



Behaviour Policy

Person responsible: Head teacher
Ratified by the governing body: Spring 2023
Date for review: Spring 2025

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned below the text.

Reverend Anne-Marie Renshaw
Chair of Governor

Every Child, Every Chance, Every Day

Rationale:

At Messing Primary School we believe that everybody has the right to feel safe, to be happy and to learn. All staff have undertaken Trauma Perceptive Practice Training and through this we have compassion and kindness, hope and connection and belonging at the heart of our behaviour policy. This document outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at our school. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and members of the wider community.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and use government legislation and guidance for best practice
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define acceptable standards of behaviour
- Promote self-esteem, self-discipline and positive relationships
- Encourage the involvement of both home and school in the implementation of this policy

Actions and behaviour curriculum

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

To promote self-esteem, self-discipline/regulation and positive relationships.

- We model positive behaviour with children, colleagues, parents and the wider community
- We encourage positive relationships based on trust, respect, kindness and understanding with all stakeholders
- We value all children's efforts and contributions We develop children's self esteem
- We foster trust
- We reward positive behaviour in accordance with this policy

- We develop team work and promote team building
- We believe every child is on their own learning journey and celebrate their progress on this journey
- We have a growth mind-set
- We understand that all behaviour is communication

In the classroom;

- We plan for the learning needs of individual children and provide an approach that scaffolds learning
- We actively involve pupils in their learning and provide structured feedback
- We provide clear learning objectives
- We organise the classroom in a way that encourages good behaviour
- We provide an environment which encourages independent learning

Outline the expectations and consequences of behaviour.

To define acceptable standards of behaviour.

At Messing Primary School, we recognise that children bring to school a variety of behaviours based on different experiences, values, attitudes and parenting skills. We understand that staff have a central role to play in the children's social and moral development as well as their academic development.

We actively teach positive behaviour through the Personal, Social and Health Education (PSHE) learning using the Jigsaw scheme, the National Curriculum, Assemblies, focus days and weeks. We take every opportunity to promote and model positive behaviour.

At school we must work towards standards of behaviour that allow every child to be and feel safe, to be happy and to learn. The Code of Conduct (see Appendix A) is based on the principles of kindness, respect, honesty, consideration and responsibility. We define acceptable behaviour as that which reflects these principles.

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and use government legislation and guidance for best practice.

Provide a consistent approach to behaviour management that is applied equally to all pupils.

The fair and consistent implementation of this policy is the responsibility of all staff. All staff are aware of the policy and model the desired behaviours. We believe in the use of positive language and look at the behaviour rather than the child.

The whole class 'marbles in the jar' system is facilitated throughout the school by all members of staff as well as house points for individuals.

To encourage the involvement of both home and school in the implementation of this policy.

This policy outlines our approach to promoting positive behaviour and sanctioning unacceptable behaviour. Its purpose is to inform all stakeholders and acts as a reference point when making decisions concerning behaviour.

It is the responsibility of all staff to make themselves aware of the details of this policy and for the Leadership Team to ensure that it is accessible to all staff at all times, including staff new to the school as a part of their induction.

This policy will be shared and publicly available on the school's website.

Definitions

Positive behaviour

Our emphasis is to reinforce and model good behaviour.

Strategies include:

- Recognising and praising good behaviour as it occurs
- A smile or thumbs up sign
- Class marbles and individual house points
- Thanking individuals or groups of children who have worked together well and explaining to others how they have achieved this
- Positive verbal feedback
- Sharing work with the class or wider audience
- Displaying children's work
- Sharing work with another member of staff and the Headteacher
- Headteacher and teacher awards and certificates given in school and sent home
- Gold Book assemblies
- Whole school assemblies to promote and celebrate positive behaviour.

Inappropriate Behaviour

Inappropriate behaviour is defined as:

- Disruption in lessons, assemblies, 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 violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

We have a separate Anti-Bullying Policy.

Roles and responsibilities

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

The headteacher 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 (see section 13.1)

Teachers and 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The Headteacher and SENDCo will support staff in responding to behaviour incidents.

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, whilst 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.

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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural 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.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Responding to behaviour

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a 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

- o Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Marbles in the class jar or house points
- Communicating praise to parents via a verbal message at the end of the day, written message in the home school communication book or via phone call
- Golden Book Award certificates presented during praise assembly or Headteacher stickers
- Positions of responsibility, including on the school council, house captains and ambassadors
- Whole-class rewards, such as extra playtime or bringing a special toy into class

Sanctions

Despite positive responses as a means of encouraging good behaviour in Messing Primary School, we employ a stepped approach to enforce the school rules and ensure a safe and positive learning environment.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

When dealing with all forms of inappropriate behaviour adults follow these principles:

Be calm- children should be dealt with calmly, firmly, with compassion and understanding, referring to what the action is and why the action is being taken.

