

# Wenlock CE Academy



## Behaviour for Learning Policy

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| Person Responsible:       | O Burke, T Clark |
| Ratified by:              |                  |

Wenlock CE Academy is committed to safeguarding and promoting the welfare of our pupils and expects all staff, volunteers and visitors to uphold this commitment.

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## Statement of intent & Vision

The vision at Wenlock CE Academy (WCEA) is:

‘With God’s love, we are lights for the world’

‘With God’s love in our hearts, we are eager to reach our goals and stretch our limitless imaginations to build our futures and create aspiring leaders. Everyone is welcomed and respected for their unique contributions as we flourish and grow. Our Christian values help us to keep safe, go above and beyond to build the foundations that shape our school.’

Our school rules are clear and consistent in aspects of school life;

### **Be Eager, Be Respectful, Be Safe**

Wenlock CE Academy (WCEA) believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviours.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and families
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

We are committed to the fostering of good attitudes and the development and maintenance of good manners and friendly relations between all pupils and members of staff. We believe that this is a fundamental element of being a happy and successful school. We aim to promote a positive atmosphere along with a sense of collective responsibility and a feeling of commitment on the part of staff, pupils, parents/carers and local governing board. The promotion of our school values inspires good behaviour. Values are taught through example, stories, discussion, collective worship and sharing in community life, where appropriate. See our values procedure for more details.

This policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and encourages the involvement of families in the development of their child. This policy is designed to support the way in which all members of the school can live and work together in a supportive way. Rather than being a system to enforce rules, it is a means of promoting good relationships and respect. This behaviour for learning policy links directly to our curriculum and we would encourage you to read our curriculum policy alongside this one.

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

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

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

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Procedure
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Procedure
- Physical Intervention Procedure
- Child Protection and Safeguarding Policy
- Smoke-free Procedure
- Searching, Screening and Confiscation Procedure
- Anti-bullying Policy

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

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

The pastoral support team will be responsible for:

- working closely with children, pastoral leads, SENDCO, inclusion team and parents
- Ensuring review and effective implementation of therapeutic and pastoral intervention
- Support of reflective sessions to understand impact of behaviour on themselves but also others and their rights as a child.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The relevant figures of authority include:

SENCO.

AHT - Pastoral

Headteacher.

Year Representatives

- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Supporting the school when rewards or sanctions are issued
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment/ uniform/ PE Kit
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport/ in public
- Use of mobile phones without permission
- Graffiti

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

#### **4. Staff induction, development and support**

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

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

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

## **5. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider how to prevent such behaviour from recurring afterwards. It is also the duty of class teachers and the pastoral support team to put support in place for any child where support may be required and where we follow the mentality of being 'proactive' and not reactive to provide every child with the same opportunities of following the school's behavioural culture.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Reminder – Quietly remind the pupil of the school rules, make any reasonable adjustments possible to help the pupil regulate their behaviour choices.
- Caution – Quiet verbal caution to make the pupil aware
- Last chance – a final chance to engage plus 2 minutes repair session at the end of the lesson
- Time out – Pupil sent to refocus their decisions in another classroom with their work for a set amount of time (eg 5 – 10 minutes). A letter will be sent home with work that needs completing that night along with a conversation with parents at the end of the day to explain the letter.
- Repair – Time allocated on the same day where pupil and teacher examine the behaviour and the cause and most importantly what can be done to avoid it happening again. This stage is crucial in helping the child understand the mistake that had been made and form that respect and positive relationship with that member of staff.

These steps will be carried out by the member of staff who has noticed the incident in order to build a level of respect and form a positive relationship and recorded via CPOMS under behaviour with the restorative conversation as an action.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the SLT Office immediately, with a support member of staff, in the headteacher's absence, the most senior member of staff.
- In the case that the pupil will not leave, a red triangle is to be sent down to the office to alert a member of the Senior Leadership team.
- A member of the pastoral team investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the pastoral team lead deems the incident to be unacceptable behaviour, they will record the incident on the pupil's behaviour contract or start one if they do not already have one in place. The behaviour will be recorded on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the pastoral lead will determine the period the pupil will be removed from the classroom, as well as any reflection time.
- A member of the pastoral team will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

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

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion procedure, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, a pastoral support plan (PSP) will be created to outline the necessary provisions in place.
- Where the behaviour is seen to be a risk to others, a behaviour risk assessment will be created by the pastoral team and class teacher.
- A behaviour contract will be set up and signed by the child and then shared with parents.
- Use of therapeutic analysis tools used to support with effective steps moving forward and identification of triggers.
- Possible use of a part time time table if required to promote successful behaviours.
- A report card with a clear target set up alongside a pastoral support plan will be issued and shared with parents on a weekly basis.

