

# Behaviour and restraint policy statement of behaviour principles

St Silas Primary School



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## 1. Aims

Our policy is based on our strong Christian ethos as expressed in our Mission Statement:

**‘Loving God and each other, we work together to be the best that we can be.’**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 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
- Smoking
- 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
  - Pornographic images
  - 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- 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 (see section 13.1)

### 5.3 Teachers and 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
- 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 behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

### 5.5 Pupils

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.

## 6. School behaviour curriculum

The school vision is:

**Loving God and each other**  
**We work together to be the best that we can be**

This vision underpins all aspects of the school culture and relationships. Children are encouraged to be the best that they can be.

Our values are:

**Belonging, Love, Thankfulness and Service**

These values permeate throughout all aspects of our school and link to the aims of the school.

Provide an inclusive education of the highest quality for each and every child.

Foster a life-long love of learning by providing a stimulating, rich, exciting and engaging curriculum tailored to meet individual needs.

Provide a caring and welcoming school based on Christian morals and values that safeguards and promotes the welfare for all.

Foster each child's unique talents and widen each child's horizons, enabling each child to flourish.

Provide opportunities for children to develop their spirituality.

Help children become self-confident and self-reliant, knowing they are loved by God.

Help children develop socially, have a sense of moral values and to have regard for other people's feelings and situations, knowing all people are created in the image of God.

Value and respect all members of the school and wider community and celebrate their efforts and achievements.

Foster a successful partnership with parents, carers, the church and community.

Help children understand the world in which they live and to challenge injustice and inequality.

A St Sllas child will be:

- ▶ Compassionate-committed to service and charity
- ▶ Life Long Learner –curious with a wide range of interests
- ▶ Loving and respectful-loving God and each other
- ▶ Thankful for what God has provided
- ▶ Striving to be the best that they can be
- ▶ Socially aware-ready to challenge injustice locally, nationally and globally

- Confident with a sense of belonging-knowing they are a precious child of God unique, special and precious

Therefore pupils are expected to:

- Show respect to every adult and child in our school and ensure everyone feels like they belong.
- In class, be the best that they can be and ensure that all children and teachers can also be the best that they can be so that quality learning is possible
- Move quietly around the school using fantastic walking - see St Silas Way Transitions
- Be thankful for our building and resources and treat the school buildings and school property with respect
- Wear the correct uniform to create a sense of belonging
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Behave in an orderly and self-controlled way

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

This is summarised for the children in **our school rules**:

**Kind Words**

**Kind Hands**

**Kind Feet**

## 6.1 Mobile phones

Mobile phones are not allowed in school.

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Display a visual timetable
- 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

- Treating the children with respect and dignity eg reprimand in private wherever possible
- Using the Team Stop Signal (See below) as a signal for silence. Freeze can be said at the same time, particularly in areas where it can be difficult for the children to see e.g. dining hall

As a school we will build up positive relationships with pupils using the Establish-Maintain and Restore (EMR) method.

	<b>Establish</b>	<b>Maintain</b>	<b>Restore</b>
<b>Definition</b>	Intentional practices to cultivate a positive relationship with each student (i.e. to build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interaction)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with the student)
<b>Practical Strategies</b>	Set aside a window of time to spend with the student Inquire about the students' interests Communicate positively Open ended questions Affirmations Reflexive listening Validation Reference to the student Deliver constructive feedback wisely	5 to 1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check in Random, special activities	R <sup>3</sup> = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of previous incident and start fresh Communication of care for having the the student Engaging in mutual problem solving

### Team Stop Signal

1. Hold one hand in the air with a flat palm.
2. Scan the room to check every child has responded.

Every child:

- Raises one hand in response
- Checks their partner and others at their table have also raised their hands - gently tapping an arm if necessary
- Looks attentively at you – eyes locked into yours to show they are ready to listen
- Sits up tall, beside their partners.

3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

## 7.2 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.

### 7.3 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 reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.


Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Awarding Family value points on Arbor
- Communicating praise to parents via a phone call or written correspondence, including text messages
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility
- Whole-class or year group rewards, such as a popular activity

#### Whole School Reward System:

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of value family points on Arbor. These rewards on Arbor automatically allocate value family points, progressively more points are given for exceptional behaviour:

Reasons/attributes	 Add
Displaying kindness	+3 stars ▶
fantastic walking	+2 stars ▶
good freezing	+2 stars ▶
Good homework	+2 stars ▶
good work	+2 stars ▶
polite manners	+3 stars ▶
reading at home	+2 stars ▶
Representing School	+4 stars ▶
Showing our values	+4 stars ▶
special recognition	+5 stars ▶

When awarding the reward the member of staff should reinforce the good behaviour e.g. 'You can have one point for collecting the brushes'.

