Thrunscoe Primary and Nursery Academy

Behaviour Policy
and Statement of Behaviour Principles

Policy date:	September 2024
Approved by the headteacher: September 2024	
Last reviewed on:	August 2024
Next review due by:	August 2025

Contents

1. Aims & Academy behaviour statement and behaviour principles

This policy aims to provide a **simple, consistent approach** to behaviour management for all pupils and to explain our **behaviour principles** so that all stakeholders have a clear understanding of:

- what we define to be unacceptable behaviour, including bullying and discrimination, at Thrunscoe;

- **how pupils are expected to behave at** Thrunscoe to reflect the values of the Academy;

- the **roles and responsibilities** of different people, related to behaviour management, at Thrunscoe;

- our system of **rewards and sanctions** at Thrunscoe.

At Thrunscoe Primary & Nursery Academy we follow one overarching rule, linked specifically to our vision and values, so that we can SHINE, be happy and be safe:

THE 'THRUNSCOE RULE':

So that we can 'ALL SHINE', the words and actions we use will not disrupt, upset, annoy or harm others.

Following one rule provides a simple message of expectation that:

- Can be easily understood by all pupils, parents and staff;

- Can be easily and consistently implemented on a day to day basis;

- Provides complete transparency of our decision making related to rewards and sanctions.

These high expectations of behaviour, combined with the friendly and supportive ethos of the academy, help to provide an environment where everyone can feel happy and safe and in turn be able to learn and work most effectively.

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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, staff and parents / carers

- The suspensions and exclusions will only be used as a last resort

- Pupils are helped to take responsibility for their actions

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

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

2. 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 2024

- Searching, screening and confiscation: advice for schools 2022

- The Equality Act 2010

- Keeping Children Safe in Education 2023

- 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

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 to learning, staff and other pupils

- Inappropriate clothing whilst on-site or when off-site representing the Academy

- Bringing items in from home such as playing cards, toys, soft toys, 'fidgets' etc. where permission has not been sought and granted.

Serious misbehaviour is defined as:

- Repeated breaches of the academy 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:

  o Mobile Phones (when permission has not been sought and agreed)

  o Knives or weapons

  o Alcohol

  o Illegal drugs

  o Stolen items

  o Tobacco and cigarette papers / vapes

  o Fireworks

  o Pornographic images

  o 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)

NB: It is important to state that these behaviours could also be an alert to potential safeguarding issues. All such issues are recorded on CPOMs by staff and DSL / Deputy DSLs informed.

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupils' 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 (link)
All staff are up to date with Safeguarding Training ('Keeping Children Safe in Education'. September 2024).

4. Bullying

Bullying is defined as 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: - Racial - Faith-based - Gendered (sexist) - Homophobic/biphobic - Transphobic - Disability based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or 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)

Details of our academy's approach to preventing and addressing bullying are set out in our **ANTI-BULLYING POLICY.**

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 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 promptly and 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 the impact of 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

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

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, while continuing to work in partnership with the school

- Take part in the life of the school and its culture

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 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

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. Academy Behaviour Curriculum

The following contribute to creating and reinforcing a positive and supportive culture for OUR pupils to '**SHINE**':
- Assemblies (including celebration assembly / VOTES4SCHOOLS etc)
- JIGSAW PSHE curriculum
- WORRY MONSTERS pupil self-referral for support
- Academy pupil council
- Pupil / parent / staff surveys
- Well-being pupil champions
- Broad and balanced curriculum
- Extra-curricular provision
- Pastoral support
- SEND support
- Positive behaviour support plans
- Attendance rewards
- Pupil prefects
- Transition support
- SHINE room

S - SKILLS AND KNOWLEDGE:
- using what you have learned to improve work and support others in their learning
- Give our very best in all we do at the Academy

H – HONESTY AND OPENNESS:
- Be honest

- Be truthful
- Be trustworthy

I – INITIATIVE:
- Motivation to solve problems
- Going further than is expected with your work; in your class; in the academy; in the community

N – 'NEVER GIVE UP ATTITUDE' AND 'BOUNCE BACK ABILITY':
- Participating fully in all that you do at the Academy and beyond ('I can' not 'I can't);
- Dealing with problems positively
- Accept sanctions when given

E – EMPATHY AND COMPASSION:
- Have good manners

- Be polite

- Help and look after others

- Walk and line up sensibly and quietly around the Academy

- Make sure our hands, feet and words are always kind

- Show respect for people and property

- Share and include everyone in what we do

- Keep our academy and areas of the community clean and tidy.

