



The Leys Primary & Nursery School

Learning TodayLeading Tomorrow

Behaviour Policy and Statement of Behaviour Principles from 2023

Contents

1. Vision Statement and Values
2. Aims
3. Legislation, statutory requirements and statutory guidance
4. Definitions
5. Bullying
6. Roles and responsibilities
7. School behaviour expectations
8. Responding to behaviour
9. Serious sanctions
10. Responding to antisocial behaviour from children with SEND
11. Supporting children following a sanction
12. Child transition
13. Training
14. Monitoring arrangements
15. Links with other policies

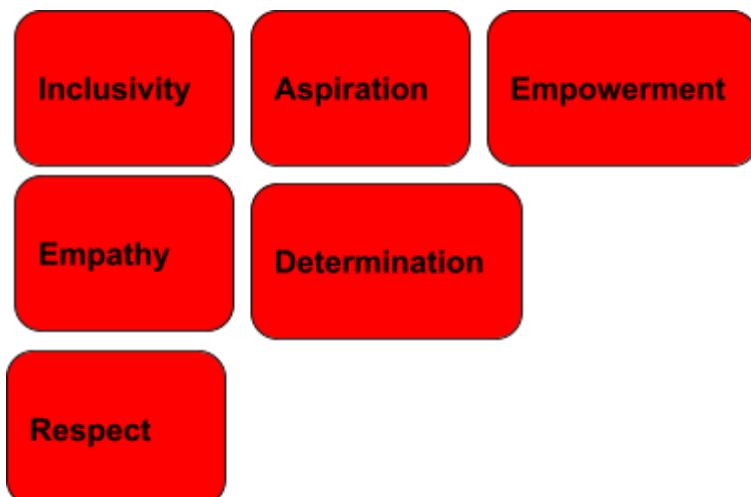
| DOCUMENT DETAILS | |
|------------------|---------------|
| Approving Body | FGB Committee |
| Author | The Leys |
| Scheduled Review | Annual |
| Date of Policy | January 2023 |
| Next Review | January 2024 |

At the Leys Primary School we have the highest expectations of personal conduct and behaviour. We expect all members of the school community to be role models and challenge inappropriate behaviour.

VISION STATEMENT

We will build a community in The Leys where children are more than just educated and where all feel safe and supported. They will be empowered to change their own lives and the lives of those around them. They will be able to stand up and become pillars of the community, making a difference. We will be good role models who inspire through a love of learning and be motivated to make a positive impact on each other's lives. Together, we will continually strive to remove the barriers to success and fear of failure. We will provide a culture of mutual respect and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams. Our school will take pride in leading the children in The Leys on their journey - both educational and for life; enabling them to drive their own futures to greater success and shape our diverse community for the better.

The Leys Primary and Nursery School Values:



Inclusivity

We provide opportunities to learn, succeed and be happy that are equal for all children regardless of ability, gender, race or special need.

Empathy

We support children to build strengthened relationships by understanding how we learn, feel and think differently.

Respect

We help children to learn tolerance and respect for other people, their beliefs and their belongings.

Aspiration

We provide a caring, secure and stimulating learning environment where children are happy, confident and are supported to aspire to achieve their full potential.

Determination

We teach our children that if you don't succeed at first in what you are doing, try it over and over again until you get it perfect and how you want it.

Empowerment

We develop self-esteem, self-discipline, self-respect and confidence to meet the changes and challenges in their life ahead, and so that they are ready for the next stage of their education.

Aims

To establish a consistent approach to behaviour management, whilst understanding that equality does not mean equity.

To create a calm and supportive learning environment where teachers enjoy teaching and children enjoy learning.

To promote an environment where we help children to feel safe, self-regulate their behaviour and feel motivated to act prosocially thus reflecting the values of the school.

Outline the expectations of prosocial behaviour and the consequences of antisocial, difficult and dangerous behaviour.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and children referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and children referral units in England, including children movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)
- [Mental health and behaviour in schools 2018](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Antisocial or difficult behaviour is defined as:

- Disruption in lessons, around school between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious or dangerous misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical violence - fighting, hitting, kicking or punching another child/adult

- Sexual violence or harassment, meaning unwanted conduct of a sexual nature, such as:
 - Inappropriate 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)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include items such as:
 - knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers or vape. Fireworks or pornographic images

Or 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 children)

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Please see the Bullying Policy for further details about the prevention of bullying at The Leys.

Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

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

- Recording behaviour incidents promptly on Cpoms
- Challenging children to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following antisocial behaviour (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.

5.5 Children

Children 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

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

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

Children are expected to become increasingly responsible for;

- Managing their own behaviour according to school rules and school values.
- Looking out for the safety and wellbeing of others, especially younger children.

Children 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 children who are mid-phase arrivals.

