



## **Behaviour Policy**

**2024/25**

**Approved by:**

**Date:**

**Next review due  
by:**

**Chair's signature:**

## 1. Aims and expectations

All pupils and members of staff must demonstrate our school vision and values in everything that they do.

**Vision:** For all pupils to fulfil their God-given talents and aspire to achieve a university education.

**Values:** Love, Learning and Laughter.

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, Christian community, whose values are built on mutual trust and respect for all, according to the teachings of the Seventh-day Adventist Church. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live, work and thrive. It aims to promote an environment where everyone feels happy, safe and respected.

1.2 The primary aim of the behaviour policy is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others. Pupils are encouraged to take responsibility for their own learning and behaviour and to recognise the consequences of inappropriate behaviour. *'If you stop the teacher from teaching, you stop others from learning.'*

1.4 We aim to treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-respect. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour or harmful behaviour.

### 1.7 Definitions

**Misbehaviour** is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Choosing not to complete classwork or learning tasks

Poor attitude

**Serious misbehaviour** is defined as:

Repeated breaches of the school rules

Any form of bullying

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

› Vandalism

› Theft

› Fighting

- Attacks against members of staff
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 2 School Rules

Our school rules are taken from the teachings of Christ. The wording of our rules was taken from the Bible. Each of our school rules is broken down into a series of behaviours that we expect all adults and children to demonstrate.

Try your very best all of the time	
Adults will:	Children will:
<ul style="list-style-type: none"> <li>• Never give up on a child</li> <li>• Listen to children</li> <li>• Support each and every child</li> <li>• Stay calm and never lose their temper</li> <li>• Never shout at a child</li> </ul>	<ul style="list-style-type: none"> <li>• Stay focused during lessons</li> <li>• Always follow instructions</li> <li>• Put their hands up when asking or answering a question</li> <li>• Try their best to finish their work</li> <li>• Stay on Task</li> </ul>

In everything that you do, treat others as you would have them treat you.	
Adults will:	Children will:
<input type="checkbox"/> Treat every pupil as if they were their own son or daughter.	<input type="checkbox"/> Always use their manners <input type="checkbox"/> Smile at each other <input type="checkbox"/> Praise each other <input type="checkbox"/> Use kind words <input type="checkbox"/> Be gentle and caring <input type="checkbox"/> Help others to improve

Forgive and forget.	
Adults will:	Children will:

- Treat every day as a fresh start
- Clean all strike charts before the start of a new day
- Not bring up the past when addressing a current issue
- Understand that children will make mistakes

- Apologise if they make a mistake
- Be honest if they make a mistake
- Allow others to share their side of the story
- Shake hands
- Move on from the past
- Not hold a grudge and accept an apology

### 3 Rewards

Reinforcement is the process in which a behaviour is strengthened by the immediate consequence that consistently follows its occurrence. Our aim is to strengthen certain behaviours and actions and therefore make them occur more frequently. When a type of behaviour is followed by reinforcement it increases the likelihood of it happening again.

In short, when our children engage in behaviour that demonstrates our school values, this behaviour earns them recognition and makes them more likely to engage in that same behaviour again in the future.

Examples of positive reinforcement methods used:

- 3.1 **House Points** - children are awarded House point tokens which count towards their house's weekly total. The House with the most points by the end of the week earns an extra playtime and points towards the half-termly and annual rewards.
- 3.2 **WOW! Cards** - children who go above and beyond are recognised with a WOW! Card. These postcards are sent home in celebration of outstanding acts of Love, Learning and Laughter.
- 3.3 **'Golden Time'** - the excellent behaviour the house cup winners for that week will receive an extra 15 minutes break time on a Thursday afternoon at 15:00.
- 3.4 **Hot Chocolate Friday** - each week culminates with two pupils from each class being waited upon and treated to all manner of sugary treats. Hot Chocolate Friday is reserved from those pupils who have had the most outstanding of weeks.
- 3.5 **Good to be Green-** Each class will have a visual representation to reinforce good behaviour. Each pupil will have a good to be green card, which shows that they are adhering to the school rules.

### 4 Sanctions

Children who fail to follow our three school rules and therefore fail to demonstrate our school values of Love, Learning and Laughter receive a sanction, just as those children who do demonstrate our values are rewarded.

A system of yellow and red cards is used to signify the severity of a child's unacceptable behaviour. The flowchart to the right offers a simple breakdown of the yellow and red card system.

**4.1 Yellow Card** - When a child initially behaves in a manner befitting of a yellow card, they are reminded of our school rules and given an opportunity to correct their behaviour. Failure to do so results in a yellow card being given to the child. Yellow cards are kept and handed to the phase leader at the end of the week.