7. Responding to behaviour

At Thrunscoe Primary & Nursery Academy we follow one overarching rule, linked specifically to our vision and values, so that we can SHINE, be happy and be safe:

THE 'THRUNSCOE RULE':

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Following one rule provides a simple message of expectation that:

- Can be easily understood by all pupils, parents and staff;
- Can be easily and consistently implemented on a day to day basis;
- Provides complete transparency of our decision making related to rewards and sanctions.

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the THRUNSCOE RULE and NICER approach
- Display the THRUNSCOE SHINE VALUES
- Develop a positive relationship with pupils, which include:
    - o Greeting pupils in the morning/at the start of lessons
    - o Establishing clear routines
    - o Communicating expectations of behaviour in ways other than verbally (modelling)
    - o Highlighting and promoting good behaviour
    - o Concluding the day positively and starting the next day afresh
    - o Use the 'NICER' approach to deal with misbehaviour
    - o Using positive reinforcement / proximity praise

7.2 Safeguarding

The Academy 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 the following and staff are expected to state what aspect of the Academy joint vision has been demonstrated and rewarded:

- House Team System – including House Team Points and associated rewards and special privileges / rewards short, medium and long term

- Verbal Praise (including proximity praise)

- Stickers

- 'Star of the week' certificates to be awarded in a weekly Celebration Assembly for demonstrating the specific qualities of the ACADEMY VISION.

- 'Headteacher Weekly Certificate' for outstanding contribution within the Academy, against the specific qualities of the ACADEMY VISION, and to be awarded in a weekly Celebration Assembly.

- Phone calls, texts, notes to parents / carers

- Positions of responsibility - Prefect status

7.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour immediately 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, including the use of pre-arranged scripts and phrases, 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.

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 linked to the THRUNSCOE **'NICER'** APPROACH **(SEE APPENDIX 6)**

- A firm, stern, controlled verbal reprimand and reminder of the expectations of behaviour

- Sending the pupil out of the class (ie consider actions / breather)

- Setting of written tasks such as a reflection of their behaviour (restorative) / completing incomplete work due to refusal

- Expecting work to be completed at break or lunchtime

- Loss of privileges – for instance, the loss of a prized responsibility

- Referring the pupil to a senior member of staff

- Letter or phone call home to parents/carers

- Removal of the pupil from the classroom

- Partner class – 15 minutes

- Suspension

- Permanent exclusion, in the most serious of circumstances

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.

As an academy we have a clear understanding how behaviour is linked to a pupils' current state of wellbeing. Therefore, as part of our behaviour management we provide pupils with self-referral opportunities to seek support at times of concern / crisis via the worry monster / JIGSAW circle time sessions / access to well-being mentors. Access to the latter can also be requested by staff via behaviour referral forms.

7.5 Reasonable Force (Positive Handling using Team Teach)

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:

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 in accordance with the Academy's 'Positive Handling Policy', using TEAM TEACH strategies trained in.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers using the 'TEAM TEACH MONITORING BOOK' (situated in office) and referred to in an associated CPOMS entry;
- Where appropriate, to be included in a 'Positive Behaviour Support Plan' and agreed with parents.

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

7.6 Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. **Please refer to our academy's Confiscation and Searches Policy.**

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. 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 academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Sanctions will only be given out on academy 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 academy monitors pupils' online activity using online filtering and monitoring software to keep tabs on what sites pupils are visiting or trying to visit in accordance with <u>Keeping Children Safe in Education 2024</u>

The academy 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 academy

- It adversely affects the reputation of the academy

- The pupil is identifiable as a member of the academy

Sanctions will only be given out on academy 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 academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy 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 academy will not interfere with any police action taken. However, the academy 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 Academy 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 Academy's response will be:

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

The Academy 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 **(See appendix 7)**
- Carrying out risk assessments **(See Appendix 8),** 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 accusation against a member of staff and that accusation is shown to have been malicious, the Academy 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 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 Academy will also consider the pastoral needs of the pupil and the staff accused of misconduct.

Please refer to our 'Safeguarding / Child protection policy' for statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

8. Serious Sanctions

8.1 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. This education will be 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 SENIOR member of staff and will be removed for a maximum of 15 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 it is appropriate and safe to do so. The Academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/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 WELL-BEING MENTORS & PARENTS / CARERS

- ACADEMY / HOME communication booklet

- Use of teaching assistants

- Short-term behaviour report cards

- Long-term behaviour plans (PBSP)

- Pupil support units (BAC)

- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log (CPOMS), along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The Academy 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 Academy 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

Approaches to anticipating and removing triggers of misbehaviour below.

