positive consequences

We believe that behaviours which are positively rewarded are more likely to be repeated and so we believe it is important that children enjoy a rich range of positive consequences across each and every school day. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and

transition through school, we reinforce our expectations all of the time. Adults use verbal praise to instantly reward appropriate behaviour in all classes and shared spaces. A range of further rewards are also used to promote positive behaviours. These include but are not limited to:

### **Positive Praise**

It is part of our whole school ethos and day to day classroom practice to “catch children being good.” Teachers readily and regularly use verbal recognition and positive praise to celebrate the good choices of our pupils, filling them with a sense of pride and, in turn, encouraging those same great choices to be mirrored by those around them.

### **Green Tickets**

Green tickets are awarded to children who are following the school rules and living out our Christian values. These tickets are placed in the class pot and each week two tickets are drawn out of each class pot to receive the reward of “Own Clothes Day.” Children enjoy wearing their own clothes and this also allows other adults and children in school to notice and celebrate their achievements further.

Green tickets are less frequently awarded in Upper Key Stage Two, where children are successfully and naturally moving towards a more intrinsic approach to managing their own behaviour.

### **Good To Be Green Stickers**

As part of our positive approach, Good to be Green stickers are awarded to provide instant praise and visible recognition for children who are seen to be following the school rules and living out our Christian values during any part of the school day.

### **Good To Be Green Award**

Where children have stood out for positive reasons, they may receive a small certificate which they take home to celebrate their achievements with their parents/ carers.

### **Celebrating and Sharing Learning Outcomes**

Where children’s learning outcomes exhibit high levels of resilience, effort, pride, creativity, knowledge, achievement or insight, they may be invited to share their work with senior leaders in school. Senior leaders will celebrate what has gone well in these pieces of work alongside the children so that the pupils can feel a sense of great pride and encouragement.

### **Celebration and Praise Worship- Stars of the Week**

Each week staff, pupils and parents / carers join together for an additional worship where time is set aside to celebrate those who have made positive choices throughout the week. During this celebratory worship, teachers are invited to share all the good things that they’ve noticed about their “Star Of The Week.” Parents/ carers are invited to hear the celebration of their child’s behaviour, attitude and the learning that they’ve undertaken that week.

**A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community. In the event of persistent disruptive behaviours occurring, staff will discuss with parents/carers and leaders in school to seek advice and take a proactive approach to reducing incidents as quickly as possible, before habits become established. Restorative practice is key in aiding children to understand the impact of their actions and learn how to do things differently. This is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.**

## 5. Managing undesirable behaviour

From time to time, pupils may display unacceptable behaviours. These will be consistently challenged by all staff so that the learning of all pupils is not disrupted and that all pupils enjoy a safe and happy school experience.

All adults always use good classroom-management techniques allowing the child to correct their behaviour. Following this, adults clearly state which behaviour they expect to see stopped and present a calm, clear statement of expectations using the language of choice (Appendix 1). Pupils are comfortable with a behaviour system which they see as fair, transparent and consistent.

In each classroom a “Good To Be Green” chart is displayed and used as a tool to manage the behaviour of children who do not have their own Positive Behaviour Plan. The chart celebrates children who exhibit positive behaviour by displaying their name on a “Good To Be Green Card.”

Where verbal, non-verbal, proximal and non-proximal reminders have not led to undesirable behaviours being corrected, teachers use a “Stop And Think” card to formally encourage children to stop, reflect and change their behaviour.

Where the child corrects their undesirable behaviour, their card will promptly return to green.