School Behaviour Expectations

| Whole School Charter |
|---|
| We listen, show respect and are friendly to others. We always try our best and are proud of our achievements. We work hard and learn from our mistakes. We are honest and keep ourselves and others safe. |
| Playground Rules |
| We use kind words and safe hands/feet. We listen to our adults and follow instructions. We play games that are safe and fun for all. We look after, respect and share equipment and space. We solve our problems calmly and respectfully. |

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

6.1 Mobile Phones

Only children in Year 5 and 6 who walk to or from school alone are allowed to bring their mobile phone into school. These should be turned off and handed to class teachers for storage during the school day. Staff will endeavour to keep them safe, however school will not take responsibility for phones lost or damaged onsite.

Responding to behaviour

7.1 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 children to be engaged
- Display the Zones of Regulation, 5 ways to Wellbeing, child friendly behaviour summary and the class charter, in age appropriate ways.
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in a variety of ways
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

We will consider whether a child'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.

7.3 Responding to good behaviour

When a child's prosocial 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, stickers and positive rewards as highlighted below.

| Growth Mindset and Resilience | House points | Head teacher Awards | Friendship Cup |
|---|--|---|---|
| All children are encouraged to develop resilience in their learning. These learning values are threaded into the curriculum. | Children in years 1 to 6 are allocated a house and collect points during the week. The leading house takes part in a House Point Treat termly. | Children nominated by their teachers for excellent progress or achievement, are celebrated in the weekly newsletter and certificates are given. | Friendship cup is awarded each week and recorded on the newsletter. |
| Attendance Wheel of Reward | Achievement certificates | Star of the Week | Written rewards |
| Each week, we announce the 3 classes with the most improved attendance in each of the phases. The winning class receives a certificate as well as the chance to win a weekly treat. | Head/Deputy Headteacher will hand out certificates for reading, spelling, handwriting, times tables or other academic awards for the week. | Teachers identify one child a week as star of the week. We aim for all children to receive star of the week in a year. | All teachers have the opportunity to send home individual positive messages to share achievements, effort and progress. |

7.4 Responding to antisocial behaviour

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour be it difficult or dangerous.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

Our Zones of Regulation includes 4 emotional states

- **BLUE**: sad tired sick bored
- **GREEN**: calm happy feeling ok focussed ready learn ready to work

- **YELLOW**: frustrated worried excited confused silly wiggly upset
- **RED**: angry terrified frustrated out of control yelling hitting mad

The Zones of Regulation approach is used by the school to:

- Support children to recognise their emotional zone, and help them to develop personal strategies to self-regulate their response.
- Encourage and acknowledge children who make good choices in their personal conduct.
- Support children to identify earlier when things are going wrong, change direction and make better choices for themselves.
- Ensure there are clear consequences for children who choose not to make good choices.

Strategies to help childrens who are in the yellow zone:

- Verbal or visual reminders of positive expectations, refer to the Class Rules or Zones of Regulation,
- Encourage the child to use known calming techniques,
- Clear steps or limited choices to help the child turn the behaviour around,
- Make efforts to help the child avoid potential conflict situations,
- Disempower low level behaviour by; ignoring, distraction, diversion, humour or positive incentives to help get the child back on track,
- Offer guidance on how children should resolve conflict using the 'Peaceful Problem Solving Cards'

Using the script-

- I felt... say how you felt
- When... say what happened
- Because... say why it upsets you
- I would like... say what you would like to happen or to change.

Staff can use the de-escalation script -

(NAME)

-I can see something is wrong

-I am here to help

-You talk and I will listen

-Come with me and...

Use specific verbal praise or private forms of praise if a child has been able to move back to the **green zone**.

If a child moves to the **Red zone**:

- Ensure calm body language and non-confrontational approach.
- Give explicit positive instructions.
- Use positive handling techniques such as escorting and guiding.
- Get assistance from another member of staff.
- Give the child time and space to calm down and make a positive choice (either in an agreed space or outside class with an adult).

When the child calms and moves back to the **green zone** then they are asked to reflect on their behaviour and choices. Using either a reflection sheet or a comic strip conversation. They are asked to reflect and learn from their behaviour, including repairing and restoring relationships or property. This process should naturally lead to a **CONSEQUENCE**, which can either be chosen by the child or given by a member of staff (see page 14 for examples).

Protective and Educational Consequences

Consequences serve one of two purposes either to;

- **protect** the child, class or staff from difficult or dangerous behaviour.
- **educate** the child about safe or more appropriate behaviour to use in a particular situation.

Class teacher to inform parents that their child has had a consequence.

Some more serious actions result in an immediate response from the Senior Leadership Team.