- 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 well-being room) 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 consider whether:

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

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

The Academy will then assess whether 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

Our academy's Special Educational Needs Co-ordinators (SENDCOs) will work alongside the academy's Behaviour Lead to evaluate any 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 co-operate 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 matter. 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 the pupil to understand how to improve their behaviour and meet the expectations of the school.

Strategies for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension:

- Reintegration meetings with pupil / parent / carer
- Academy / Home communication booklet
- Daily contact with the well-being mentors / SLT member
- A report card with personalised behaviour goals
- Adapting seating arrangement in class

11. Pupil transition

- 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.
- 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 and pupil well-being (social / emotional) 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 on behaviour issues may also be shared with new settings for those pupils transferring to other academies.

12. Training

- Our staff are provided with training on managing behaviour, including proper use of restraint ('TEAM TEACH'), as part of their induction process.
- Behaviour management will also form part of continuing professional development.
- Sharing of SEND / SEMH needs – EHC / medical information where relevant.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The Academy will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusions and suspensions

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

- Incidents of searching, screening and confiscation

- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half by the BEHAVIOUR LEAD

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

- At academy level

- By age group

- At the level of individual members of staff

- By time of day/week/term

- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher, Behaviour Lead and full Governing Body every academic year. At each review, the policy will be approved by the Headteacher and full Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Positive Handling Policy

- Anti-Bullying Policy

- Safeguarding Policy

- Emotional Health and Well-Being Policy.

APPENDIX 1 – ACADEMY VISION AND MISSION STATEMENTS:

Our motto:
'Let Children Shine'

Our vision:
To teach all our children HOW to SHINE so that they can lead a successful, productive, safe and happy life (tomorrow).

Our Mission:
To provide high quality learning experiences daily that develop all of our children's personal SHINE (today):

S - Skills and knowledge - so they can be succeed academically and lead a successful and productive life;

H - Honesty and openness - so they can build positive well-being and lead a happy and safe life;

I - Initiative - so they become motivated, proud, problem solvers with a desire to do their very best at all times

N - Never give up attitude and bounce back ability - so they can learn from mistakes / difficulties, move forwards positively and flourish in an ever-changing world.

E - Empathy and compassion - so they can build understanding of others' opinions and needs in order to develop healthy and supportive relationships.

APPENDIX 2: CPOMS BEHAVIOUR LOGGING

APPENDIX 3: TEACHER REFERRAL FORM

Within the screenshot, the document shows:

THRUNSCOE PRIMARY ACADEMY
BEHAVIOUR CONCERN REFERRAL

Name of pupil:		Gender:	
Teacher		Year and class:	
SEN status:		Attendance to date:	
Other Agency involvement:			

Classteacher – TICK whether the following four measures are satisfactory	Academic Progress	YES		NO	
	Behaviour	YES		NO	
	Social Interaction	YES		NO	
	Engagement in learning	YES		NO	

CHILD STRENGTHS
Outline the strengths of the child and areas where progress has been made:

CHILD INTERESTS
Outline the key interests that the child possesses

CONCERNS
Outline the key areas of concern regarding the child's social emotional and /or behavioural difficulties:

BEHAVIOUR STRATEGIES AND IMPACT Outline strategies you have implemented, or are currently implementing, to address the social, emotional and or behaviour difficulties listed above and describe impact:	STRATEGY	DURATION	EVALUATION

COMMUNICATION
Have you raised your concerns with parents / SENCO and what was the outcome?

EXPECTATIONS
Outline your expectations in submitting this referral

DATE OF CONCERN REFERRAL: _____

TEACHER – PRINT NAME: _____

TEACHER – SIGNATURE: _____

THRUNSCOE PRIMARY ACADEMY
BEHAVIOUR CONCERN REFERRAL

THIS SECTION IS TO BE COMPLETED BY BEHAVIOUR LEAD			
DATE	SUGGESTED STEPS FORWARD	RESPONSIBILITY	TIMEFRAME
COMPLETED BY		ROLE	

APPENDIX 4: POSITIVE BEHAVIOUR SUPPORT PLANS (PBSP)

Thrunscoe Primary Academy
Positive Behaviour Support Plan
(including Risk Assessment)

POSITIVE BEHAVIOUR SUPPORT PLAN

Pupil name: Class: Year Group:
Plan Number:

Date of birth:
Medical conditions/needs:
Staff working with the pupil:
Date plan starts:
Date of next review:

Reason for the PBSP:.