Once awarded, a reward can never be deducted.

A reward can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

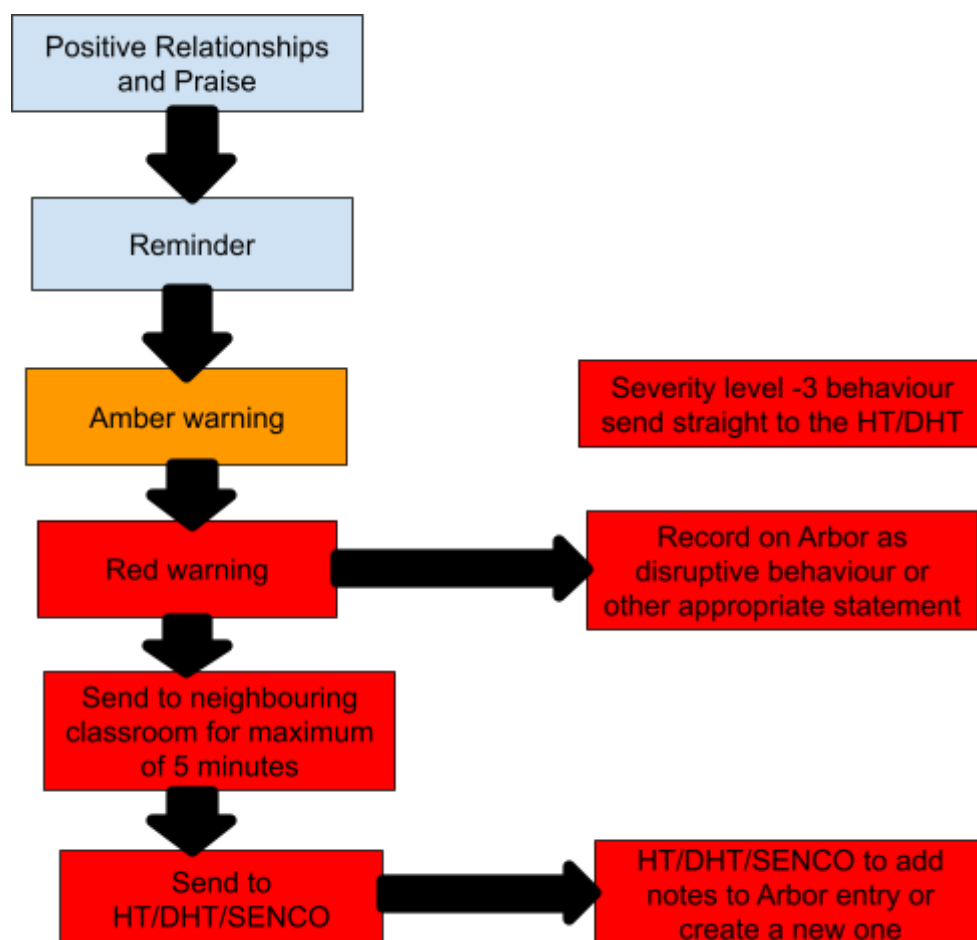
A weekly Silas and Me 'celebration' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of certificates.

A half termly Silas and Me award is given to the child who has displayed all our school values. The children in the class vote for this award.

There are half termly rewards such as an extra playtime for the value family that receives the most value points in a term.

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and follow the following flow chart:



The headteacher will monitor and follow up behaviours recorded on Arbor by teachers.

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

De-escalation techniques can be used to help prevent further behaviour issues arising,.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Misbehaviour will be recorded on Arbor by the class teacher. Serious incidents ( Severity -3) will be sent straight to the HT/DHT and recorded on Arbor by HT/DHT. They may also be recorded on My Concern, if appropriate.

<input type="checkbox"/>	Behaviour Type Name ▼	Severity
<input type="checkbox"/>	<a href="#">Bullying</a>	-3
<input type="checkbox"/>	<a href="#">damaging property</a>	-3
<input type="checkbox"/>	<a href="#">discriminatory behaviour</a>	-3
<input type="checkbox"/>	<a href="#">misuse of the internet</a>	-3
<input type="checkbox"/>	<a href="#">racism</a>	-3
<input type="checkbox"/>	<a href="#">Sexual harassment</a>	-3
<input type="checkbox"/>	<a href="#">stealing</a>	-3
<input type="checkbox"/>	<a href="#">Violent Behaviour towards a child</a>	-3
<input type="checkbox"/>	<a href="#">Violent behaviour towards an adult</a>	-3
<input type="checkbox"/>	<a href="#">Consistent Low Level Dis</a>	-2
<input type="checkbox"/>	<a href="#">Defiance</a>	-2
<input type="checkbox"/>	<a href="#">Inappropriate Language</a>	-1
<input type="checkbox"/>	<a href="#">Unkind Actions</a>	-1
<input type="checkbox"/>	<a href="#">Unkind Words</a>	-1