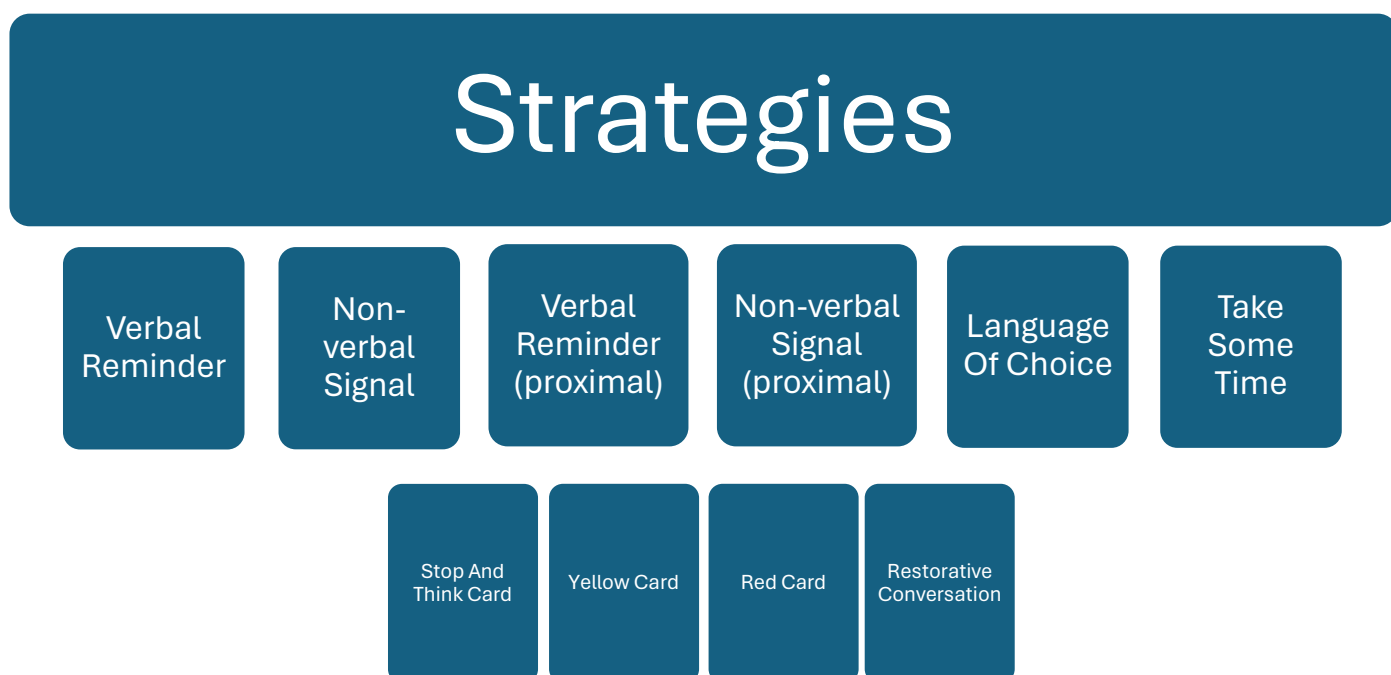
Should the undesirable behaviour continue, a “Yellow Card” will be issued. Once on a yellow card, further undesirable behaviour would lead to a pupil being sent to a senior leader to complete their learning outside of their familiar classroom environment. However, children are consistently encouraged to correct their behaviour and reminded of the desired behaviour as teachers seek to return their card to green as soon as possible.

Physical incidents and inappropriate language will result in a “Red Card.”

Restorative conversations are conducted following all red cards, and yellow cards where the pupil has been unable to earn back their green card before the end of the lesson. These conversations are conducted when the pupil is calm and ready and outside of their lesson time.

### 5.1 Strategies to address undesirable behaviour:

All adults in school follow through all instances of socially unacceptable behaviour in the following way:





## **Non-Verbal Signal**

Adult signals the appropriate behaviour and allows take up time, e.g. hand gesture to lower chair, role model signalling, eye-contact, facial gesture. Reinforce with positive non-verbal signals, e.g. thumbs up, Makaton sign or smile, when any instruction has been followed. Support without confrontation and continue to teach and address the whole class.

### **Proximal non-verbal signal**

Adult, continuing to teach, moves closer to the pupil, signals the appropriate behaviour and allows take up time, e.g. side-on, reassuring touch, hand gesture to lower chair, role model signalling, eye-contact, facial gesture. Again, ensure that positive non-verbal signals are used when any instruction has been followed. Support without confrontation – eye contact is not always necessary – and continue to teach and address the whole class.