IDENTIFICATION AND ASSESSMENT OF RISK

Challenging behaviour
What does it look like?

What triggers it?

Who is affected by the risk?

When and where does the risk arise?

If the risk arises who is likely to be injured or hurt?

RISK REDUCTION OPTIONS

MEASURES	POSSIBLE OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

PUPIL ANALYSIS

Skills and talents	Achievements
Likes	Dislikes

Thrunscoe Primary Academy
Positive Behaviour Support Plan
(including Risk Assessment)

AGREED POSITIVE BEHAVIOUR SUPPORT PLAN

Targets
What are we working towards?

Proactive Interventions to support positive behaviour (PREVENT RISKS)
- *How do we maintain positive behaviour?*
- *Phrases to use:*
  Script at start of a task and through the journey of refusal:
- *Rewards, motivators*

Early Interventions to manage behaviour (MANAGE RISKS)
- *How do we prevent an incident?*
- *What to look out for*
- *How to respond (reminders, alternative environment):*

Reactive Interventions to respond to challenging behaviour (RESPOND TO RISKS)
- *How do we diffuse the situation?*
- *What to do and what not to do*
- *Phrases to use*
- *Calming techniques*
- *Positive Handling*
- *At what stage should another member of staff be informed? Who should this be?*

Support after an incident
How do we help the pupil reflect and learn from the incident?

Agreement:

Parent name	Staff name
Parent signature	Staff signature
Date	Date

Thrunscoe Primary Academy
Positive Behaviour Support Plan
(including Risk Assessment)

EVALUATION OF POSITIVE BEHAVIOUR SUPPORT PLAN

Date of evaluation:

Persons present & role:

EVALUATION

Measures set out	Effectiveness in supporting the child	Impact on behaviour
Proactive interventions to prevent risk		
Early interventions to manage risk		
Reactive interventions to respond to adverse outcomes		
Parental comments:		
Pupil comments:		
Outside agencies comments:		
Next steps: Detail any changes to provision:	*Proactive interventions:* *Early interventions:* *Reactive interventions:*	

EVALUATION AGREEMENT

Parent name:	Staff lead name:
Parent signature:	Staff lead signature:
Date:	Date:

APPENDIX 5: REWARDS

Rewards:

- House teams - these are linked to Ancient Greek star constellations to tie in with the Academy emblem of the STAR (Taurus (The Bulls) / Aquila (The Eagles) / Scorpius (The Scorpions) / Draco (The Dragons);

- The Academy VISION / MISSION is tied to the Academy motto of SHINE – all stakeholders were consulted via MICROSFT FORMS.

- Houses have a HEAD OF HOUSE– these will be the phase leads (EA / KH / AR / MH);

- Classteachers will place pupils equally into the 4 houses ensuring a balance of gender, ability, behaviour, sporting ability.

- 2 x Y6 pupils (Boy / Girl) will be chosen for each House as 'HOUSE CAPTAINS'. These must be applied for, an interview undertaken and chosen by the Headteacher.

- Houses used for Sports Day, inter-house sports, inter-house maths quiz, inter-house spelling bee;

- House points will be used for individual GOLD / SILVER / BRONZE certificates and combined team awards and rewards;

- House points will be given (any time of the day) for displaying the qualities and values expressed through the Academy shared VISION only – SHINE!

- House teams will receive rewards – weekly recognition at an assembly, termly treat, end of year party / event.

- Celebration assembly based on VISION values and expectations (SHINE)

- House points **CAN NOT BE REMOVED** from pupils, as a sanction, once earned.

- Pupils can earn an extra afternoon break (10 mins) for displaying correct behaviours, this replaces end of week GOLDEN TIME.

- Anyone who does not read at home, provision should be made to hear them read within class at a time convenient to the class teacher.

APPENDIX 6 – N.I.C.E.R approach to misbehaviour

At Thrunscoe Primary & Nursery Academy we follow one overarching rule, linked specifically to our vision and values, so that we can SHINE, be happy and be safe:

THE 'THRUNSCOE RULE':

So that we can 'ALL SHINE', the words and actions we use will not disrupt, upset, annoy or harm others.