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour - HT/DHT/SENCO
- Expecting work to be completed at home, or at break or lunchtime
- Sending the pupil out of the class to an agreed place - HT/DHT/SENCO
- Detention at break or lunchtime, or after school - HT/DHT/SENCO

- Loss of privileges – for instance, the loss of a prized responsibility - HT/DHT/SENCO
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract - HT/DHT/SENCO
- Putting a pupil on a behaviour log that is shown to SLT and parents - HT/DHT/SENCO
- Removal of the pupil from the classroom - HT/DHT/SENCO
- Suspension -HT
- Permanent exclusions, in the most serious of circumstances-HT

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

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with 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
- 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.

In the event of a serious incident the teacher/teaching assistant must provide a written record for the Headteacher on My Concern. Details must include:

- The name(s) of the pupil(s) and where the incident took place
- The names of any other staff or pupils that witnessed the incident
- The reason that force was necessary – for example, to prevent injury to the pupil, another pupil or member of staff
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied and for how long
- The pupil response and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to the property
- Parents informed by SLT

## **POLICY FOR THE RESTRAINT OF PUPILS**

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Staff are trained in TEAM TEACH. Teachers can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight    Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It is advisable for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

Some members of staff are trained by Teamteach.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

## **7.6 Searching, screening and confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

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

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation 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 (e.g. on a school-organised trip).

## **7.8 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.

## **7.9 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 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.

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

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

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.

## 7.11 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 consider whether to 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 consider whether to 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 (LADO), 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 child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1 Detention

Pupils can be issued with detentions during break and lunch times.

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

All teachers and teaching assistants covering a class can issue detentions of up to 5 minutes and will be recorded on Arbor appropriately.

Longer detentions are issued by the Headteacher, Deputy headteacher or the Inclusion Manager and will be recorded on Arbor.

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

- Compromise the pupil's safety
- Conflict with a medical appointment

- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Serious incidents are recorded on Arbor by the Headteacher, Deputy Headteacher or SENCO..

## 8.2 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 the headteacher, Deputy headteacher, Inclusion manager or Pupil and Family Wellbeing Worker , and will be removed for a maximum of 30 minutes.

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 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 Pupil and Family Wellbeing Lead for nurture/counselling
- Work with parents
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

SLT will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on Arbor.

## 8.3 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 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. They may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### 9.2 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.

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

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.

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

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

If the school has a concern about the behaviour of a 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.

## **10. 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 Pupil and Family Wellbeing Lead
- A report card with personalised behaviour goals

## **11. Pupil transition**

### **11.1 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.

### **11.2 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.

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour. This may include training on:

- The proper use of restraint -TEAM TEACH
- 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.

The School Business Manager keeps a training log.

## **13. Monitoring arrangements**

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

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom through Arbor and My Concern

- 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 headteacher.

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.

### **13.2 Monitoring this policy**

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

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Inclusion Policy
- Feedback Policy
- Home School Agreement.
- Online Safety
- Whistle Blowing Policy
- Complaints and Disciplinary policy
- Nurture Policy

## **Appendix 1: written statement of behaviour principles**

- 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

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



## Appendix 2: letters to parents about pupil behaviour - templates

### First behaviour letter



St Silas Road  
Blackburn  
BB2 6JP

T: 01254 698447  
E: [stsoffice@cidari.co.uk](mailto:stsoffice@cidari.co.uk)  
W: [www.stsilasprimary.co](http://www.stsilasprimary.co)

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## **Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter



St Silas Road  
Blackburn  
BB2 6JP

T: 01254 698447  
E: [stsoffice@cidari.co.uk](mailto:stsoffice@cidari.co.uk)  
W: [www.stsilasprimary.co](http://www.stsilasprimary.co)

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

**Insert details of how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter



St Silas Road  
Blackburn  
BB2 6JP

T: 01254 698447  
E: [stsoffice@cidari.co.uk](mailto:stsoffice@cidari.co.uk)  
W: [www.stsilasprimary.co.uk](http://www.stsilasprimary.co.uk)

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 3



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We work together to be the best that we can be

### Leading Pupil Culture: The St Silas Way

#### Transitions

##### Transitions around the school building

This example is Year 6 going to and from playtime but the same principles apply to **every** year group and **every** transition. E.g. PE, assembly, music, lunch, play

Children are to be accompanied to the dining hall if your year group goes straight to the dining hall.

