

# *The Berkeley Academy*

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***To empower all children with the skills and mindset to embrace lifelong learning, achieve their personal best and advance their social, emotional and physical well-being.***

## **POSTIVE BEHAVIOUR POLICY**

**The Behaviour Policy in respect of The Berkeley Academy / Chancery Multi Academy Trust has been discussed and adopted by the Local Governing Board**

*Chair of Board: Gill Barker*

*Responsible Officer: L Gohr in conjunction with Behaviour Leads- E Bateman and L Slater*

*Agreed and ratified by the Local Governing Board on: 23<sup>rd</sup> April 2024*

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## Statement of intent

This policy is not a system to enforce rules, but a means to promote positive behaviour and good relationships, so that all of The Berkeley Academy community can work together with the common purpose of helping everyone to learn and succeed in their education and every aspect of life. This policy is underpinned by the school's aims (see below) which are encapsulated by our vision and values – **At The Berkeley, we STRIVE to do our best!** These provide a basis for the expectations of our school community and are the fundamentals by which we work together in a supportive, aspirational, effective and considerate environment.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

## Vision Statement

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment. Our children will be capable of dealing with the priorities of today as well as the unknown priorities of tomorrow. To put our school in the heart of the community and form links with that community which will benefit our children.

## School Aims

- To provide an environment in which all children feel safe, cared for and supported
- To encourage independence and confidence to take risks and make their own decisions.
- That every child who walks out of the door at the end of Year 6 will have become the very best that they can be.

We will achieve this through:

- 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.
- 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.

## Aims of the policy

- To ensure that the behaviour of the school community is consistent with the provision of a caring learning environment
- To enable the children to develop self-discipline and a responsible attitude to themselves and others.
- To involve staff, children and parents in the process of developing outstanding behaviour.

All our aims are encapsulated by our vision – **At The Berkeley, we STRIVE to do our best!** and

values **STRIVE**:

### **S – Success**

- As a school, we celebrate the progress and achievement of everyone in our school community.
- All children are individual and have different strengths and aspirations.
- We encourage all to ‘STRIVE to do their best’, to set goals and targets and to show determination to achieve these.

### **T – Teamwork**

- All of us are one team.
- We motivate and challenge each other, sharing our knowledge, talents and successes to achieve more.
- We encourage our children to work collaboratively and to see the successes of each other as their own.

### **R – Resilience**

- We teach our children to face all challenges in life with determination and self awareness.
- We encourage our children to embrace challenge and bounce back from defeat.
- We ask our children to use the word ‘yet’ at times when they do not believe they can.

### **I – Independence**

- Our children show independence through taking responsibility for their learning, being self-motivated and being self-driven.
- We strive to create confident individuals who are responsible for their own behaviours and emotions, are self-reflective and confident when faced with new challenges.

### **V – Voice**

- As a school, we believe that giving children opportunity to make a contribution helps them to create a feeling of belonging and significance.
- Having ‘a voice’ intrinsically motivates children.
- We celebrate: valuable, thoughtful contribution which build on the ideas of others, questions that show active listening and an inquisitive mind.

### **E – Enthusiasm**

- We want our children to be excited by learning and enjoy school.
- We promote behaviour that allows all children to enjoy their time at school.
- We create lasting memories for our children through our curriculum and carefully planned learning experiences.

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

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

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

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.

## 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
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- 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 (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, screening and confiscation' Advice for schools
- DfE (2022) '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 or Trust policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy: Pupils

## 2. Roles and responsibilities

The governing board has overall responsibility for:

- 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 Trust and school's Complaints Procedures Policy.
- Ensuring the policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Be a visible presence around the school and set the expectations of behaviour and support all staff
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage positive praise through emails, phone calls, postcards, certificates, recognition boards
- Use behaviour data (CPOMS) to target and assess interventions
- Support teachers in managing children with more complex needs or challenging behaviours
- The headteacher has the responsibility for considering whether a pupil should be internally and externally suspended or excluded in line with the school's Suspension and Exclusion Policy.
- Publishing this policy and making it available 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 Behaviour Leads are responsible for:

- Having strategic oversight of policies and procedures relating to ensuring good behaviour and behaviour for learning.
- Working with Senior Leaders, Mental Health Lead and SENDco in relation with this policy
- Development of effective whole school attitudes and culture
- Monitoring of whole school standards
- Support the drafting of individual personalised plans alongside Mental Health Lead and SENDco as necessary.
- Supporting teachers in establishing and maintaining a purposeful working atmosphere and setting high expectations of pupil behaviour
- Review behaviour data (CPOMS) to identify patterns and to target and assess interventions
- Organising provision of professional development and support opportunities to ensure the highest standards of behaviour maintained amongst staff

The Mental Health Lead (Well-being) is 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.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour policies and provisions in the school with regards to SEND.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour 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 are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, Senior Leadership Team, including 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.
- Being responsible and accountable for the progress and development of the pupils in their class.