Disrupt - not following instructions / shouting out /not walking quietly in corridors /distraction of others whilst they are learning / not raising hand when providing an answer

Upset – using unkind words /using unkind actions / not paying attention during teaching and learning / refusal

Annoy - shouting out / distraction of others whilst they are learning / commenting negatively on others / talking at inappropriate times when it time to learn

Harm- physically /emotionally / bullying / harmful sexualised behaviour

N.I.C.E.R approach to behaviour management – clarify what we know to be negative behaviours, develop our pupils' understanding of cause and effect and clarify how to rectify negative behaviours in future.

NEGATIVE BEHAVIOUR (intentional & harmful)

IMPACT

CONSEQUENCE

ESCALATION & OUTCOME

REQUIRED BEHAVIOUR NEXT TIME

NEGATIVE BEHAVIOUR – INTENTIONAL & HARMFUL	**I**MPACT	**C**ONSEQUENCE	**E**SCALATION & OUTCOMES	**R**EQUIRED BEHAVIOUR NEXT TIME
Intentionally shouting out to disrupt, annoy and upset	Interrupts learning, teaching and upsets staff and pupils	Verbal warning and state expectation	1) Continuation will result in full break time loss or part lunchtime loss (task to be completed) parent / carers to informed and recorded on CPOMS 2) Partner class 15 mins to complete work and parent / carer informed & recorded on CPOMS 3) Referral to Headteacher, parent / carer informed and recorded on CPOMS	Put hand up and wait to be asked to share answer / opinion / concerns
Intentionally not following:	Delays teaching, learning and	Verbal warning and re-state	1) Continuation will result in full break time loss or part	Follow instructions

*instructions ie facing the front / task requirements etc *delaying following instructions *refusal *Answering back *Non – completion of work	upsets staff and pupils	instructions / expectations		lunchtime loss (task to be completed) parent / carers to informed and recorded on CPOMS 2) Partner class 15 mins to complete work and parent / carer informed & recorded on CPOMS 3) Referral to Headteacher, parent / carer informed and recorded on CPOMS	quickly, be ready to learn, ask for help if don't understand the work expectations
Intentionally making silly noises to disrupt, annoy and upset	Delays teaching, learning and upsets staff and pupils	Verbal warning and re-state expectation	1) Continuation will result in full break time loss or part lunchtime loss (task to be completed) parent / carers to informed and recorded on CPOMS 2) Partner class 15 mins to complete work and parent / carer informed & recorded on CPOMS 3) Referral to Headteacher, parent / carer informed and recorded on CPOMS		Listen during teaching / learning and put up hand if you wish to share an answer / concern
Intentionally throwing equipment / solid items at others	Delays teaching, learning and harms others physically and emotionally	Re-state expectation and apply Immediate full break time loss or part lunchtime loss, parent / carer contact and record on CPOMS	1) Referral to headteacher		Resources to be used correctly and safely
Intentional unkind words (insults / swearing / racial / sexual / goading)	Harms others emotionally and causes upset	Immediate full break time loss or part lunchtime loss, parent / carer contact and record on CPOMS	1) Referral to headteacher		Keep unkind thoughts to self / speak to an adult
Intentional unkind actions (hitting / kicking / rude signs / goading / spitting / pushing / tripping etc)	Harms others physically and causes upset	Immediate full break time loss or part lunchtime loss, parent / carer contact and record on CPOMS	1) Referral to headteacher		Keep hands and feet to self / speak to an adult
Noisy when moving around the academy	Interrupts learning and can lead to accidents due to non-focus	Verbal warning and re-state expectation	1) Continuation will result in full or part break time / lunchtime loss 2) Parental contact for repeated incidents 3) Referral to Headteacher		Move quickly and quietly as you move around the academy / walk in single file to and from PE / ASSEMBLIES / lunch / computing

NB: In line with section 9 of this policy, when considering a behavioural sanction for a pupil with SEND, the Academy will consider whether:

- *The pupil was unable to understand the rule or instruction*

- *The pupil was unable to act differently at the time as a result of their SEND*

- *The pupil was likely to behave aggressively due to their particular SEND*

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

NOTE: House team points WILL NOT be removed as a sanction imposed on a pupil. A whole class will not be punished (ie blanket kept in at break / blanket not earning break time) for the behaviour of several pupils.

Partner classes:

Early Years (JM) to Early Years (EA)
Early Years (EA) to Early Years (JM)

Year 1/2 –
Hera to Zeus
Zeus to Poseidon
Poseidon to Hera

Year 3/4 –
Aphrodite to Icarus
Icarus to Hermes
Hermes to Aphrodite

Year 5/6 –
Artemis to Theseus
Theseus to Achilles
Achilles to Artemis

Teachers may choose to direct a pupil to a Senior Leader's classroom, rather than their partner class, should they feel that necessary and be of most benefit to the pupil at that time.

