



Sitwell Infant School

Behaviour Policy

Statement of intent

Sitwell Infant School believes that, in order to facilitate excellent teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting positive 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 children to enable early intervention.
- A shared approach which involves children in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.

Reasonable and proportionate consequences will be used where a child's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. 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.

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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'

- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and child referral units in England, including child movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Safeguarding Policy
- Smoke-free Policy
- Searching, Screening and Confiscation Policy
- Anti-Bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- 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.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children 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 Senior Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-

related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.

The SENDCo will be responsible for:

- Collaborating with the governing board, Headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling excellent behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - Headteacher
 - SENDCo
 - Pastoral Lead
- As authorised by the Headteacher, consequenceing children who display poor levels of behaviour.

Children will be responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances, which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour, which may cause harm to oneself, or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, 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 being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other children's, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

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

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training, which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting child wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, Emotional & Mental Health Needs

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

- **Culture, ethos and environment** – the health and wellbeing of children 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 children's knowledge about health and wellbeing, including mental health.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for children's health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health.

Behaviour curriculum

Positive behaviour will be taught to all children as part of the PSHE and RHE curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson, moving quietly around school during transitions.

Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

At Sitwell Infant School, we promote positive behaviour through the consistent use of six simple golden rules, which are based on key values that we want children to develop a strong understanding of during their time at school. We expect that the golden rules are followed by all members of our school community – children, staff, governors, parents and volunteers. Alongside our golden rules, there are six Sitwell Superheroes. These superheroes were developed with the children to make learning about how to follow the rules relevant and exciting. The golden rules, values and superheroes are referred to consistently throughout the school day and across all areas of the curriculum.

Golden Rule	Sitwell Superhero	Value
We are gentle; we don't hurt others.	Gentle Guardian 	Gentleness
We are kind and helpful; we don't hurt anyone's feelings.	Captain Kindness 	Kindness
We listen; we don't interrupt.	Communication Crusader 	Communication
We are honest; we don't cover up the truth.	Honesty Hunter 	Honesty
We work hard; we don't waste ours or others time	Determinator 	Perseverance
We look after property; we don't damage things.	Respecto 	Respect

Positive teacher-child relationships

At Sitwell Infant School, we believe that all children have an equal right to education and that school should be a caring and stable environment, reflecting respect for everyone. We

treat all children as individuals and we aim to create a positive atmosphere throughout school by raising the awareness of positive actions and behaviour.

We believe that high standards of behaviour are essential for effective learning. Our aims can only be achieved through consistency in approach by all staff and a great deal of teamwork between children, staff and parents and carers alike. Throughout the school year, there are many opportunities for children, staff and parents to share their views about the systems and policies, which underpin behaviour such as questionnaires, pupil leadership meetings and discussions at parent meetings. These views directly influence changes made to improve the provision in place within school.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all children.
- Establish agreed rewards and positive reinforcements.
- Establish consequences 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 children stimulated.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules, which define what acceptable behaviour is and what the consequences are if rules are not adhered to. The school will also have an established set of classroom routines to help children work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all children, then explaining the task clearly so all children understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules. Teachers will support children to understand and follow classroom rules and routines. Teachers will inform children of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help children understand why they are needed, and will model rules and routines to ensure children understand them. Teachers will also explain clearly to children what will happen if they breach any classroom rules to ensure children are aware of the consequences that may be imposed.

To support children's continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

When children begin their learning journey at Sitwell Infant School, parents are expected to read the Home-School agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to children and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see children's faces, that children 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.

Praise and rewards

All staff at Sitwell Infant School recognise that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will 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.
- Praise is only given when a child's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage children to praise one another, and praise another child to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that children 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 children are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents

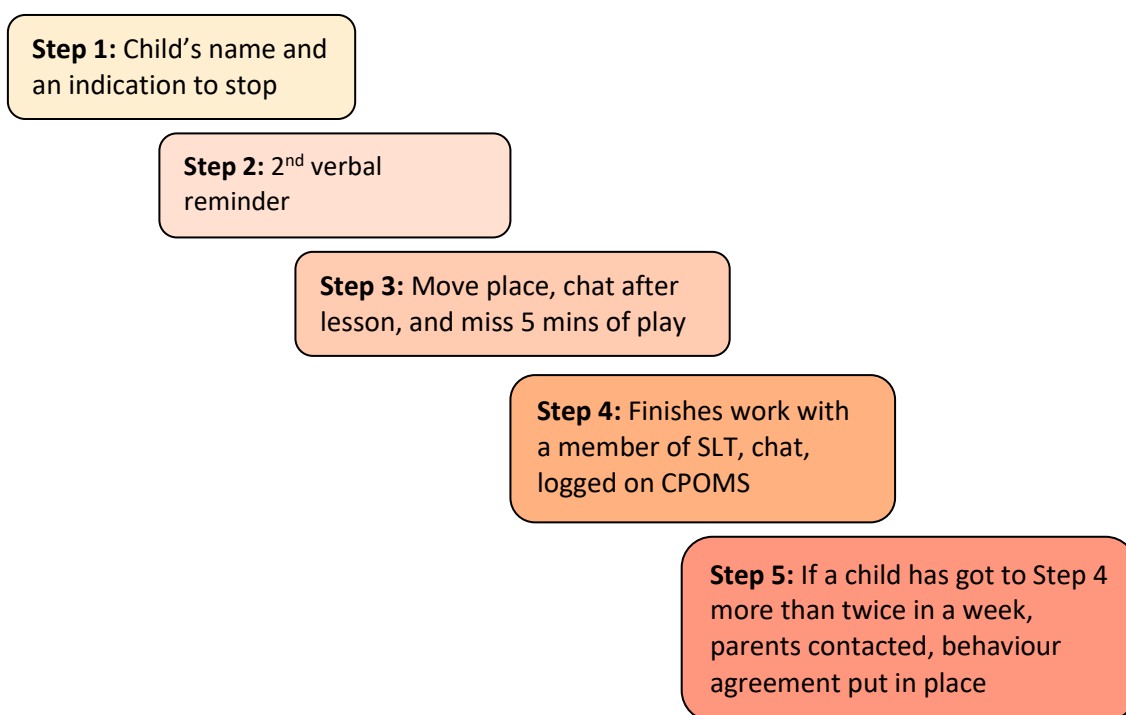
- Certificates and special assemblies
- Positions of responsibility
- Pom poms linked to Sitwell Superheroes
- Star of the Day certificate and raffle ticket
- Effort stickers on recorded work – green, silver, gold

Prevention strategies, intervention, and consequences for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve children's behaviour in the future.

Behaviour steps – clear consequences

At Sitwell Infant School, all staff provide opportunities for children to work and co-operate well and make the right choices in their behaviour, application to learning and in their relationships with each other and with adults. On occasion, difficulties may arise when children forget our aims for good behaviour and may not follow the golden rules. These difficulties are actioned immediately; they will not correct themselves and our children have a right to their problems being dealt with immediately and efficiently to prevent recurrence.



As detailed above, clear expectations are set by all adults at the beginning of the school year and children are taught about the importance of rules and routines in our school community. In addition, regular reminders are given about the golden rules and the opportunities to promote and reward positive behaviour and achievements. Before any involvement with the behaviour steps, all children are fully aware of school expectations.

Step 1 – Child's name and first indication to stop (first yellow card)

Any form of mild disruption/misbehaviour will result in the child's name being called to get their attention and an indication to stop (team stop signal). At this point, the child is

expected to acknowledge the reminder and correct their behaviour. Positive praise is given to the child when this is done.

Step 2 – Second verbal reminder (second yellow card)

Failure to correct behaviour or another display of misbehaviour means that the child has ignored the first reminder. A second verbal reminder is given to tell them they are on their second reminder.

A more serious form of disruption can result in the child moving directly to another appropriate step.

Step 3: Move place, chat after lesson and miss 5 minutes of play (red card)

If a child moves to step 3, it means they have ignored the first and second warnings given by the teacher. At this stage, the child is fully aware of who their behaviour is affecting, but have failed to make better choices. A consequence therefore must now be agreed and accepted by the child' for example, the child moves places and loses five minutes of playtime staying in with the teacher or holding the hand of the teacher whilst on duty.

A child can move to step 3 immediately for a serious form of disruption.

Step 4: Finishes work with a member of SLT, chat, incident logged on CPOMS

Getting to this stage means that the child has not responded to the positive conversation conducted by the member of staff which was aimed at giving the child a chance to reflect and make better choices. It means a child is choosing to ignore all the warnings, conversations and support that the member of staff or other peers are giving. This is looked on as persistent, intentional misbehaviour.

At this stage, the child will be moved to complete their work with a member of the senior leadership team. This is to avoid further disruption to other children's learning, or taint the positive mood the class teacher tries to set in the classroom. That lesson's learning should be taken with them to complete. Another reflective, restorative discussion takes place again. At this stage, the incident will be logged on CPOMS so that SLT can monitor and analyse behaviour patterns.

Step 5: If a child has got to Step 4 twice in one week, parents contacted and behaviour agreement put into place

If poor behaviour continues, a member of the SLT will conduct a meeting using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated through their persistent misbehaviour. The outcome of the meeting is ultimately the same in earlier steps:

- For children to understand the impact of their actions.
- To reflect on who it has affected and how it made them feel.
- How they can put it right.
- What they can do to prevent this behaviour from reoccurring in the future.

At this point a further consequence will be agreed, but more importantly, actions will be written down to be agreed and the next steps decided upon. This will form a written agreement/promise that the child must work towards (see appendix). Details of the meeting

will be logged on CPOMS; the child's or children's parents/carers will also be spoken to by the senior leader who dealt with it.

