# Behaviour Policy

## 1. Introduction

### Our Christian Vision

**B**elieve **A**chieve **R**espect **T**ogether **S**ucceed

**B –** We **believe** we will flourish in God's family.
**A –** We know that everyone in St Bart's can **achieve.**
**R –** We **respect** everyone in our family.
**T – Together** we support and help each other.
**S –** As part of God's family we support everybody to **succeed.**

### Safeguarding

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

### Rationale

By the time pupils leave St Bartholomew's, we not only want them to have fulfilled their 'academic potential' but we want confident, independent British citizens, who will be positive role models in society and demonstrate the following attributes:

- **Ambition** – always aiming to better themselves.
- **Courage -** they will not be afraid to try new things.
- **Commitment -** they will work hard.
- **Willpower –** they will strive to be the best they can be.
- **Integrity –** they will tell the truth at all times.
- **Drive –** they want to better themselves at every opportunity.
- **Patience –** they will accept that some things take time.
- **Resilience –** they will always keep trying.
- **Optimism –** they know that good things will happen to them if they work hard.

This behaviour policy will support pupils in achieving this. To support this policy, staff will be consistent, fair and provide a positive learning environment.

### Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour in schools: advice for headteachers and school staff 2022

- Searching, screening and confiscation: advice for schools 2022

- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

- [Special Educational Needs and Disability (SEND) Code of Practice](#)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](#).

In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

## Aims

This policy aims to:
- Provide a consistent approach to behaviour management.
- Clearly define what we consider to be unacceptable behaviour, including bullying.
- Identify how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school.
- Outline our system of rewards and sanctions.

## School Ethos

Positive behaviour is consistently reinforced everywhere in school. The Trackit Lights Behaviour System is visible in all classrooms and points are awarded to pupils for demonstrating positive behaviour.

The school uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve. Our School Rules are taught and embedded right through school, from Reception to Year 6. This creates a transparent, whole school theme which everyone strives to work towards.

**The school Rules**

All pupils are expected to:
- Be kind, helpful and respectful towards everyone in school.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- Move quietly around the school.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.
- Stay inside the recognised school boundaries.

In addition to this, each class devises its own rules.  These will be appropriate to the age range of the class.  They will be discussed and agreed with the children on their first day and referred to as appropriate.  These rules should be phrased positively.

**Rewards**

Rewards for positive behaviour are very important as it recognises individual and collective achievements.  In addition to verbal praise and feedback which is embedded in our teaching and learning, Trackit points are awarded throughout the school day to children demonstrating the school's pupil attributes (worth five points) and other positive qualities (worth three points) expected of British citizens.  There are also 'Super Star' awards (worth ten points), given to one child per lesson.  Pupils also receive five points each day for attending school and pupils can earn a special attendance award (worth 100 points).  The school celebrates the individual achievements of each pupil, but also class achievements.  See Behaviour and Procedures Chart for information on the rewards given to individual pupils and also to classes (Appendix 2).

**Sanctions**

There are times in school when pupils do not behave appropriately or follow the school rules.  This is unacceptable and the school has a consistent approach using the Trackit Lights system.   The schools sanctions are proportionate to the level of behaviour displayed and are measured and consistent (Appendix 2).

## 2.  Roles and responsibilities

**The Governing Body**

The governing board/Pupil Support Committee is responsible for reviewing and approving the written statement of behaviour principles.

The governing board/Pupil Support Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board/Pupil Support Committee giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher/senior leadership team (SLT) will also:
- Implement the behaviour policy, reinforcing the need for consistency throughout the school.
- Be ultimately responsible and accountable for behaviour throughout School.
- Report to governors regarding the effectiveness of the policy.
- Meet with parents/carers of challenging children.
- Liaise closely with the wellbeing lead & designated safeguarding lead.
- Ensure the school environment encourages positive behaviour.
- Ensure all staff understand the behavioural expectations and the importance of maintaining them.
- Provide 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.
- Offer 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.
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensure that the data from Trackit is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Support staff when dealing with challenging behaviour and the law.
- Monitor that the policy is implemented by staff consistently with all groups of pupils.
- Ensure the health and safety and welfare of all children and staff.
- Praise and encourage positive behaviour with rewards and dedicated assemblies.

