

Naburn CE Primary School



Behaviour Policy

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Statement of intent

Naburn CofE Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

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.

The school is committed to:

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

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
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The **governing board** has overall responsibility 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.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The **headteacher** is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this 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 **mental health lead** 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.
- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as **junior school** teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

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 behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject 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:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the 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 SEMH-related 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.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO
 - Headteacher
 - Subject leader

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

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

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 are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

For the purpose 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, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose 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:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

4. Effective classroom management

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.

- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

Classroom rules

Teachers establish classroom rules on an **annual** basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to. Teachers ensure that classroom rules are always clear, comprehensive and enforceable.

Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Before committing to the classroom rules, teachers ensure that all pupils fully understand what the rules involve and what is expected of them. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

At the beginning of the school year, once the classroom rules have been devised, pupils are provided with a [Classroom Rules Agreement](#) which they are required to read and sign – for younger pupils, parents will read this with them and sign on their behalf.

All rules outlined in the Classroom Rules Agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Routines may include activities such as the following:

- Standing behind chairs before the class starts and sitting down upon the teacher’s instruction
- Handing out exercise books and pens/pencils at the beginning of the lesson
- Writing lesson objectives down
- Putting chairs on top of the desk at the end of the day

Once a routine has been established, the teacher models this for pupils to ensure they understand it. Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.

Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, 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.

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

Teachers may implement different types of rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Raffle tickets
- Certificates
- Free time
- Positions of responsibility, e.g. prefect
- Class celebrations
- Lucky dips

- Phone calls and emails home
- Extra breaktime
- Special privilege, e.g. non-uniform privilege

5. Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other, e.g. writing thank you notes.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

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

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Counselling
- Positive classroom management

- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

6. The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- 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.

Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher – any methods teachers use are made clear to pupils from the outset and included in their Classroom Rules Agreement.

7. Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

A '[Behaviour Contract](#)' is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a **fortnightly** basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

8. De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- 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"

9. Intervention

In line with the school's policies, all 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 may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave 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. All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in [section 6](#) of this policy, reasonable force will only be used, if necessary, to search for the items listed above. Any physical intervention used will be conducted in line with 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 parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

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.

10. Managing behaviour

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

After an initial incident of negative behaviour, the following sanctions are implemented:

- The pupil is sent to the headteacher immediately or, in their absence, the most senior member of staff.
- The headteacher investigates the incident and decides whether or not it constitutes challenging behaviour.
- If the headteacher deems the behaviour to be challenging, they will record the incident in the Behaviour Log, as well as on the pupil's Behaviour Contract if they have one. The behaviour will also be recorded on the pupil's permanent record.

- The pupil will be moved to isolation – the headteacher will determine the length of the period spent in isolation as well as any detention time.
- The headteacher will inform the pupil's parents and invite them to discuss the incident.
- Parents will be made aware that a repeat offence will result in the pupil being monitored with a Behaviour Contract – if they do not already have one.
- If a pupil already has an existing Behaviour Contract, this will be reviewed in line with [section 10](#) of this policy.
- Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff.

Following a second incident of challenging behaviour, the following sanctions are implemented:

- A Behaviour Contract will be developed for the pupil in line with [section 10](#) of this policy for a set period of time as determined by the headteacher.
- If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments in their Behaviour Contract.
- The pupil will present their Behaviour Contract to their teacher at the end of each lesson for a comment – the class teacher will also review the contract at the end of each day.
- At the end of the specified period, the pupil will present their Behaviour Contract to the headteacher for a comment and a review.
- If the headteacher is not satisfied with the pupil's behaviour during the specified period, the Behaviour Contract duration may be extended.
- Parents will be informed that the pupil has a Behaviour Contract and that any further instances of challenging behaviour may result in exclusion.

Following a third incident of challenging behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded for a fixed term in line with the school's Exclusion Policy and determine the length of the exclusion.
- Although challenging 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 difficulties, SEND support will be put in place from the school's national SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
 - **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
 - **Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.
 - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.
- The behaviour support team will be informed and will complete a common assessment framework if multi-agency support is necessary.
- If behaviour is increasingly volatile, the behaviour support team will be informed, and a Pastoral Support Plan implemented.