### **Verbal Signal (proximal)**

Adult will move close to the pupil, state the inappropriate behaviour, describe the desired behaviour and give choices, e.g. 'Name (then short pause) you're calling out / disrupting the learning. I need you to ..... – thank you.' Be mindful of tone and volume to support without confrontation. Use Assessment of learning and knowledge of the individual child to support them. Consider basic needs and the use of sensory activities such as a movement break.

### **Verbal Reminder (proximal)**

Use praise to reinforce any good choices made and do not challenge secondary behaviours (e.g. sighing, other noises, tone of voice.) Ignore any secondary behaviours and use this opportunity to speak with the child – using (I Wonder, I Imagine, I Noticed or similar) to explore any triggers that may be affecting their behaviour and support the child accordingly to prevent any further escalation.

### **Take Some Time**

If inappropriate behaviour continues to disrupt the learning, the child will be asked to "Take Some Time." This may happen at their desk, at another place within the classroom or outside of the classroom (which is individual to the child). The aim of "Take Some Time" is to allow the child to co-regulate or regulate their own behaviour. The pupil may be asked to leave the classroom if the behaviour begins to escalate quickly towards crisis. This decision is not taken to punish a child, but rather to provide a low stimulus environment without an audience where they can co-regulate / regulate.

### **Language of Choice**

A child's current behaviour will be described followed by a description of the desired behaviour. This will be followed by a description of the two choices the child could make. See Appendix 1 for further guidance.

### **Restorative Conversation**

Once regulated, a restorative conversation, using the restorative conversations guide, (Appendix 2) should take place between the adult and the child. It is vital that a child has had ample time and opportunity to reset, or they will quickly escalate back to crisis. Any work that is outstanding will be completed, with support where necessary, at an agreed time.

## **5.2 Consequences of undesirable behaviour**

All behaviour has consequences both good and bad. All negative behaviour, that is in breach of the school rules, results in negative consequences for the pupil who has made the wrong choice. The main consequence is a breakdown in the relationship which then needs to be worked on to restore it. Other natural consequences include having to tidy a mess up, pay for a breakage, fix something that's been damaged or missing out on the next task because the previous one hasn't been done.

Sometimes it is appropriate for the pupil to have additional consequences. All consequences are proportionate and designed as a restorative learning process and will result in a reduction of the inappropriate behaviour. The lead up to an incident must also be considered when agreeing on appropriate consequences.

### **Examples of consequences are below:**

- Apologise or write an apology letter to a member of staff for being rude in a lesson.
- Spend the rest of lunchtime under direct adult supervision to keep others safe following a physical incident.
- Play away from the other child who they are always arguing with.
- Write an apology letter to a child who they have upset.
- Apologise to a peer and have lunch with them after being unkind.
- Complete the work not completed in the lesson in the child's own time eg at playtime, at home or staying after school with the parent's permission.
- Help to mend something after damaging it.
- Spending the next two lunchtimes helping to look after the playground toys.
- Practising desired behaviour in the child's own time.
- Meeting with parents so that they can support to improve behaviour.
- Withdrawn from playtime for a period of time while restorative work takes place. The child then earns back trust to access the full range of activities.
- A plan built around the child with certain provision such as an early exit from the playground, classroom or corridors during transitions or specific job roles assigned to children to keep them engaged during those times.

Red cards and Yellow Cards which are not earned back before the end of the lesson are dealt with by the staff member who was present and are recorded on CPOMS under the behaviour tag. Occasionally, due to a child's specific needs there may be some instances when a staff member who is more familiar with the child will deal with the incident. The adult involved must pass the information on to the other member of staff as soon as is possible after the incident.

Only for more serious relationship breakdown and/or severe behaviour the senior leadership team are involved in the restorative discussion and the agreement of consequences. This includes incidents of peer on peer abuse which can include bullying, (including cyber bullying), sexual violence and sexual harassment such as sexual comments, jokes or taunting, interfering with clothes or online sexual harassment such as sexual messages, images or videos, physical abuse such as hitting, kicking, shaking, biting, hair pulling, sexting and initiating/hazing type violence and rituals. Incidents where any kind of serious discrimination has taken place e.g. racism, sexist or homophobic.