## Staff

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.
- Modelling expected behaviour and positive relationships.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Providing a positive learning environment where all pupils feel valued and can succeed.
- Supporting pupils with the language and vocabulary they need in order to socialise and develop interpersonal skills.
- Providing a personalised approach to the specific behavioural needs of particular pupils.

- Supporting pupils when dealing with their emotions and feelings using a restorative approach and elements of PSHE.
- Using a range of strategies to engage pupils in their learning.
- Recording behaviour incidents using Trackit Lights.

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

**Parents/Guardians/Carers**

Parents/Guardians/Carers are expected to:
- Support their child/children in adhering to the school rules.
- Ensure their child/children attend school regularly and arrive at school on time.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Attend meetings (including communication over the phone), regarding their child when requested.
- Follow school expectations for dropping off/collecting children.

The school will endeavour to build a positive relationship with parents/guardians/carers by keeping them informed about developments in their child's behaviour and working in collaboration with them to tackle behavioural issues.

**Pupils:**

Pupils are expected to:
- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair.
- Be willing to be reflective to change behaviours.
- Learn to work cooperatively.
- Follow the school rules.

Pupils will also 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 standards and the consequences they will face if they don't meet the standards.
- The pastoral support that is available to them to help them meet the behaviour standards.

At St Bartholomew's, we will use a restorative approach to deal with challenging behaviour, which will focus on repairing harm done to relationships and people at the centre of the focus.

All pupils will be supported to explore incidents and reflect on responses to ensure the preservation of positive relationships.

## 3. **Bullying**

Bullying is the repetitive, intentional harming of one 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:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• 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 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Bullying in any form will not be tolerated and will be dealt with severely.  Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 4. Reporting of incidents within School

All staff are expected to follow this policy in regards to both rewarding and sanctioning children.

Staff also have the responsibility to not only challenge but also report all negative, unwanted behaviour incidents. All staff report behaviour incidents via Trackit Lights. The reporting of a 'red' incident will then involve a member of SLT.

Incidents of racist, homophobic and hate crimes are dealt with in line with the behaviour policy. These incidents are also reported to the Local Authority. Incidents of bullying are also reported to SLT and the Governors via termly Behaviour Reports. Any incidents of online/cyber bullying also follows the behaviour policy in the manner in which they are dealt with.

Incidents of child on child abuse will always be dealt with by a member of SLT and the Designated Safeguarding Lead (DSL). In the instance of harmful, sexualised behaviours, the DSL and another member of the safeguarding team will complete an IPRA (individual pupil risk assessment) and the AIM checklist. The DSL and another member of the safeguarding team will recognise, respond and refer incidents/pupils to the Local Authority where necessary, following pattern mapping on the AIM checklist. Outcomes and levels of intervention will be determined based upon types of presenting behaviours. Where abusive/ violent behaviours are identified, safety and support planning will be put into place.

See both Child Protection and Safeguarding 2023/24 policy, KCSIE 2023 and Anti Bullying policy for the school's responsible curriculum delivery.

### Communication and parental/family partnerships

Effective communication and positive parental/family partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to discuss with parents/carers/families.

The behaviour policy is shared with parents/guardians/carers and they are encouraged to share the same aims of the school in promoting good behaviour.

The SLT/DSL will explore extended services and agencies with parent/guardians/carers should there be a need for support within the home environment.

## 5. Responding to behaviour

### Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

## Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and Trackit points.

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.

## Classroom

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom/learning group. It is important that they consider and use different strategies for managing behaviour - see Strategies for managing behaviour (Appendix 1).

**Teachers and support staff will:**
- Create and maintain a stimulating environment that engages pupils.
- Greet pupils in the mornings/at the start of lessons.
- Establish clear routines.
- Display their classroom rules and refer to them when appropriate.
- Develop a positive relationship with pupils.
- Highlight and promote good behaviour.
- Conclude the day positively and start the next day afresh.

## Break and lunchtimes

We expect behaviour at break and lunchtimes to match behaviour in classroom situations. There is to be no tolerance for swearing or being aggressive to another pupil. If these situations occur, the pupil/pupils will be sent to a member of the SLT and will face an internal lunchtime exclusion. In order for restorative practice, the pupil/pupils will discuss the incident with a member of SLT.

The Headteacher will also be informed of any incidences, if not already involved, and will become involved if deemed appropriate. Parents/guardians/carers will also be invited in to discuss the situation.

## Use of reasonable force - it is always to be used as a last resort

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm.