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

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Deliberately and persistently catching pupils doing the right thing and praise them for this.
- Promoting a supportive and high-quality learning environment.
- Know their classes and children well and develop positive relationships with all pupils
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Modelling high levels of behaviour.
- Relentlessly work to build mutual respect
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion
- Recording incidents as soon as possible onto CPOMS in accordance with this policy.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: – Headteacher ; Deputy Headteacher; Behaviour Leads, Mental Health Lead, SENCO; Safeguarding Lead
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour in line with this policy. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff, if activities are linked to school.

Supply staff (teachers and support staff) who manage behaviour will:

- All supply agency staff (teachers and support staff) MUST read this document before beginning work within the school.
- It is the expectation that supply staff follow this behaviour policy at all times.
- Liaise with the year group team if they are unsure about anything in the policy or they have concerns about pupils' behaviour.

All Staff Must:

- Take the time to welcome children at the start of each day
- Always ensure pupils meet expectations
- Treat all children fairly, with respect and understanding
- Ensure that records are kept of incidents on CPOMS in accordance with policy
- Always redirect pupils by referring to our school rules and STRIVE values.

Pupils are responsible for:

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

Parents and carers are responsible for:

- The school works collaboratively with parents/carers to ensure pupils receive consistent messages about how to behave at home and at school.
- The school STRIVE motto and our School Rules are explained in the school prospectus and the school expect parents/carers to read these and support them. Parents/ carers of all pupils who are new to the school sign our home/school agreement which details what each party in the child's education may expect from the other.
- Parents are expected to support their child's learning and to co-operate with the school, as set out in the home-school agreement. The school endeavors to build a supportive dialogue between the home and the school and will inform parents if the school has concerns about their child's welfare or behaviour.
- Parents/ carers should inform the school of any changes in circumstances which may affect their child's behaviour.
- Support the school's dress code in line with school policy/
- Ensure their child's regular and punctual attendance at school.
- If the school has to use reasonable sanctions to discipline a pupil, parents school support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, a formal complaint process can be implemented.

### Working Together

At The Berkeley Academy we firmly believe that positive relationships form the foundations for outstanding behaviour. These positive relationships occur within the school between staff and pupils and also extend outside of the school between staff and parents/carers. Working together with parents is an important part of our school ethos and it is to this end that we have created our Home/School Agreement which all parents and children must sign up to. The Home/ School Agreement forms part of the new starter information kit for children and is also at the front of their Pupil Planners. By signing the agreement the parents/ carers are assenting to support the school and work with us to provide the best provision for their child.

For the purposes of this policy, the school defines "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:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework
- Disruption on transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity or frequency of the behaviour.

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

#### 4. School rules and routines

At The Berkeley Academy we understand that for some children following the behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Below are The Berkeley Academy School Rules:

- Be respectful
- Be responsible
- Be safe

Our Rules	Social Norms	Over & Above Recognition
Be responsible Be respectful Be safe	Daily meet and greet Respect for all Respect for property Behaviour for learning Fantastic walking Fantastic listening Fantastic contributing	DOJO points Class recognition Praise pads Certificates Stickers Berkeley's Best

## Focus: Relentless Routines

Praise in Public (PIP) Remind in Private (RIP)	Respect for all Movement around school	Consistent language
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Our aim is to develop responsibility, independence, self-discipline and a positive attitude towards the life of our school. This is done by involving pupils in decisions, valuing their ideas and by providing them with the skills to relate effectively to others. Through assemblies, class times and circle times, pupils are taught the values the school wishes to foster. They are taught the skills they need to get on with each other. They are encouraged to discuss difficulties, their feelings and possible solutions to problems. Pupils are encouraged to play a part in the running of the school.

## 5. Rewards

At The Berkeley Academy our children are rewarded for good behaviour, attitude, manners, hard work and achievement. Staff are constantly inventing new ways to encourage desired behaviour in their individual classrooms, however the following rewards have been agreed as a staff and are consistently in place throughout school.