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

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

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

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

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

### **Reflective learning**

Following an incident deemed more severe (decided by behaviour lead and SLT) a period of reflective learning may be observed to learn from choices and decisions made and begin to understand why they are deemed as negative or not appropriate decisions. Within this period children will be given the opportunity to:

- Think and create tools to support them to make a different decision the next time
- Consider the impact they have had on themselves
- Consider the impact they have had on other people involved whether that be peers or members of staff
- Consider the impact they have had on their own rights and also others rights as a child.

### **Therapeutic intervention**

Use of therapeutic intervention may be used with an individual who requires assistance and support with reaching behaviour needs. This can be taken within the form of therapeutic assessment and identifying our detrimental behaviours and the roots behind them and looking towards what desired behaviours we would like to see and again how we are going to achieve these. The use of anxiety analysis may be used to identify triggers across our school day and life with the use of a assess, plan, do, review cycle used to identify successful steps to support with this.

## **6. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

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

### **Initial interventions**

- **Pastoral support plan (PSP's) will be set up with the pastoral team and class teachers for identified children that need support for being successful in following the schools positive behaviour culture. This will provide clear targets to be displayed and worked towards each week for each child.**
- **Use of Therapeutic strategies such as anxiety analysis tools and assess, plan, do review cycles used to identify triggers and highlight support provided within the school day.**

Following repeated incidents of unacceptable behaviour or in the case of a serious isolated incident, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion procedure, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place. Following further incidents of unacceptable behaviour or a serious isolated incident, the following sanctions are implemented:
- The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

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

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

- Frequently engaging with parents, including home visits where necessary
- Pastoral support plans
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units

- Engagement with local partners and agencies
- Behaviour contract
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan
- Use of therapeutic strategies
- Reflective learning.

A multi-agency assessment, such as an internal Pastoral Team referral or external family partnership referral, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school focuses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. This in time forms a strong level of respect.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

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

### **Behaviour curriculum**

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

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

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative measures for pupils with SEND**

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

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

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

### **De-escalation strategies**

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **Physical intervention**

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

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

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

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

## **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

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

This is usually another classroom or the SLT office

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

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

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

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

### **Educational consequence**

The school will make it clear to parents and pupils that they are able to remove playtimes as a sanction to deter future misbehaviour. This sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to reduce playtime, unless the head teacher decides to withdraw this power from any teacher.

Parental consent will not be required for the loss of playtime and, therefore, the school will issue this as a sanction without first notifying the parents of the pupil.

When removing playtime, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the loss of playtime is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

## **7. Sexual abuse and harassment**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child protection and safeguarding Policy under Child-on-child Abuse.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual

harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **8. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol procedure when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **9. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## **10. Effective classroom management**

### **Behaviour Curriculum**

The behaviour curriculum is used to ensure the consistency of routines throughout the school and maps out the teaching of behaviour expectations throughout the year ensuring that behaviour expectations are taught and revisited throughout the year to ensure that they become permanent.

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

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- The behaviour policy is followed and implemented consistently across the school

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive for lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### **Classroom rules and routines**

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent

routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

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

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

### **The classroom environment**

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

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

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.

- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour goes 'above and beyond' and deserves to be recognised, rather than continuously without reason
- The praise given is always sincere and is not followed with immediate criticism.

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

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

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

- Verbal praise
- Communicating praise to parents, postcards.
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

## 11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

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

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

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

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

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

## **12. Malicious allegations**

## **13. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

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

- Verbal praise
- Communicating praise to parents (postcards)
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. Ambassador
- Trips and activities for a whole 'House'

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.

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- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

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

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public. 18
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

### **13. Monitoring and review**

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

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Summer 2025.

# Behaviour Contract

## Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



To prevent my challenging behaviour, I can:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**When I demonstrate challenging behaviour, you can help me by:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**These are the consequences if I don't meet my goals:**

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**These are the rewards if I meet my goals:**



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My contract will be reviewed on: **date**

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

## Behaviour incident on CPOMS

Always include:

| Before the incident: what led to the behaviour?                   |
|-------------------------------------------------------------------|
|                                                                   |
| During the incident: what did the pupil do?                       |
|                                                                   |
| After the incident: what were the consequences of this behaviour? |
|                                                                   |
| Additional comments                                               |
|                                                                   |