If a member of staff has to physically hold a child the *positive handling policy* will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff and pupils, parent/guardians/carers will also be invited to participate.

Pupils who regularly present challenging physical behaviour will be closely monitored by the SLT. Often, an IPRA (individual pupil risk assessment) will be put into place for these children to help reduce the need for physical intervention and use of reasonable force.

**Off-site misbehaviour**

What the law allows:
At St Bartholomew's, we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the behaviour policy, teachers may discipline pupils when:
- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:
- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any pupil who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other pupils.

**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.

## Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, member of the senior leadership team/safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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

The school will ensure that all incidents of child on child abuse 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.

## Confiscation and searches

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Confiscation
What the law allows:
There are 2 sets of legal provision which allows staff to confiscate items from pupils:
1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:
- Knives and weapons.
- Alcohol.
- Stolen items.
- Fireworks.
- Pornographic images.
- Illegal drugs.
- Tobacco and cigarette papers.
- Vapes.
- 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).

3. Weapons and knives and extreme or child pornography must always be handed over to the police.

If and when an item is confiscated from a pupil, an IPRA (individual pupil risk assessment) may need putting into place for that child to help reduce and control the risk of future incidents.

### Searching a pupil
Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

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

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

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

Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil's co-operation.

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

If they still refuse to co-operate, the member of staff will contact the headteacher/member of senior leadership team/designated safeguarding lead to try and determine why the pupil is refusing to comply.

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

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

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

**Searching pupils' possessions**
Possessions means any items that the pupil has or appears to have control of, including:
- Trays.
- Lockers.
- Bags.

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

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

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

**Informing the designated safeguarding lead (DSL)**
The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk.

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

**Informing parents/guardians/carers**
Parents/guardians/carers 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.

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

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

**Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our safeguarding policy/Leeds Guidelines for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 6. Serious sanctions

**Removal from classrooms**

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

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

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team, and will be removed for a maximum of a day.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so.

The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:
- Meetings with phase leaders or the designated safeguarding lead.
- Use of behaviour mentors.
- Use of behaviour monitoring form.
- Individual pupil risk assessment.
- Pupil support units.
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on Trackit.

### Suspension and permanent exclusions
The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## 7. Responding to misbehaviour from pupils with SEND

### Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

## Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

The senior leadership team (SLT) and 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.

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 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.

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

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

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

**Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Senior Leadership Team, Special Educational Needs Co-ordinator and Behaviour Mentors will work with class teachers to support pupils with challenging behaviour and determine how best to meet their needs.

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

When an acute need is identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/guardians/carers to create the plan and review it on a regular basis.

## 8. Pupil transition

To ensure a smooth transition to the next year, Senior Leaders responsible for phases within school will hold transition meetings with relevant staff.

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.

Information will also be shared for those pupils transferring to other schools, including secondary schools.

## 9. Training

Staff receive training on managing behaviour, including proper use of restraint.  As part of their induction Early Career Teachers (ECTs) receive additional sessions on behaviour management.   Behaviour management will also form part of continuing professional development and staff may receive support to help manage the behaviour of specific children.

## 10. Monitoring arrangements

**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 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.

The data will be analysed every term by the Senior Leadership Team.

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 protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

**Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board/Pupil Support Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the and full governing board/Pupil Support Committee annually.

## 11. Links with other policies

This behaviour policy is linked to the following policies:
- Positive handling policy.
- Anti-bullying policy.
- Child protection and safeguarding policy.

## Strategies for managing behaviour

**What are the possible causes of challenging behaviour in children?**
Knowing what causes challenging behaviour in children is crucial for dealing with it appropriately.

**Some potential causes include:**

- **Health:** does the child have an underlying medical problem that explains their behaviour? If a child is experiencing pain or discomfort then they may be acting out to express this, particularly if they have a problem communicating it.
- **Behavioural difficulties:** conditions like ADHD, autism, and other learning difficulties may make the child unable to handle and express their feelings effectively. Furthermore, if other children leave them out due to these difficulties, it is likely to make their feelings and behaviour worse.
- **Change:** it is worth asking yourself whether the child has been through any big changes recently and whether this is causing them to display challenging behaviour. For example, if they have moved school, their parents have separated, or someone close to them has passed away.
- **Learned behaviour:** the child may have learnt that acting out is how they get what they want, or may have been in an environment where everyone acted in the same way.
- **Home environment:** if the child has a poor home environment, such as frequent arguing, then they may feel like shouting and hostility is the norm. Additionally, if there are parental issues, such as domestic violence, mental health problems, and substance misuse, the child may adopt challenging behaviour as an outlet.
- **Boredom:** challenging behaviour may arise if the student feels bored in class and with their work. Moreover, an unrecognised talent may also result in the behaviour, as students struggle to stay on track with something they already know how to do.
- **Lack of routine:** a lack of routine, often in their home environment, can also create challenging behaviour. For example, late bedtimes and not enough sleep, insufficient support, and no behavioural boundaries.