Verbal praise	Given to children who consistently demonstrate expected behaviour
Sticker Praise pads	Individual rewards for good behaviour, attitude, hard work and achievement
DOJO Points	Awarded by any member of staff according to the DOJO points criteria
Berkeley's Best	Awarded by any member of staff to any pupils for displaying over and above behaviour/ achievement
Whole Class DOJOs	Each class will have a target for DOJO points in their classroom. This is whole class recognition.

### DOJO Point criteria

- Recognise behaviour above and beyond the expectations
- Given for demonstrating behaviour which exemplifies our STRIVE values.
- All adults can award child/(ren) and entire classes a whole class DOJO

DOJO points are awarded to children for any of the following:

- **S**uccess
- **T**eamwork
- **R**esilience
- **I**ndependence
- **V**oice
- **E**nthusiasm

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 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.

## 6. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

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:

- To come to school regularly, on time, prepared to do all work set to the best of their ability.
- To be well organised and bring the correct equipment to school.
- To wear their school uniform with pride everyday.
- To complete all homework set.
- To treat other people and their belongings with respect
- To respect the school building and grounds.
- To follow the school and class rules and expectations, taking responsibility for their actions.

### 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 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.

## 7. Behaviour Curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum. At The Berkeley we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits we expected pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always considers others.

The curriculum will be explicitly taught in order to enable pupils to understand what behaviour is expected and encouraged and what is unacceptable. 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. Curriculum content is taught in depth at the beginning of the school year and revisited throughout the year. In addition to this each half term has a focus on each of the six school values, which make up STRIVE.

Autumn Term1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Success</b>	<b>Teamwork</b>	<b>Resilience</b>	<b>Independence</b>	<b>Voice</b>	<b>Enthusiasm</b>

The three expected behaviours in school:

- Be respectful
- Be responsible
- Be safe

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Routine will be used to reinforce the expected behaviours of all pupils

The class teacher will discuss the school's rules, behaviour curriculum and the STRIVE motto with each class and establish what these look like and expectations. The STRIVE motto also forms the focus for the weekly assembly. Every pupil in school then knows the standards of behaviour expected in our school.

How do we demonstrate outstanding behaviour at The Berkeley Academy?

- We follow The Berkeley Academy school rules
- We are always polite and friendly
- We are wholly respectful of the whole school community, environment and of each other
- We are able to take responsibility for our own behaviour and learning
- We are able to reflect on the choices we make and the consequences of these choices
- We are aware of the importance of positive behaviour for learning
- We actively encourage outstanding behaviour in every area of school life e.g. travelling to and from school, entering and leaving school buildings, at breaktimes and lunchtimes, in the playground as well as in the classroom.

## 8. Managing behaviour - sanctions

Instances of unacceptable behaviour are 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.

Behaviour Leads and the headteacher reviews all records of all reported incidents to identify patterns, which might indicate additional support and to help identify pupils whose behaviour may indicate potential mental health problems and signpost to the Mental Health Lead or SENDco as identified.

Staff have agreed a consistent approach to unacceptable behaviour (see sanctions below) which is applied throughout the school and displayed in each classroom. Pupils' behaviour is monitored one day at a time (or in the case of younger children on a half day basis).

In school situations where unacceptable standards of behaviour are seen then a staged process will apply. Reported incidents are investigated, if not seen by adults to ascertain what has happened before action considered and taken.

The school employs a stepped process to sanctions. Sanctions should:

Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.

1. Not apply to whole group for the activities of an individual
2. Be consistently applied by staff to help ensure that children and staff feel supported and secure

Sanctions should be proportionate to the offence. It should be made clear that it is the behaviour that is unacceptable, not the child. Any sanction should address this, not be made personal to the child.

For the purposes of this policy, the school defines "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 includes, but is not limited to, the following:

- **Discrimination**
- **Harassment**

- Vexatious behaviour
- Bullying
- Cyberbullying

Step	Approach	Outcome
1	A reminder of expectations and rules	To the whole class
2	A verbal warning (x2)	Specific to the child in question Specific to child. Explain which expectation/ rule is being broken
3	Time out in own class	Move from working space Teacher discusses behaviour with child- restorative question: What is going on? What is needed?
4	Time out in partner class <b>and or</b> reflection time in during break or dinner	This needs to be recorded on CPOMS. Restorative questioning time needed with staff member involved with the behaviour. Recorded in pupils diary. Reflective time with class teacher if needed
5	Further verbal warning	Conversation with parent via phone call or pick up. Communication with parent (recorded on CPOMS)
6	Head Teacher or SLT to become involved if the situation continues to escalate	Phone call to parent from class teacher (recorded on CPOMS)
7	If behaviour continues to escalate after following the above	Another meeting with family, class teacher and a member of SLT (recorded on CPOMS). Potential Internal Suspension <b>Class Teacher:</b> Develop Pupil Profile. Discussion with SENCO regarding external agency referral.
8	Relevant External agency support	<b>Class Teacher:</b> Follow and update all individual behavior plans with strategies with strategies recommended from professionals involved.
9	Fixed term suspension	Determined by the Headteacher
10	Permanent exclusion	Determined by Headteacher and reviewed by the Governing Body

If a child is asked to leave the classroom it is important that they have time to reflect on their behaviour with a member of staff. It is important that the staff member, who the behaviour affected, reflects with the child to ensure that 'repair' is carried out. Emotion Coaching and restorative questions will be used at this point.

### Exceptions

Exception	Resulting Consequence
Repeated answering back	Straight to step 4
Refusing to do something	Straight to step 4
Refusing to do something repeatedly	Straight to Step 6
Inappropriate language	Straight to step 4 (reflective time with teacher)
Inappropriate physical contact	Straight to step 6
Inappropriate sexualised language or actions	Straight to step 4 (reflective time with teacher) also record on CPOMS
Repeated inappropriate sexualised language or actions	Straight to step 6
<b>Assembly Conduct</b>	

Any child causing a disturbance once	Will be given a verbal warning
2 <sup>nd</sup> disturbance / warning	Result in another verbal warning and the child is moved to sit near the TA / step 3 of consequence chart

Pupils have a fresh start each day, however playtime sanctions can roll over into the following day. Pupils cannot earn back sanctions, the staged approach must be followed consistently.

### SEND

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what it outlined in this policy. In this circumstance, staff will be guided by the SENDco and/or relevant external agencies. All children on the SEND register have a pupil profile that outlines their needs, personalised strategies and targets. When appropriate, children may also have a personalised behaviour plan. These are reviewed and discussed with parents at least termly. The SEND policy should be read for how additional needs are supported in the school.

For incidents of serious unacceptable behaviour as defined in section 3 of this policy, it is expected that a member of the senior leadership team will become involved in supporting members of staff.

In such instances, each case is considered carefully and dealt with in a way that is fair to the needs of the individuals involved and to the school community. A phone call/ meeting will be arranged with parents and carers. We aim to work in partnership with parents/carers of the pupil to seek a resolution and support the pupil in moving towards a positive outcome.

Following repeated incidents of serious unacceptable behaviour, parents will be invited by the Headteacher or Deputy headteacher to discuss future management of behaviour. This may include the preparation of an Individual Behaviour Plan or other strategies.

Should a pupil show persistent disregard for our rules and repeated aggression or intimidation of other children;

- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- 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.
- 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.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

## **9. Prevention strategies and initial interventions**

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

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 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 staff are aware of any pupil that it:

- 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 misbehavior will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short time reward and consequence charts
- Long-term behaviour plans
- 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.

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

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses 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 behaviour 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 misbehavior, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupils is identified as having SEND, the graduated 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 misbehavior 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 includes:

- 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 Positive Handling Policy, trained members of staff 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 Positive Handling 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, in line with the DFE's guidance on 'Suspension and Permanent Exclusion'. 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 fixed-term suspension or exclusion. It is at the discretion of the headteacher as to what behaviour constitutes for a fixed term external suspension and 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, the school will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

The school may decide to move pupils from the classroom for a limited period, at the instruction of a member of staff. At the teachers' discretion pupils may be sent to another classroom for reflection, in accordance with this policy.

The school will only move pupils to these spaces where absolutely necessary in accordance with

the staged approach in this policy or if a child chooses to have some time out to de-escalate and control their emotions .

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 away from the class 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 are permitted to eat during the allocated times of the school day and may use the toilet as required.

## **10. Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

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

## **11. Behaviour off 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 applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

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

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- 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 disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed 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.

## **Monitoring and review**

The headteacher and behaviour leads monitor the effectiveness of this policy on a regular basis. Staff receive individual and collective feedback (as appropriate) on behaviour management issues and trends. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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

The school maintains accurate records using standard records if incidents of misbehavior. The Headteacher supported by Behaviour Leads monitors the behaviour incidents in order to identify issues or trends. These will include pupils whose names appear frequently on CPOMS.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

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