### **5.3 Reasonable force**

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

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

Incidents of reasonable force must:

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

- Be recorded and reported to parents/carers

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

## **6. Serious sanctions and severe behaviour**

### **6.1 Positive Behaviour Plan (Appendix 3)**

In circumstances where staff have used all of the behaviour strategies and consequences outlined in section 4 and the undesired behaviour continues then parents will be invited into school to work together with staff to create a personalised Positive Behaviour Plan. This will include strategies for effectively managing challenging behaviour, in partnership. This will work in harmony with any additional plans such as an EHCP or ILP.

### **6.2 Risk Assessment**

In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed.

### **6.3 Assessments, External Advice and Referrals**

A range of assessment tools will be used to determine significant areas of need, the outcomes of which may inform our next steps. Where outside professionals are involved with such assessments, parents will be asked to give their consent for assessments to be conducted by external professionals. The outcomes of these assessments will be shared with parents as soon as possible. These assessments aim to identify factors underpinning persistent disruptive behaviours and may lead to planned intervention in school and further advice for home.

The school may seek the advice of a range of external professionals, including Educational Psychologists, Occupational Therapists, SALT (Speech and Language Therapy) or other external professionals possessing expertise relating directly to the child's needs. The key purpose of this advice is to assist parents/carers and school staff in developing effective strategies and deepening their understanding of the child's needs. In some circumstances, the team - with the support of parents/carers - may wish to pursue a Young Minds Matter referral or similar.

It is recommended that a referral for a TAF (Team Around the Family) assessment be made as soon as parents and/or school have any concerns about a child's behaviour. In some circumstances, parents may be guided towards a parenting support programme. A Family Support Worker may be assigned to the family, and a successful TAF may involve a range of professionals at the invitation of parents and/or school. It is important at this stage for parents to be fully supported through open dialogue, clearly defined strategies to be used consistently between home and school and possibly access to further short courses which develop the expertise which might be valuable.

### **6.4 Suspension**

In very rare and extreme instances, the Headteacher can take the decision to suspend a pupil. A period of suspension can be for a fixed term (ranging from 0.5 days to 5 days) or, in cases where the school's provision is deemed to be unable to meet the needs of the child, permanent. Behaviours leading to suspension may include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult

- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender questioning pupils.)
- Abuse relating to a disability

## **6.5. Permanent Exclusion**

A decision to suspend a pupil permanently (permanent exclusion) will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **6.6 Reintegration Meeting**

In order to complete the full restorative approach, a reintegration meeting following a suspension will take place with the child's parent/carer and school staff. In some cases, social workers may also need to be informed, in line with DfE guidance.

## **6.7 Partial Timetable**

The Headteacher may, in exceptional circumstances, consider the use of a partial timetable for a temporary period. We endeavour to ensure all children access the right level of support to succeed and a partial timetable may, in rare circumstances, be an appropriate stepping stone to build towards the child successfully accessing full time provision. A partial timetable would be regularly reviewed by the Headteacher with the clear aim of enabling the child to attend school full time as soon as possible. We value working in close partnership with parents/carers and encourage parents to maintain a close working relationship with school.

## **6.8 Undesirable behaviour off site**

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).

Where unacceptable behaviour and/or bullying has occurred off the school premises but has been witnessed or reported to a staff member, the matter will be referred to the Headteacher who will contact parents to discuss a suitable course of action. Where the matter has involved other school pupils or staff members, the Headteacher may undertake an investigation to establish the facts and, where necessary e.g. to safeguard a pupil or staff member from further repercussions, may impose a suitable sanction for the child.

## 6.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher 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.

## 6.10 Approach to Sexualised Harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

## 7. Confiscation and Searching

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

### 7.1 Confiscation

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

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

## 7.2 Mobile Phones

Pupils are allowed to have a mobile phone on site, however, this must be handed to a member of staff on arrival and stored in the school office throughout the duration of the school day. The only exception to this rule is when a mobile phone is used to monitor medical information as part of a pupil's care plan. Pupils are not permitted to use their phones during the school day however, in extenuating circumstances where an emergency contact can not be contacted by the school office, a pupil may be required to use their mobile phone to contact an emergency contact, under the direct supervision of a member of staff, for a medical or personal reason.