**Strategies for dealing with challenging behaviour in your classroom**

Whilst you may not necessarily be able to control its causes, you should be aware of some strategies you can use for managing challenging behaviour in the classroom.

**Turn negatives into positives**
Information and commands sink in better when we are told what we should do, rather than what we should not. For example, we react much better to statements like "Thomas, please talk quietly" than "Stop shouting Thomas." Framing your instruction positively, as opposed to negatively, will have much better results.

Furthermore, when a child behaves in a typically 'negative' way, identify their reasons for acting that way instead of just punishing them. Then, discuss alternative ways that they can achieve their desired outcome. For example, if they misbehaved because they wanted attention, establish a turn-taking system where they get plenty of opportunities to speak.

Children will soon learn new behaviours when it helps them get what they want without punishment.

**Teach positive behaviour**
Rather than trying to completely remove unwanted behaviour, you should focus instead on facilitating the behaviour you want. Identify what counts as good behaviour and how you want your class to behave. Then, work on ways to communicate it.
Have a class discussion about positive behaviour and base an activity on it. In doing this, you are getting students involved in a stimulating activity rather than directly telling them what to do, which will have better results.

**Model the behaviour you expect**
Be a positive role model and behave in the same way you expect your students to. For example, if you ask your students to always be on time, make sure you demonstrate good time management. Similarly, if you ask students to be organised, ensure your organisation matches it.

You should also try to be considerate of your students' feelings, just as you want them to be considerate of others'. If you feel an emotion that they feel, such as frustration, act out how you would want them to respond: count to ten and then carry on.

**Establish a Class Code of Conduct**

At the start of a new school year, both you and your students should work together to establish a class code of conduct. Discuss the different types of behaviour that you think are acceptable and unacceptable and how you want students to act towards each other, such as 'treat each other with respect'. Type this up and display it in the classroom so students can always see it.

Involving students in this is important, as it gives them a sense of ownership and in turn a greater commitment to following the code of conduct themselves.

**Communicate well**

Always ensure that you communicate clearly and consistently. The way you phrase your comments can have a big impact on the way children perceive them. For example, you can try to:

- **Preface your requests with 'thank you'.** For example, "Thank you for putting your crisps packet in the bin." This is a closed request and does not give the student any element of doubt to hold onto or argue with.
- **Be specific.** For example, "Hand your homework to me at the start of the lesson on Monday" is much more specific than "Hand your homework in on Monday". In doing this, you have communicated to the student exactly what they should do.

**Recognise good behaviour and achievements**

Most children misbehave from time to time – that is just a fact of childhood. However, they also learn new things and make magnificent progress every day, and that is an achievement in itself. When a child behaves well or completes a good piece of work, make it known. Tell them well done and show the rest of the class how proud you are. In doing so, other children are more likely to behave positively to get a similar reaction.

**Proactively develop relationships**

Take the time to get to know each of your students and build relationships with them. Talk about common interests, open a casual conversation, and always ask them how they are. You could even ask them for advice and recommendations on something, such as "I want to read a new book. Has anyone read any good ones recently?"

**Keep class disruptions minimal**

When you do have to call a student out on their behaviour, ensure you do it in a way that minimises class disruption. Shouting at a student in front of them will likely make them feel embarrassed about their behaviour. As a result, they will likely feel annoyed at you and will not want to listen to what you say next. Instead, use a simple glance or a directed question to let them know that you have recognised their behaviour and there will be further consequences if they continue.