Fresh Start- although we record persistent and serious misbehaviours, every child must feel that every day is a fresh start and where possible, that every session is a fresh start.

The Zones of Regulation- are used in KS2 and 'The Colour Monster' is used in KS1. These promote positive management of feelings and behaviour. The zones of regulation help children recognise their triggers, understand the different emotions and the language to be able to communicate these feelings and most importantly give them strategies to be able to manage these emotions.

If a child is not following the school rules, they will be given a reminder. If the behaviour continues, they will be given a warning. If the behaviour persists, then the child will be given some time to reflect on their behaviour. This time may be given in the class away from the other pupils, somewhere the pupil feels safe such as the Wellbeing Room.

Reflective time may also be for a period of time the following day during play or lunchtime, if lost learning time needs to be made up. This time away from learning and peers gives children an opportunity to reflect on their behaviour, the choices they have made and to return to the green zone (see zones of regulation above) where they are calm and ready to learn. It can also prevent the behaviour escalating.

Each incident will be treated individually, and the child will return to their learning when they have agreed with the adult they are ready.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Staff use a range of sanctions in response to unacceptable behaviour:

- Verbal warnings and reminders of the expectations of behaviour
- Sending the pupil out of the classroom or in from the playground in order to have some time to reflect
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- School-based action, such as tidying a classroom or organising reading books
- Referring the pupil the Headteacher
- Letter or phone call home to parents
- Setting a personalised behaviour/ reward chart in some cases

Serious Incidents

At Messing Primary School, we do recognise that some more serious behaviour requires more immediate and effective action. These behaviours are listed below and result in immediate removal from the location to see the Headteacher. In situations where the child cannot be removed, then the class will vacate the area and the Headteacher will be notified.

Serious incidents of behaviour will result in parents being informed and the incident recorded (where applicable). Depending on the severity of the incident, the minimum consequence may be an internal exclusion for the remainder of that session (if the incident occurs towards the end of a session, then the internal exclusion will be for the following session) or with more persistent or extreme behaviour, the child will be internally excluded for the remainder of the school day. The consequence will be specific to the behaviour and circumstances, and is down to the Headteacher's discretion.

Zero tolerance behaviours include:

- Causing deliberate physical harm
- Use of abusive or threatening language to another adult or child
- Racist, sexist, homophobic, prejudiced or discriminatory behavior
- Wilful destruction or damage to school or personal property (Vandalism)
- Theft

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 (see appendix 3 for a behaviour log)

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.

Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in prohibited items) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. They will either be safely disposed of, returned to parents/carers or given to the Police, if appropriate.

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, if appropriate.

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.

Subject to the exception below, 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.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher (or SENCo in the absence of the Headteacher), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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).

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.

Pupils are taught appropriate ways to conduct themselves online to keep themselves and others safe through our PSHE and E-safety curriculum (see our PSHE and E-safety policy for more information).

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 Headteacher (or SENCo in the absence of 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.

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.

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/safeguarding policy and our child-on-child harmful sexual behaviour policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to 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 consider whether to 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 (LADO), 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.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff, and will be removed for a maximum of 2 sessions.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Use of learning support assistants
- Short term behaviour report cards
- Personalised stress/distress management plan

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil via the school's safeguarding procedure.

Suspension and permanent exclusions

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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to misbehaviour from pupils with SEND

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 causing any substantial disadvantage to a disabled pupil 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.

The school's approach to anticipating and removing triggers of misbehaviour include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is 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.

Pupils with an education, health and care plan (EHCP)

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 EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for 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.

Monitoring

This policy is to be reviewed by the headteacher and ratified by the governing body on a bi-annual basis or more frequently if needed. In order to inform this process and ensure that it helps to achieve whole school improvement it is important that this policy is rigorously monitored.

The Headteacher will be responsible for monitoring the impact on pupil behaviour. Comments from visitors, the general appearance of the school environment and levels of attendance at consultation evenings and social events are indicative of pupil behaviour and support for the school. As well as this, attendance, the number of behavioural incidents and any exclusions or suspensions will be used as data to monitor.

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Child on Child Harmful Sexual Behaviour policy
- E-safety policy
- Personal, Social and Health Education (PSHE) (including RSE) policy

➤ *Be Safe*

➤ *Be Kind*

➤ *Be Responsible*

➤ *Be Respectful*