Yellow cards are awarded for the following:

1. Not engaged in learning;
2. Preventing others from learning;
3. Failure to follow school routines.

At this point the child will be given another opportunity to correct their behaviour so that it is in line with our school values and rules.

When a child fails to correct their behaviour or is guilty of a second yellow card offence, they will receive a further yellow card. As two yellow cards result in a red card, they will then be sent to the phase leader who

will take action as listed below.

Additionally, the class teacher reserves the right to move a child to an empty table within the classroom to work in isolation. However, children will only be removed from their class if they are given a red card. The message to children is clear - *learning is important and we do not want them spending time outside their classroom where they will not be working.*

**4.2 Red Card** - When a child is given a red card, they are immediately removed from class and brought to SLT who will then communicate with the child's parents. A reflection time is set for the following day, with the child missing their dinnertime. The behaviour that resulted in the child a red card is recorded by the teacher via CPOMS.

Red cards are awarded for the following:

1. Refusal to follow instructions;
2. Acts of aggression or violence;
3. Stealing
4. Two yellow cards in a day.

## **5 Responding to behaviour**

### **5.1 Reasonable force**

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

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents

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

### **5.2 Classroom management**

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

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting and promoting good behaviour

Concluding the day positively and starting the next day afresh

Having a plan for dealing with low-level disruption

Using positive reinforcement

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

### **5.3 The Involvement of Parents**

Parents/carers will be contacted promptly by the school, to notify them of any reported serious incidents of unacceptable behaviour in which their child has been involved. They will also be informed of any concerns regarding their child and be expected to be involved in responding to the child's needs. If a child's behaviour constantly causes problems, parents will be invited to school to discuss the problem first.

If a child needs a more structured approach to support his/her progress in managing his/her behaviour, this will involve the following:

- Referral to outside agencies
- Pastoral Support Plan/IBP

### **5.4. Suspension and permanent exclusion**

5.5 If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child will can suspended for a fixed term (A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days)

5.6 A child will also receive fixed term suspension if one off incident, in the opinion of the Headteacher, is serious enough for the child to be immediately suspended without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property.

5.7 A suspended child's parents will be notified and also the governing board and (as appropriate) the pupil's social worker, the virtual school head and the local authority (LA)

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

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

- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

In all cases, parents the Governing body and the Local Authority will be notified. Statutory processes will be followed at highlighted in DFE (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022)

## 6. Search and Confiscation of inappropriate items

(Guidance from Govt 'Behaviour and Discipline in Schools. A guide for Headteachers and school staff')  
Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

6.1 If an item which has been brought into school is causing disruptive behaviour, a teacher may request that the item is handed over and confiscated until the end of the day. The item will be kept in a safe place and returned to the child. No responsibility will be taken for any loss or damage to the items confiscated under the above conditions.

6.2 In very rare circumstances, a child may have brought an item into school which threatens the safety of others e.g. fireworks, unknown medication. If this happens, two members of teaching staff will ask for the item to be handed over. A member of the senior leadership team will be alerted and parents will be informed.

6.3 If an allegation of theft has been made by a child or member of staff and there is reason to believe that a child may be hiding an item in his/her belongings in the cloakroom or in clothes pockets, then the teacher will ask the child to hand over the item. If the child is uncooperative at this point, two members of staff will repeat the request. If the issue is not resolved, parents will be contacted and asked to come into school to support in bringing the matter to a close.

### Searching a pupil

6.4 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.

6.5 Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

6.7 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**

6.8 In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

6.9 It is not reasonably practicable for the search to be carried out in the presence of another member of staff

6.10 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.

6.11 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 member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

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

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes:

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

Hats, scarves, gloves, shoes, boots

## **7. Searching pupils' possessions**

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

Desks

Bags



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

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

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

## **8 Informing the designated safeguarding lead (DSL)**

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

8.2 Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

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

8.4 All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

## **9 Informing parents**

9.1 Parents will always be informed of any search for a prohibited item. 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

## **10 Support after a search**

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

10.2 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.

## **11 Strip searches**

11.1 The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

11.2 Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

11.3 Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

11.4 Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **12 Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### 13 Bullying

13.1 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of bullying are recorded by senior leaders.

**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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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 performance, 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

13.2 Children are made aware of the issues of bullying and cyber bullying through:

- Activities during anti-bullying week in November and within the curriculum as a whole
- PSHE curriculum
- Computing curriculum
- Reading Curriculum

13.3 Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, popularity or numbers— to control or harm others.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

## 14 Online misbehaviour

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

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

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

## 15 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help

Refer to children's social care

Report to the police

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

<https://www.harperbellsdaschool.co.uk/policies>

## **16 The role of staff**

16.1 All Harper Bell staff have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

16.2 It is the responsibility of all staff to ensure that the school values of Love, Learning and Laughter are enforced, and that all children behave in a responsible at all times.