## Behaviour management observations review form

|                                                                             |  |            |  |
|-----------------------------------------------------------------------------|--|------------|--|
| Name of pupil                                                               |  | Year group |  |
| Name of key worker                                                          |  | Date       |  |
| Do there appear to be any patterns triggering the pupil's behaviour?        |  |            |  |
|                                                                             |  |            |  |
| Are our existing management systems effective?                              |  |            |  |
|                                                                             |  |            |  |
| What achievable targets could we implement for the pupil to work towards?   |  |            |  |
|                                                                             |  |            |  |
| What are the pupil's strengths?                                             |  |            |  |
|                                                                             |  |            |  |
| What strategies could we implement to help the pupil achieve their targets? |  |            |  |
|                                                                             |  |            |  |
| Additional comments                                                         |  |            |  |
|                                                                             |  |            |  |

### **First behaviour letter**

Date:

Dear Parent,

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

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

I would like the attached work to be completed by ..... to help support the learning they missed whilst they were.....(not paying attention/ distracting others/ other)

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: \_\_\_\_\_

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

### **Behaviour letter – return slip**

Please return this slip with the completed work to the class teacher to confirm you have received this letter. Thank you.

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

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

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

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

## Second behaviour letter

**Date:**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would like the attached work to be completed by ..... to help support the learning they missed whilst they were.....(not paying attention/ distracting others/ other)

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward. Please call the office to arrange a mutually convenient time.

Yours sincerely,

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

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

Please return this slip with the completed work to school to confirm you have received this letter and organise an afterschool meeting. Thank you.

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

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

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

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

### Third behaviour letter

Date

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,  
\_\_\_\_\_, has continued to not follow the school rules.

\_\_\_\_\_ 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, (special educational  
needs co-ordinator) wellbeing lead 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: \_\_\_\_\_

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

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

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

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

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

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

## **Guidelines for Awarding House Points**

This list is not exhaustive but covers the most common reasons for awarding House Points.

Your class dojo page must have each of the school values clearly allocated as house points.

**Each member of staff will have a maximum allowance of 100 House Points a term to award.**

| <b>Reason for giving the award</b>                                                                    | <b>Set/Maximum House Points to be awarded</b>                               | <b>Staff eligible to give these awards</b> |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|
| <b>100% Attendance (term)</b>                                                                         | <b>15 House Points</b>                                                      | <b>Headteacher/ DHT</b>                    |
| <b>100% Attendance<br/>(Academic year)</b>                                                            | <b>20 House Points and a non-uniform option on the last day of the year</b> | <b>Headteacher/ DHT</b>                    |
| <b>99% Attendance (term)</b>                                                                          | <b>10 House Points</b>                                                      | <b>Headteacher/ DHT</b>                    |
| <b>98% Attendance (term)</b>                                                                          | <b>A set award of 5 House Points</b>                                        | <b>Headteacher/ DHT</b>                    |
| <b>97% Attendance (term)</b>                                                                          | <b>A set award of 2 House Points</b>                                        | <b>Headteacher/ DHT</b>                    |
| <b>'Significant Improvement' in attendance</b>                                                        | <b>A set award of 10 House Points</b>                                       | <b>Attendance officer</b>                  |
| <b>Representing the School – Sports Fixtures</b>                                                      | <b>A set award of 5 House points per fixture</b>                            | <b>Teacher in charge/Curriculum Leader</b> |
| <b>Representing the School – Parents Evenings, Open Evenings and other public/community events</b>    | <b>A maximum award of 10 House Points</b>                                   | <b>All staff</b>                           |
| <b>Representing the School –meeting and working with guests, visitors and interviewing candidates</b> | <b>A maximum award of 5 House Points</b>                                    | <b>All staff</b>                           |

|                                                                                                                                  |                                              |                                                    |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------|
| <b>Representing the School –External Events</b>                                                                                  | <b>A maximum of<br/>5 House Points</b>       | <b>Teacher in<br/>charge/Curriculum<br/>Leader</b> |
| <b>Academic Achievement – Good<br/>class/homework (during a single lesson/ for a<br/>single piece of class or homework)</b>      | <b>A maximum award of<br/>1 House Point</b>  | <b>All staff</b>                                   |
| <b>Academic Achievement – Positive<br/>test/examination results</b>                                                              | <b>A maximum award of<br/>1 House Point</b>  | <b>All staff</b>                                   |
| <b>Academic Achievement –Good project or<br/>extended coursework/sustained good work<br/>over the course of a scheme of work</b> | <b>A maximum award of<br/>2 House Points</b> | <b>All staff</b>                                   |
| <b>Class or School Production</b>                                                                                                | <b>A set award of<br/>2 House Points</b>     | <b>Production Lead</b>                             |