Summary of Antisocial, difficult and dangerous Behaviour and Consequences

| | Examples of behaviour | Who is involved | Examples of possible consequences |
|--|--|--|---|
| Antisocial behaviour | Wasting time in lessons Disrupting the class Rough play | Class teacher MSA TA | Verbal reprimand Missing playtime to complete a task Timeout in class/shared area to reflect on their behaviour Working in another year group classroom Limited time on the playground at lunchtime (20/20/20) |
| Difficult behaviour or repeated misbehaviour | Inappropriate or offensive language, Rudeness or disrespectful behaviour, for example pulling faces or rolling eyes Lying Rude gestures or walking away Ignoring an adult's instructions | Class teacher Team Leader Parents MSA TA | Sent to the team leader or to work in their/another classroom Writing an apology note/card Missed lunchtime Create a poster about school/safety rules Writing/drawing a list of appropriate playground behaviours Temporary loss of privileges, e.g. House Captain, class responsibility |
| Serious Dangerous or unlawful behaviour or repeated misbehaviour | Damage to school or other's property Theft, Bullying Racist, homophobic or sexist behaviour or language Verbal abuse or threatening behaviour Sexual behaviour Physical violence - fighting, hitting, kicking or punching another child/adult Showing a lack of respect to a person's race, culture or beliefs Bringing prohibited items into school, | Class teacher SLT Parents MSA TA | Withdrawal from the playground or classroom (internal suspension for a half or whole day) Helping to repair or replace damaged items School based community service e.g. collecting rubbish Regularly reporting to team leader or SLT Loss of privileges, e.g. trips, representing the school at events Learning about another's culture or race Researching and writing an apology letter Suspension Permanent exclusion |

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

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a children 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 on Cpoms and reported to parents as soon as possible

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

7.6 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 section 3) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the children.

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

Searching a children

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 child, 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 child 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 child; **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 team leader who may have more information about the child. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child 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 child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, 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 children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child 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 child the opportunity to ask questions
- Seek the child's cooperation

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

If they still refuse to cooperate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / team leader to try and determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child 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 identified in section 3, but not to search for items that are only identified in the school rules.

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

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 childrens' possessions

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

- Drawers
- Bags/lunch bags

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a child's possessions when the child 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 child was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on Cpoms.

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 child 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.

7.7 Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child 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 child of our school

Sanctions may also be applied where a child 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 child/ren
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

If a child 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 a member of the senior leadership team 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.

7.10 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.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

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

Please refer to our Child Protection and Safeguarding policy for more information

7.11 Malicious allegations

Where a child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the children 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 child 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 children 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 children.

8. Serious sanctions

8.1 Detention

Senior leaders can give children detention during break or lunchtime as a result of poor behaviour.

The school will decide whether it is necessary to inform the child's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the child's safety/well being
- Conflict with a medical appointment or specialist provision

8.2 Removal from classrooms

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

Children 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 children 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 child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by another member of staff, and will be initially removed for a maximum of half a day.

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

Children 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 child 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 children who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Support from Nurture group staff

- Multi-agency assessment

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 child on Cpoms.

8.3 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 Suspension and Exclusions policy for more information.

9. Responding to misbehaviour from childrens with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that children's 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 child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children 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 child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate 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 child concerned.

- Short, planned movement breaks for a children with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a children 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 children can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for children with SEND

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

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

9.3 Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Children with an Education, Health and Care plan (EHCP)

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

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

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

10. Supporting children following a sanction

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.

- Reflection with a member of staff about what went wrong and how they could behave differently next time
- Reintegration meeting
- Daily contact with a team leader or member of SLT
- Additional in class support
- A timetable with personalised behaviour goals

11. Children's transition

11.1 Inducting incoming children

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

11.2 Preparing outgoing children for transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to children's behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with 6 hours of Herts Steps training which is updated annually. They also receive Mental Health training and many

staff have also been trained on Trauma, ACES and attachment. Herts Steps includes training on:

- The proper techniques to move and hold children
- The needs of the children at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of the Nurture group, off-site provision and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by Senior Leaders.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Mental Health and Wellbeing Policy
- Anti Bullying Policy
- SEND Information Report
- Strip Search Policy

Appendix 1: Written statement of behaviour principles

As governors we understand that

- The school is committed to a positive and respectful culture where everyone feels safe, valued and respected and children are able to learn in a calm environment.
- Behaviour is a form of communication.
- Not all behaviours are a choice.
- Behaviours can change and improvement can be secured.
- Clear boundaries are paired with an individualised graduated response. Children may develop academically and emotionally at different rates.
- Children and young people are supported to increasingly take responsibility for their actions by developing internal discipline, self-regulation and resilience.
- The school is committed to equality and equity.
- Staff and volunteers set an excellent example to children at all times,
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by children and staff.
- The Suspension and Permanent Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Engagement of families, outside agencies and the wider community is sought when planning support for children.

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

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

| | | |
|---------------------|-----|---------------------------|
| Approved by: | FGB | Date: January 2023 |
|---------------------|-----|---------------------------|

| | |
|--------------------------|-----|
| Last reviewed on: | N/A |
|--------------------------|-----|

| | |
|----------------------------|--------------|
| Next review due by: | January 2024 |
|----------------------------|--------------|