## 7.3 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

# 8. Responding to undesirable behaviour from a pupil with SEND

## 8.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid 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.

A reasonable adjustment never means that we lower our expectations. It means that some children need additional support and scaffolding to ensure that they meet the high expectation that we have of all of our children. The school may, in line with the requirements of the Equality Act 2010, make reasonable adjustments for children with Special Educational Needs and Disabilities in relation to this policy where it is deemed appropriate.

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

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

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

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

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

## **8.3 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 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.

## **8.4 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 review of the EHC plan.

## **9. Training**

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

- The proper use of restraint (training provided by Team Teach)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

### **The following training and support is available for all staff:**

- All staff are trained in Restorative Practices which include techniques to diffuse and deescalate potentially challenging situations.

- Most staff are trained in Team Teach Techniques. On occasions, these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours.
- A member of the senior leadership team or a designated lead is available on site to assist with a particular student or incident should assistance be needed.
- Information about vulnerable pupils is passed onto staff as appropriate and when significant in supporting pupils with negative behaviours.
- Information is regularly recorded on CPOMS and relevant staff are copied in for information.
- Staff share and discuss with each other in a professional, positive, and supportive atmosphere.
- Within the team, staff work together to analyse behaviour and identify strategies, reflection and evaluation are part of this approach.
- Staff support each other. If another member of staff is dealing with a difficult situation they offer to help “Do you need some help?” To accept help is seen as a sign of strength. Staff use the `change of face` strategy.
- If a member of staff has had a particularly difficult period of time with a group or an individual pupil, there are opportunities to talk it through with a member of SLT or with an advisor from APL as part of the Trust’s staff well-being offer.

## 10. Monitoring arrangements

### 10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, and other stakeholders via anonymous surveys

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.

### 10.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and academy committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.



## Appendix 1

Language of Choice The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.” Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.” Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through). “Ricky, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.” You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

## Appendix 2

### Our School Rules

We endeavour to be...

- Respectful
- Ready
- Honest
- Safe



### Our Christian Values

- Hope
- Respect
- Kindness
- Perseverance
- Forgiveness
- Peace

### Having restorative conversations following pupil incidents

- 1) I **care** about you and I want to help ...
- 2) I **can see that you are feeling / are struggling / have not followed our school rule/value of** ... tell me more about what happened
- 3) I **understand**. Sometimes I ... You are **still learning** to ...
- 4) What **caused** you to...? How did you **feel** when ...?
- 5) What could you do to **help yourself** if this happened again? (Make suggestions if needed)
- 6) How can I / we / school **help you**? (Make suggestions)
- 7) So **we've agreed** that **you will...**  
and **I / we / school will** ...  
to help to stop this from happening again.
- 8) I **look forward to speaking to you about something you've done well** next time I see you

### Appendix 3

#### Positive Behaviour Plan

Name	Date of Plan	Academic Year	Review Date	Completed By
What interests me?				

#### Notes

#### Reasonable Adjustments

What can cause me to make the wrong choice?	Measures to reduce

Type:	My Behaviours:	What's Been Tried?	Alternatives Approaches:	What I Can Do To Help Myself?
<b>Low Level:</b>				
<b>Medium Level:</b>				
<b>High Level:</b>				

Technique:	Try:	Avoid:
Empathy		
Verbal Advice & Support		
Giving Space		
Reassurance		
Scripts		
Negotiation		
Positive Choices		
Humour		
Logical Consequences		
Tactical Ignore		
Time Out		
Support Touch		
Distraction		
Firm Clear Direction		
Diversion		
Change of Face		
Reminder of Expectations		
Limited Choices		

	How can I help myself to become calm?	What can adults do to help me?	How will I let adults know when I am calm?
Self regulating; Getting ready for a restorative conversation			

## Appendix 4

### Good To Be Green Behaviour Cards

#### Flow of Escalation

Positive behaviour
Disrespect
Disrupting the learning
Inappropriate behaviour
Failure to follow instruction
Refusal to attempt work
Other disruption
Dishonesty
Verbal disrespect
Continuation or multiple instances of the above behaviour
Swearing and/ or inappropriate language
Physical harm towards others
Theft
Deliberate Damage to property