Children to be collected from the dining hall if your year group goes straight back to class.

##### What values do you want to come to life in this system?

Belonging  
Love  
Respect  
Dignity  
Inclusion  
Supports our anti-bullying

Purposeful  
Efficient

##### Area of Focus: Playtime transitions(times may vary depending on playtime)

**Time: 10:45am**

##### What is happening?

- Ask children to stop working and stand behind chairs pushed under tables
- Teacher stand at the door
- Send groups at a time to get coats when required
- Line up at the door

**What materials will be needed?**

None

**What will you do if pupils do not engage?**

- Proximity Praise
- Positive reinforcement
- Silent hand signals
- Reminders
- Warning in private
- Follow the behaviour policy

**Time:** 10:46am

**What is happening?**

- Teacher ( i.e. all adults in the classroom) to lead children from the classroom to designated area
- TAs to also walk down with the children at the back of the line. If there is more than one TA spread out along the line.
- All adults in the classroom walk the children to the designated space.
- Identified children to walk with designated adults-split certain children from others
- Children walk on the left hand side around the school in single file including down the stairs
- Bannisters to be used
- Teachers to remain in the playground until duty staff arrive in the playground

**What materials will be needed?**

- None

**What will you do if pupils do not engage?**

- Proximity praise
- Positive reinforcement
- Silent hand signals
- Reminder fantastic walking
- Warning in private
- Follow the behaviour policy

**Time:** 11:00am

**What is happening?**

- End of playtime- see PSt Silas Way-Playtimes

**Time:**11.01

**What is happening?** (Be detailed and specific. What are leaders, teachers and pupils doing?)

- Teacher and TA to lead children from the designated area
- Identified children to walk with designated adults
- Children walk on the left hand side around the school in single file
- Bannisters to be used
- Teacher stands at the door and greets the children into the classroom .
- Teacher to continue to supervise children already in the classroom.
- Teacher walks to the front and starts the lesson when all the children are sitting.

**What materials will be needed?**

None

**What will you do if pupils do not engage?**

- Proximity praise
- Positive reinforcement
- Silent hand signals
- Reminder fantastic walking
- Warning in private
- Follow the behaviour policy



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## Leading Pupil Culture: The St Silas Way

### Playtimes

Playtimes
<p>This example can be applied to both morning/afternoon playtime and lunchtime. At lunchtime with the BRFC the activities will be designed and led by the coach but the behaviour system remains the same.</p>
What values do you want to come to life in this system?
<p>Belonging Love Respect Dignity Inclusion Supports our anti-bullying</p>

Area of Focus: Playtime
<p><b>Time: start of playtime</b></p>
<p><b>What is happening?</b></p> <ul style="list-style-type: none"> <li>• Children are escorted to playtime using the St Silas Way-transition</li> <li>• Staff members have selected the equipment to be used and have arranged it so it is accessible to the children. Ideally a TA/SSA will leave the lesson a few minutes before the start of play to set up. If this is not possible it will be done by the first member of staff to arrive. Playleaders may also help but must not go into the outdoor store.</li> <li>• The appropriate number of balls e.g. one for basketball and one for football are available.</li> <li>• The outdoor store is locked and not available to children.</li> <li>• Staff members interact with the children and do not stand together talking.</li> </ul> <p><b>What materials will be needed?</b> Playtime equipment-balls, sliders, balance boards, space hoppers, etc. Whistle High vis jackets worn by staff</p> <p><b>What will you do if pupils do not engage?</b></p> <ul style="list-style-type: none"> <li>• Remind the children they have not to enter the outdoor store.</li> <li>• Positive reinforcement of good behaviours</li> </ul>
<p><b>Time: Playtime</b></p>
<p><b>What is happening?</b></p>

- Children play with the equipment
- Children eating a snack need to stand still until they have finished eating.
- All rubbish, including fruit, is put into a bin. Staff members supervise this.
- Staff members stand in different areas ensuring all areas of the playground can be seen.
- Staff members interact with the children, building positive relationships.
- Playleaders and staff members organise games for the children to play.
- Staff members continuously scan the playground to ensure all children are playing happily.
- Staff members and play leaders encourage children who are on their own to join in with a game.
- Staff members are proactive and prevent misbehaviours arising by anticipating issues and intervening before a misbehaviour occurs.