16.3 The class teacher treats each child fairly and enforces the school values consistently. All staff must ensure that school sanctions are applied consistently and treat all children with respect and understanding. The sanctions and rewards systems are clearly displayed in each classroom.

16.4 The class teacher liaises with the Inclusion Leads, who will, if necessary involve outside agencies to support and guide the progress of each child.

16.5 Any incidents of unacceptable behaviour are recorded in the class behaviour log on CPOMS

16.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

16.7 All Staff are responsible for:

Creating a calm and safe environment for pupils

Establishing and maintaining clear boundaries of acceptable pupil behaviour

Implementing the behaviour policy consistently

Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular pupils

Considering their own behaviour on the school culture and how they can uphold school rules and expectations

Recording red card behaviour incidents promptly on CPOMS.

Challenging pupils to meet the school's expectations

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

## **17 The role of the Head teacher**

The head teacher is responsible for:

17.1 Reviewing this policy in conjunction with the governing body.

17.2 Giving due consideration to the school's statement of behaviour principles

17.3 Approving this policy

17.4 Ensuring that the school environment encourages positive behaviour

17.5 Ensuring that staff deal effectively with poor behaviour

17.6 Monitoring that the policy is implemented by staff consistently with all groups of pupils

17.7 Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

17.8 Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

17.9 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

17.10 Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

17.11 Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

## **18 The role of parents**

18.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

18.2 We explain the school rules to parents and children when they join the school. We expect parents to follow the guidance given, when they sign the home-school agreement included in the pupil journal.

18.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

18.4 If the school has to sanction a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or another senior leader. If these discussions cannot resolve the problem, the GB members can be contacted and then a formal grievance or appeal process can be implemented.

## **19 The role of the pupil**

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

The expected standard of behaviour they should be displaying at school

That they have a duty to follow the behaviour policy

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural standards

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

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

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

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

## **20 The role of the GB**

20.1 The GB has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. GB members support the Headteacher in carrying out these guidelines.

20.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but GB members may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **21 Suspension and permanent exclusions/**

21.1 Only the Headteacher has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

21.2 If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the GB. The school informs the parents how to make any such appeal.

21.3 The Headteacher informs the LA and the GB about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term

21.4 The GB itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

21.5 The GB has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the GB.

21.6 When an appeals panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents and the local authority, and considers whether the pupil should be reinstated.

21.7 If the GB' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **Responding to misbehaviour from pupils with SEND**

### **22 Recognising the impact of SEND on behaviour**

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

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

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

22.4 Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

22.5 Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

22.6 If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

22.7 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.

22.8 Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Some of these may be as follows:

22.9 Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

22.10 Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

22.11 Training for staff in understanding conditions such as autism

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

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

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

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

23.2 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.

### **24 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

24.1 The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

24.2 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.

24.3 When acute needs are identified in a pupil, 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.

### **25 Pupils with an education, health and care (EHC) plan**

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

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

### **26 Supporting pupils following a sanction**

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

This could include measures like:

Reintegration meetings

Daily contact with the pastoral support

A report card with personalised behaviour goals.

Parent support in the classroom.

### **27 Safeguarding**

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

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

27.3 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.

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

## **28 Pupil transition**

### **28.1 Inducting incoming pupils**

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

### **28.2 Preparing outgoing pupils for transition**

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

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

## **29 Monitoring**

29.1 The Inclusion Leads monitor the effectiveness of this policy on an annual basis. The Headteacher also reports to the GB on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

29.2 The school keeps records of incidents of inappropriate behaviour on CPOMS

29.3 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

29.4 It is the responsibility of the GB to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Monitoring and evaluating school behaviour**

29.5 The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspension

Use of pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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

At school level

By age group

At the level of individual members of staff

By time of day/week/term

By protected characteristic



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

### **30. Training**

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

Positive Behaviour reinforcement

The proper use of restraint

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **31 Review**

31.1 The GB reviews this policy annually. They GB members may, however, review the policy earlier than this, if the government introduces new regulations, or if the GB receives recommendations on how the policy might be improved

31.2 Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils 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 pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

### **32. Links with other policies**

This behaviour policy is linked to the following policies:

Safeguarding Policy

Working Together to Keep Children Safe Policy

Mobile phone policy

<https://www.harperbellsdaschool.co.uk/policies>