As a follow up, the teacher will have a reconnection meeting with the child in order to integrate them back into the class. They will discuss the written agreement/promise and ask what the child needs in order to uphold their end of the agreement.

NB. Steps will be followed in each individual session. Sessions will be broken down as they are on the class timetable e.g. Assembly, RWI, Maths, Handwriting, Story time. Steps are never carried over to a new day as we want children to start each new day positively.

Unstructured times (playtime and lunchtime)

Rules and behaviour outside on the playground follows the same structure as in classrooms, but with a three-step process.

Step 1: No, thank you (first yellow card)

The member of staff will tell a child that they need to stop the behaviour that they are demonstrating, using the yellow card as a visual signal.

Step 2: Move and one minute with staff, chat (second yellow card)

The member of staff will show the yellow card again and explain that the child has not followed the rules. There will be a one-minute consequence for this and the child will stay with the member of staff for this minute.

At this stage, the member of staff will have a restorative chat with the child after the incident. Staff will conduct this conversation in a positive manner in private/quiet place where appropriate. The child is given time to reflect. The aim of this is for the child to accept responsibility for their behaviour, acknowledge who their behaviour is affecting and make better choices.

Step 3: Time out with member of staff (red card)

The member of staff will remove the child from where they are playing and explain to them that consequently, they will spend up the remainder of the session/10-15 minutes of the session with the staff member modelling how to play the game they are leading e.g. skipping. Once children have had further thinking time, they will support the member of staff to lead this game or activity. Once children have had 10-15 minutes supporting others in their play with the member of staff, they will then be given the chance to play and make the right choices.

All significant behaviour incidents will be recorded on CPOMS so that leaders can monitor this and look for patterns, which may explain the behaviours. Where deemed necessary, e.g. after other behavioural strategies in the outdoor area have been attempted or the behaviour is so extreme as to warrant immediate removal, the child will be removed from the outdoor area. The child will then spend time with a member of SLT, thinking about their behaviour. Further support or consequences will be put into place, which is appropriate to the behaviour.

Initial interventions

A range of initial intervention strategies to help children manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the child's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. CPOMS is used, alongside informal discussions with staff, to ensure relevant members of the SLT and pastoral staff are aware of any child that is:

- Persistently misbehaving
- Not improving their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary.
- Following a graduated response to support children's needs:
 - Referral to and attendance at Sunshine Club (informal nurture provision at lunchtime)
 - Referral to and attendance at Rainbow Club (formal nurture provision at lunchtime)
 - Providing formal Pastoral Lead support.
- Long-term behaviour plans.
- Engagement with local partners and agencies e.g. referrals to Early Help or Social Care where there are concerns or worries about aspects outside of school.

Where the child has SEND, an assessment of whether appropriate provision is in place to support the child, and if the child has an EHC plan, contact with the LA to consider a review of the plan. A multi-agency assessment, such as an early help assessment, which goes beyond a child's education will be considered where serious concerns about a child's behaviour exist.

Preventative measures for children with SEND

Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to consequence the child.

Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long.
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition.
- Training for staff in understanding autism and other conditions.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- 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 child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, members of staff will have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention 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 child will be immediately taken to the Headteacher, and the child's parent will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the child from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the child's parent will be asked to collect the child and take them home for the rest of the day – children will not be sent home without the school contacting their parent.

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

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove children from the classroom for a limited period, at the instruction of a member of staff. The child will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove children from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all children and restore stability following an unreasonably high level of disruption
- To enable children displaying disruptive behaviour to be taken to a place where education can continue in a managed environment
- To allow the child to regain calm in a safe space

The school will ensure that children's health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The Headteacher will establish a clear process for the reintegration of a child who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the child return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, a child and their parents, and other agencies if relevant, where necessary. Children will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Significant unacceptable behaviour

Following repeated incidents of significant unacceptable behaviour, the following consequences will be implemented:

- The Headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a child 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 child's behaviour.
- Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the Headteacher determines that support is still required for the child, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following consequences will be implemented:

- The Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

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

- The decision to discipline a child 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 child is made on the school premises or whilst the child is under the charge of a member of staff, such as during an educational trip or visit.

- The decision to discipline a child is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Prohibited items, searching children and confiscation

Headteachers and staff authorised by them will have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Behaviour outside of school premises

Children at the school must agree to represent the school in a positive manner. Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

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

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy. The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff

will only impose consequences once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of child support units, off-site directions 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 monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the Headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

*This policy will be reviewed annually in the Summer term.
Summer 2024*

Appendix

Behaviour Agreement/Promise

Name:	Date:	Class:
	Time:	
Now that I am joining my class again, I will...		
Signed by child:	Class:	
Signed by Class teacher:	Signed by SLT:	