Following a fourth incident of challenging behaviour, the following sanctions are implemented:

- The headteacher will enforce a fixed-term exclusion in line with the school's Exclusion Policy.
- The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.
- When the pupil returns to the school, the headteacher, pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
- When returning to the school, the pupil will have an **individual behavioural plan** in place.
- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

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 and any SEND.

11. Isolation rooms

The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.

The school will only move pupils to isolation rooms where absolutely necessary, and where the process outlined in [section 13](#) of this policy has been followed and has failed to resolve the behaviour issue. The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the isolation room 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 kept in isolation 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 in isolation. The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.

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

12. Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an **annual** basis. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's policies. All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem. At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff will receive regular and ongoing training as part of their development.

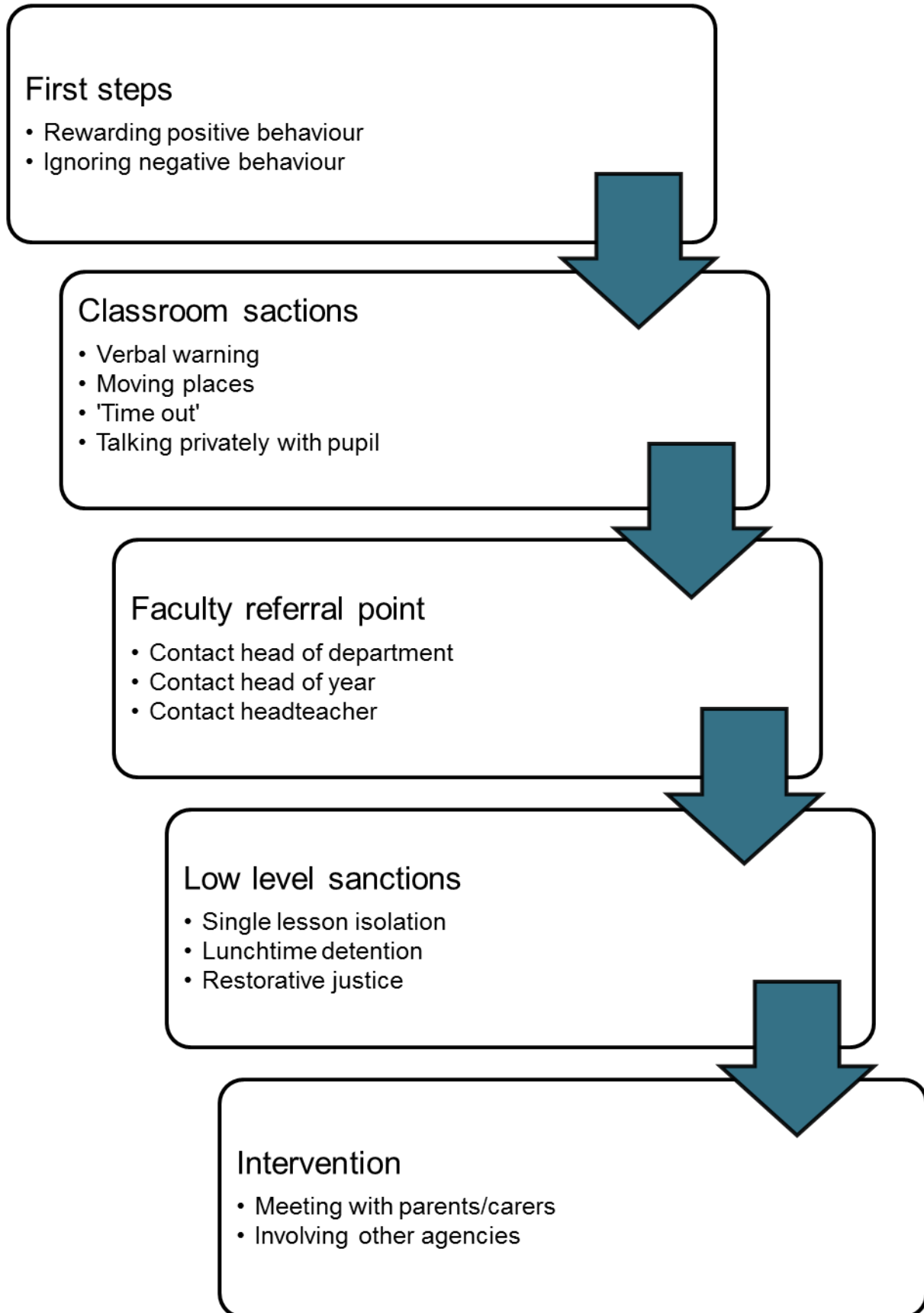
13. Monitoring and review

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

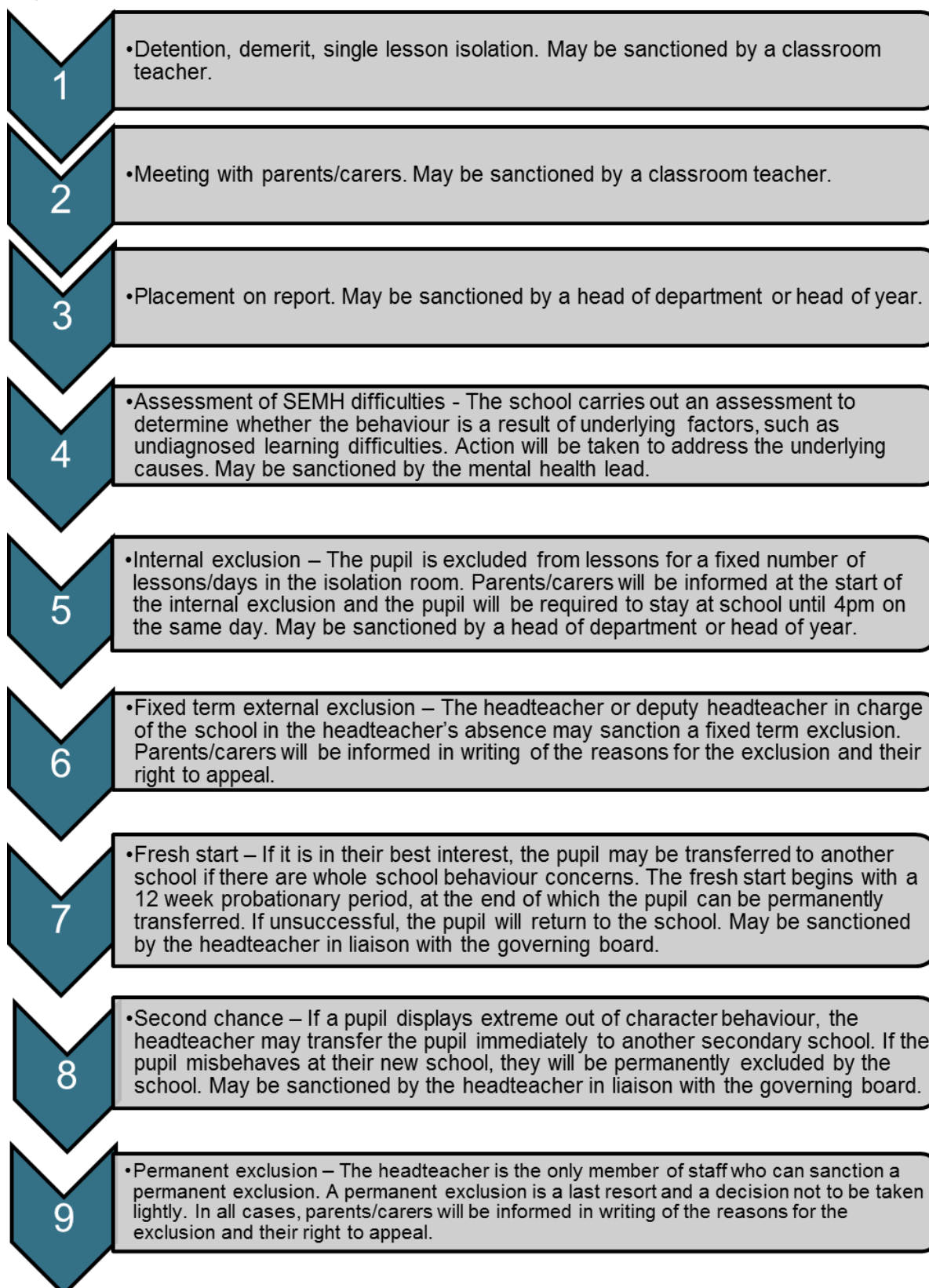
This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is **February 2023**.