Child-on-child sexual abuse: what to do if a child makes a disclosure

Make sure you understand and follow our child protection policy and procedures for dealing with child-on-child sexual abuse. If you have any concerns about a child's welfare, act on them immediately – don't wait for a disclosure.

✔ Ask the child outright if they've been harmed and what the nature of the harm was

✔ Listen and reassure them that they will be supported and kept safe

✔ Reflect back, using their language

✔ Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

✔ Remember that:
  - This may only be the first incident the child has reported
  - Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse

✔ Make a written record as soon as possible, stating only the facts

✔ Tell our designated safeguarding lead (DSL) urgently:

  Mr S. Bate (Headteacher) / Kerry Allen (DSL)

✔ Where appropriate, take action yourself:
  - If the child is in immediate danger or at risk of harm, make a referral to children's social care
  - If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element
  - Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart, including both before and after school

✘ Dismiss the incident as 'banter', 'part of growing up' or 'having a laugh'

✘ Ask leading questions

✘ Promise total confidentiality – explain who you will need to tell and why

✘ View photos or videos of a sexual nature
  - If you do so by accident or think you might need to in order to deal with the issue effectively, talk to our DSL

✘ Take notes while the child is talking, if at all possible

✘ Tell anyone about the disclosure unless they need to know in order to progress it

Key definitions

Child-on-child sexual abuse: when a child (anyone under the age of 18) commits an act of sexual violence or harassment against another child

Sexual violence: rape, assault by penetration, or sexual assault (intentional sexual touching)

Sexual harassment: unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting

Upskirting: taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm

Sexual activity is an offence if:
  - Person B (the victim) does not consent
  - Person A (the perpetrator) does not reasonably believe that Person B consents

Someone consents if they:
  - Agree by choice
  - Have the freedom and capacity to choose

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APPENDIX 8: CHILD - ON - CHILD SEXUAL ABUSE – RISK ASSESSMENT

REPORT

Child-on-child sexual abuse: risk and needs assessment and version record

Use this template to help you:

> Assess the risks to the children involved in an incident of child-on-child sexual abuse

> Meet the recommendations set out in paragraphs 441 to 447 of Keeping Children Safe in Education (KCSIE).

We developed this template with Ann Marie Christian.

How to use this template

(1) We've used "Child A" and "Child B" to signify the children involved, rather than saying "victim" and "alleged perpetrator(s)". This is because you should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

(2) Consider each question/consideration from the perspective of both pupils, and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.

(3) Work with your local multi-agency safeguarding team (MAST) when conducting this risk assessment, and update it in response to any advice they provide. Some of the prompts may require input from other MAST agencies. Add specific questions and considerations based on the nature of each incident and on the advice provided.

(4) Keep track of the changes you make:

- Create a new copy of the document
- Update the version number at the top of the risk assessment
- Record what has changed in the update log (at the end of the document)
- Save the most recent version of the risk assessment in the appropriate places (for example, the child's safeguarding file)

(5) This should be a living document – you may need to update it as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the MAST, or information from the police and children's social care.

Risk assessment – version [number]

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Details of the incident Record details of the incident from the point of view of both children	• How serious is the incident? Was it a crime? • Were there any other victims? [If yes, add extra columns for each other child] • Do we need to make arrangements to limit contact between the children involved, other than keeping them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation?			Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents	

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Social risks	• Do the children share a peer group? Are people in their friend group likely to take sides? • Do they both attend your school? • Do other people know about the incident? Do those people understand: 　o Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing 　o The importance of confidentiality 　o If, and how, they may need to be involved in any further investigations • Are they likely to be the subject of gossip, bullying or further harassment? • Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? • Do they risk being alienated from their friend group(s) as a result of this incident?				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	• Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff? • Is either party at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) on school transport? How can we provide support here?				

Environmental risks	• Do they live in a home where violence or abuse has occurred?
	• Do they live in or near an area or location known to police to be high risk for sexual harassment or assault?
	• Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?
	• What activities do they take part in outside of school?
	• Are parents clear about:
	    o How the school (and partner agencies) are handling the incident?
	    o Confidentiality?
	    o The conduct expected of them while an investigation is ongoing?				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g. "Updated lunchtime arrangements"	E.g. "Feedback from Child A"	