**All children misbehave from time to time, in numerous environments, and for multiple reasons. As long as you have strategies for dealing with challenging behaviour in the classroom, and understand the reasons why it happens, you can handle it effectively and keep class disruption to a minimum.**

| Stage | Behaviour | Rewards | Appendix 2 |
|---|---|---|---|
| <span style="color:green">GREEN</span> | <ul><li>Commitment (working hard)</li><li>Drive & Willpower (100% effort)</li><li>Resilience (never give up)</li><li>Integrity (honesty)</li><li>Ambition (improving on last time)</li><li>Courage (try something new)</li><li>Following instructions</li><li>Patience</li><li>Optimism</li><li>Sat quietly</li><li>Being helpful</li><li>Being kind</li><li>Joining in/contributing well</li><li>Politeness</li><li>Completing homework</li><li>Planner signed</li><li>Reading at home</li><li>Attendance</li><li>Super Star award</li></ul> | <ul><li>Headteacher Weekly Award (Reception to Year 6)</li><li>Trackit trophies presented to the winning class from EYFS/KS1 and KS2. Each class will receive an extra playtime the following week.</li><li>Top class from EYFS/KS1 and KS2 with the most Trackit points at the end of each term will win a 'film celebration event'.</li><li>Two children with the most Trackit points in each class in the Autumn Term will receive a certificate, a letter and a prize.</li><li>Two children with the most Trackit points in each class in the Spring Term will receive a certificate, a letter and a prize.</li><li>Two children with the most Trackit points in each class in the Summer Term will receive a certificate, a letter and a prize.</li><li>Two children with the most Trackit points in each class for the academic year will receive a certificate, a letter and a medal.</li><li>Class teachers/year groups can use additional rewards.</li><li>Headteacher awards and Trackit class winners will be celebrated in the weekly newsletter.</li><li>One Superstar is awarded on Trackit for each lesson.</li></ul> | |

| Stage | Behaviour | Sanctions | |
|---|---|---|---|
| <span style="color:orange">ORANGE</span> | <ul><li>Getting out of seat</li><li>Calling out</li><li>Interrupting teacher</li><li>Interrupting other pupils</li><li>Ignoring instructions</li><li>Distracting other pupils</li><li>Silly noises/behaviour</li><li>Eating sweets/chewing gum</li><li>Throwing pencil/rubber</li><li>Being unkind</li></ul> | <ul><li>Verbal Warning & reminder given: "If this behaviour happens again you will be moved to yellow."</li></ul> | |
| <span style="color:yellow">YELLOW</span> | <ul><li>Not responding to teacher's direct requests/instructions</li><li>Not completing work set</li><li>Being disruptive, preventing others from working</li><li>Inappropriate language – offensive language within the school</li><li>Stealing</li></ul> | <ul><li>Complete unfinished work at break/lunchtime.</li><li>Teacher to speak to child.</li><li>Verbal Warning & reminder given: "If this behaviour happens again you will be moved to red."</li></ul> | |
| <span style="color:red">RED</span> | <ul><li>Persistent disruptive behaviour</li><li>Throwing harmful objects</li><li>Harming someone</li><li>Damaging school/pupil's property</li><li>Refusal to do work</li><li>Continued challenge to authority</li><li>Harmful/offensive name calling</li><li>Leaving classroom without permission</li><li>Fighting (equally to blame)</li><li>Swearing at staff</li></ul> | <ul><li>Member of SLT will respond to a 'red incident' to determine sanctions.</li><li>Timeout from class with member of staff – complete work missed.</li><li>If behaviour happens again – SLT to be involved.</li><li>Contact with parents/guardians/carers by SLT.</li><li>Supervised lunchtime.</li></ul> | |
| <span style="color:red">RED</span> | <ul><li>Dangerous behaviour</li><li>Serious challenge to authority/threatening</li><li>Disruption to whole class learning</li><li>Leaving premises without permission</li><li>Swearing at staff for a second time in the week</li><li>Physical assault to staff/adults</li><li>Bullying</li><li>Racist/homophobic incidents</li><li>Child on child abuse</li><li>Discriminatory language including racial and homophobic</li></ul> | <ul><li>Member of SLT will respond to a 'red incident' to determine sanctions.</li><li>Immediate removal from the classroom/playground.</li><li>Loss of a full day from class.</li><li>Immediate involvement of Headteacher/Deputy Headteacher/Assistant Headteachers.</li><li>Meeting with parents/guardians/carers.</li><li>Report Card for a week.</li><li>Incidents of hate are reported to Leeds City Council.</li></ul> | |