**What materials will be needed?**

- Playtime equipment-balls, sliders,balance boards, space hoppers, etc.
- Whistle

**What will you do if pupils do not engage?**

- Proximity praise
- Positive reinforcement
- Silent hand signals
- Reminders
- Warning in private-take the child to one side and use a quiet voice
- If the misbehaviour continues, stand the child to one side for 5 minutes.
- If the misbehaviour continues, send the child to Headteacher,Deputyheadteacher or the Inclusion Manager. If this is not possible send a child e.g. playleader to the office who will inform the HT,DHT or IM.

**Time: End of playtime**

**What is happening?**

- Member of staff blows a short whistle once when they see other members of staff arriving for transition
- The children tidy away the equipment..
- Members of staff ensure litter is picked up and the playground is tidy.
- Member of staff blows a longer whistle.
- Children freeze.
- Children walk to the member of staff who is escorting them in their transition.
- Member of staff on duty leads their class back when all the other classes have been escorted from the playground.

On Tuesdays and Thursdays some classes will be going in early at 12.30. Blow the whistle so the children freeze and then say the classes that have to return to class.Ensure all children in these classes have heard and go in on time. The other children can then start to play again .

**What materials will be needed?**

Whistle

**What will you do if pupils do not engage?**

- Proximity praise
- Positive reinforcement
- Reminder
- Silent hand signals

- Warning in private
- If the misbehaviour continues all members of staff can issue a consequence of standing out for the first 5 minutes of the following playtime.
- If the misbehaviour continues send to HT,DHT or IM.



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**Leading Pupil Culture:  
The St Silas Way**

**Lunchtimes**

**Lunch times**

The aim is for a calm family lunchtime. The children sit at tables talking to each other as a family would sit around a dining table.

They have fixed tables in their classes which are mixed boys and girls. These tables change **half termly**. This is to encourage children to socialise with people they may not normally socialise with. This will help develop their self esteem and build a sense of family and belonging. It also helps new children integrate.

Class teachers are responsible for the seating plan and give a copy to the welfare staff.

**What values do you want to come to life in this system?**

Belonging  
Love  
Respect  
Dignity  
Inclusion  
Supports our anti-bullying  
Confidence  
Integration of new pupils  
Equality

**Area of Focus: Lunchtime in the dining hall**

**Time: lunchtime**

**What is happening?**

- Children are escorted to lunchtime using the St Silas Way-transition
- Children walk into the dining room and sit at their allocated table.
- Children talk to each other. Welfare/TA encourage this by also talking with the children to build positive relationships.
- A member of welfare(W1) directs one table at a time to go and get their dinner. This is done in a different order each day to ensure no table is always waiting a long time. Occasionally meal choice is more limited at the end of a sitting and this must not be the same children all the time.
- Kitchen staff and welfare (W1) remind the children to be polite when selecting their lunch. Remind them to say please and thank you.
- Other members of the welfare/TA circulate around the dining hall. Ensuring all areas of the dining hall including under the stairs can be seen at all times.
- Children are encouraged to wait until their playtime to go to the toilet or to wash their hands after eating to prevent unnecessary movement. Obviously if they need the toilet they can use it.

- Children remain seated whilst everyone finishes their meal. This is good manners and reinforces the family lunchtime.
- As children finish their school lunch they take their tray to the kitchen staff for cleaning and then go back to their table and sit.

**What materials will be needed?**

- Stickers for being polite, helpful, kind

**What will you do if pupils do not engage?**

- Proximity praise
- Positive reinforcement
- Reminder
- Silent hand signals
- Warning in private-take the child to one side and calmly explain the misbehaviour and the expectations. Treat the child with respect and dignity.
- Listen to the child to ensure you understand the situation fully and are not having preconceived ideas.
- If the misbehaviour continues send to HT, DHT or IM, if they are not already in the dining hall.

**Time: End of Lunch time**

**What is happening?**

- Use the hand team Stop Signal and say freeze. Ensure all members of staff are distributed through the dining hall so all areas can be seen easily e.g. under the stairs and the signal reinforced.
- Ask the children to check under their tables for rubbish and to tidy up.
- When all tables are quiet, one member of staff directs the children one table at a time to leave the dining hall. The children stand up and put their chairs under the table before leaving. See the St Silas Way transition above. The last sitting will stack the chairs instead of putting them under the table.

**What materials will be needed?**

- Stickers for being polite, helpful, kind

**What will you do if pupils do not engage?**

- Proximity praise
- Positive reinforcement
- Reminder
- Silent hand signals
- Warning in private-take the child to one side and calmly explain the misbehaviour and the expectations. Treat the child with respect and dignity.
- Listen to the child to ensure you understand the situation fully and are not having preconceived ideas.
- If the misbehaviour continues send to HT,DHT or IM, if they are not already there.