Managing In-Class Incidents Flowchart



Agreed Sanctions for Unacceptable Behaviour



Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1.

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







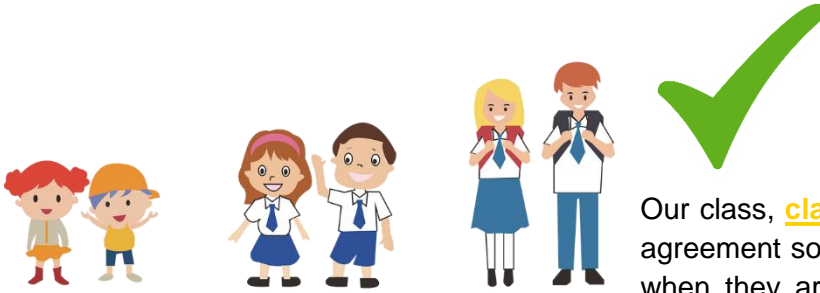
My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

Classroom Rules Agreement

Our classroom rules



Our class, class number/name, has created this agreement so that all pupils know how to behave when they are in class and around the school.

Together, we have created our rules and agreed

that we will stick to them. This will make sure our whole class is happy and we can get on with our work.

Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

I will:

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my classmates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher claps their hands twice.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

I understand that if I don't follow the rules there may be consequences:

[Outline the sanctions your school imposes for breach of classroom rules – examples are below]

1st warning: The teacher tells me to stop the behaviour. I should stop doing what I'm doing.

2nd warning: The teacher asks me to leave the classroom. I must calm down before I come back in.

3rd warning: The teacher tells me to stay behind at breaktime or after school. I must think about why I am acting this way and make sure it does not occur tomorrow.

Pupil name: _____ Date: _____

Behavioural Incident Form

| | | | |
|---------------------------------|--|------------------------------|--|
| Name of pupil: | | Year group: | |
| Date: | | Time: | |
| Location of observation: | | Name of staff member: | |

| |
|--|
| Before the incident: what led to the behaviour? |
| |
| During the incident: what did the pupil do? |
| |
| After the incident: what were the consequences of this behaviour? |
| |

| |
|----------------------------|
| Additional comments |
| |

Behavioural Management Observations Review Form

| | | | |
|----------------------------|--|--------------------|--|
| Name of pupil: | | Year group: | |
| Name of key worker: | | Date: | |

Do there appear to be any patterns triggering the pupil's behaviour?

| |
|--|
| |
|--|

Are our existing management systems effective?

| |
|--|
| |
|--|

What achievable targets could we implement for the pupil to work towards?

| |
|--|
| |
|--|

What are the pupil's strengths?

| |
|--|
| |
|--|

What strategies could we implement to help the pupil achieve their targets?

| |
|--|
| |
|--|

Additional comments

| |
|--|
| |
|--|

[Updated] Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time. The appendix covers behaviour expectations for pupils learning both on-site and remotely.

The information in this appendix is under constant review and will be updated to reflect any changes to national or local guidance.

1. [Updated] Enforcing control measures

The school ensures that infection control and social distancing rules are communicated effectively to all pupils. Staff are informed about the measures in place so they can enforce these rules at all times.

The school informs parents of any changes to provision outlined in this appendix. The school expects pupils to uphold these rules at all times, including on school transport, where practicable. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. [Updated] Attendance

[New] Attendance is now mandatory for all pupils, unless they have been advised to shield, from 8 March 2021.

The attendance register is taken as usual, in line with the Attendance and Absence Policy.

[New] All pupils who are not eligible to be in school due to self-isolation or shielding and are receiving remote education will be marked as Code X.

Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents will not be penalised for these absences. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a **weekly** basis by the headteacher.

If a pupil cannot attend school for any reason, their parent must get in touch with the **school office**. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.

[New] Where a pupil cannot attend school because they are following private clinical or public health advice, they are expected to access remote education on the next school day where they are well enough to do so.

Non-attendance is managed in line with the Attendance and Absence Policy, which includes specific provisions that will be followed during the coronavirus pandemic.

[New] Clinically extremely vulnerable pupils who have been advised to shield are not be penalised for absences during the pandemic.

Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

In the event that a parent of a child with coronavirus symptoms insists they attend school, the school has the right to refuse the pupil attendance if in its reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.

3. Arrival and departure

The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

The school expects pupils to move immediately to their learning area after washing their hands upon arrival. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

4. [Updated] Hygiene and infection control

The school has conducted and will adhere to the Coronavirus (COVID-19): Risk Assessment for Schools in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

The school understands that younger pupils and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

- Upon arrival at school.
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
- When they return from breaks.
- When they change rooms.

Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability. Pupils are expected to dispose of tissues using the litter bins provided. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

[New] Pupils are expected to understand that schools must have an increase of ventilation, meaning windows and doors may need to be open more frequently; therefore, they are expected to dress appropriately for potentially cooler temperatures.

Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.

The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.

The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.

Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

5. Social distancing

General

Pupils adhere to the social distancing measures put in place by the school, which are fully set out in the school's Social Distancing Policy. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

Pupils are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Maintain two metres distance and refrain from touching their peers and/or staff where possible.
- Remain within their assigned bubbles.

Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others to the best of their ability, through teaching, praise and supervision.

In the Dining Room

The school expects pupils to respect the health and safety of catering and **MSA** staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

Pupils are allocated specific time to use the **dining room** to help adhere to social distancing rules. Pupils do not enter the dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.

Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

6. Moving around the school

The school expects all pupils to move around the school following the school's arrangements, e.g. using the one-way system.

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the **dining room/hall**.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continually linger in walkways and communal areas without good cause are disciplined in line with this policy.

7. Ill health and infection

The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

[New] The school does not encourage pupils under the age of 16 to download and use the NHS COVID-19 app on school premises; however, if pupils under the age of 16 are notified to self-isolate via the NHS COVID-19 app while on the school premises they will not be disciplined for using their phones on site.

8. The school premises

Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

9. Breaktime and lunchtime arrangements

The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

10. [Updated] School uniform

The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.

Parents do not need to clean their child's uniform any more often than usual.

Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

11. [Updated] Managing the behaviour of remote learners

Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.

[New] Pupils who have been instructed to shield or have been instructed to self-isolate will engage with remote learning if they are physically well enough to do so.

[New] If pupils are unable to engage with remote learning the parents must notify the school as soon as possible to discuss the issue further.

[We understand that schools and other educational settings have different arrangements in place for remote learners. Please amend this section to outline the behaviour your school expects of these pupils. An example has been provided for you.] The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Attend remote classes or group sessions on time.
- Complete the work that has been set and return it on time, to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying from their peers, to their teacher.

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in [section 13](#) of this policy may be in place.

Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via **letter** and the pupil will be disciplined when it is safe to do so.

12. [Updated] Support for pupils

The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

[New] The school will continue to offer pastoral support to pupils who are self-isolating, shielding and/or vulnerable.

The relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them engage with school life.

[Updated] The school understands that some pupils have been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

[Updated] The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth transition between remote learning and on-site provision, where necessary.

[Updated] The parents of pupils who require additional support to adapt to full school opening are contacted regularly to discuss concerns, and to build confidence in their child's engagement with school.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date. Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

13. [Updated] Rewards and discipline

Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with [section 10](#) of this appendix.

Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

[Updated] The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to on-site provision.

Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

14. Exclusions

All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only to be used as a last resort. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the governing board meets to discuss reinstatement within 15 school days. Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.

If it is decided, as per the criteria in the Exclusions Policy, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.

In the event that a remote access meeting is necessary, the governing board ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it. The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology. Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.

Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.

Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:

- Clear instructions are provided about how to join the meeting
- A named person is indicated to whom participants can address questions beforehand
- The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run

The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

The school will make every reasonable effort to avoid excluding any looked-after child. Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary. Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

15. Close contact behavioural management

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.

The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

16. Monitoring and review

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the headteacher.

The date of the next review is **February 2023**.

Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.