Athersley North Primary School

Behaviour Policy

Academic Year 2024/2025

Approved by:	Elizabeth Iles
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Contents:

Statement of intent

Athersley North Primary School 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 behaviour.

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.

- Ensuring equality and fair treatment for all.

- Praising and rewarding good behaviour.

- Challenging and disciplining poor behaviour choices.

- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

- Encouraging positive relationships with parents.

- 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.

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

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 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 Special Educational Needs 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 (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

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

2. Roles and responsibilities

The Governing Body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

The Headteachers will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Acting in accordance with the statement of behaviour principles made by the Governing Body, and having any regard to guidance provided by the Governing Body on promoting good 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 Body 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 SENCO will be responsible for:

- Collaborating with the Governing Body, Headteachers 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.

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.

- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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:
    - Headteachers
    - Head of Safeguarding, Inclusion & Special Educational Needs (SIS).
    - Head of Business

- As authorised by the Headteachers, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

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

- 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.

- Monitoring age-appropriate use of their online activity.

- Reporting any unacceptable behaviour within the community or online to the school.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

Serious Unacceptable Behaviour

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

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- **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

- Possession of legal or illegal drugs, alcohol, tobacco or vapes.

- Possession of banned items

- Truancy and running away from school

- Refusing to comply with disciplinary sanctions

- Theft

- Verbal abuse, including swearing, racist or homophobic remarks and threatening language including online abuse.

- Physical abuse of staff members or peers

- 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

Low-level Unacceptable Behaviour

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:

- Rudeness
- Low-level unacceptable behaviour
- Failure to follow instructions
- Failure to complete classwork
- Refusing to complete homework

- Graffiti
- Use of mobile phones without permission

"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.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

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

5. Effective classroom management

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

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for poor behaviour choices.
- 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.

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

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to school 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.

The Classroom Environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour.

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., "be kind to your friends", rather than "do not be unkind to your friends".

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 Headteachers 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.

Praise and Rewards

The Senior Leadership Team actively encourages staff members to send pupils to them to be praised for good behaviour, improved attitudes to learning, and outstanding achievement. Pupils who visit Senior Leaders will receive a praise sticker.

Athersley North Primary School is built on and driven by **5 core values, our 5 'Rs'**, which develop personal qualities that pupils will need for future success. All school is committed to enabling all of our learners to become **Responsible**, develop **Resilience**, take appropriate **Risks** and innovate, form effective **Relationships** and advance with key **Reasoning** skills.

We 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 need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage 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
- Dojo Reward
- Celebrating praise/success with other adults in school
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies (Athersley Awards)
- Positions of responsibility, e.g., Class Monitors

Staff will wear the 'ANPS Fundamentals' Lanyard cards to visibly display the consistent approach to behaviour management across the school. On the lanyard cards, there will be reminders to staff of the strategies all staff will promote across school.

These include;
- Positive Noticing- actively noticing positive behaviour and giving verbal praise for this
- Forgive and Forget- Staff will model to pupils the importance of accepting a sincere apology, to ensure we can move on
- Consistent Response 'ARC'- **A**gree what happened, **R**eflect on what could have been dealt with differently, decide what **C**hanges will be made in future.
- WIN Technique- I **W**onder if, I **I**magine, I **N**oticed
- PIP/ RIP- Praise in Public, Reprimand in Private
- Avoid 'No'- Yes, but first…
- Model Genuine Apologies- Sorry without the 'but'

6. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

7. 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 afterwards how to prevent such behaviour from recurring. Staff will always try to ensure behaviour is dealt with in a calm and safe manner, following the school value of 'Praise in Public/ Reprimand in Private', wherever possible.

The Head of Safeguarding, Inclusion and Special Needs (Head of SIS) 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. Staff should report all concerns to the Head of SIS either via a reporting form or CPOMS.

Pupils will be made aware of the support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and enquiries into circumstances outside of school by the Head of SIS, will be provided alongside the use of sanctions to prevent the poor behaviour choices 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:

1. Reminder - Issuing a verbal reprimand and reminder of the expected behaviour.

2. Warning – Behaviour has continued to be unacceptable and a warning is issued.

3. Reflection – Moving the pupil to a different table or a quiet calm space within the same room. **Maximum of 5 minutes**

4. Purple Pause – Take a 5-minute Behaviour Reboot

5. Time Out- It's time for a time out. Pupil to be given a choice...

Either;

   a) Removing the pupil from the room and taking them with an adult to an alternative class (ideally within their own Key Stage). **Maximum of 5 minutes** - regulated by a 5-minute sand timer.
   b) Time out, at the fence, at playtime. Ranging between 2- 10 minutes with a **maximum of 10 minutes.** Allowing them some time to play to regulate their behaviour before entering the next lesson.

If further intervention is required due to the behaviour not improving, the following interventions may be required;

6. Repeat Process- Repeat as many times as necessary

Wipe the slate clean after each lesson.

Teachers can use their professional judgement as to whether or not to impose after school detentions as an escalation to the 6-Step Process.

Intervention from Senior Member of Staff

Consequences resulting from this intervention can include the following;

- After School or Lunchtime Detention with a Senior Member of Staff
- Needs Work Dojo being added, subsequently alerting parents of the behaviour and deducting dojo rewards.
- Removal of privileges
- School-based community service, e.g. tidying the classroom

Needs Work Dojos

On some occasions, staff will give 'Needs Work' dojos. These dojos will immediately inform parents/carers that their child has not been demonstrating the behaviour that is required of them. The 'Needs Work' dojo may also result in the pupil having some of their dojo reward points deducted.

Needs Work Dojos will be deducted if;

- A pupil leaves the classroom or playground without permission
- Is rude/ Answers back to an adult
- Fails to return to class after spending some time out

Class teachers may add their own criteria 'Needs Work' dojos based on the individual needs of pupils in their class in consultation with The Senior Leadership Team

If a pupil receives a 'Needs Work' dojo, further consequences should not be imposed for the specific behaviour that resulted in the 'Needs Work' dojo.

Internal Seclusion

Instances of racist, homophobic or other extreme language will result in an immediate internal seclusion and phone call to parents/carers.

Internal Seclusion may also be used as an alternative consequence as determined by the Senior Leadership Team.

Detention

Sometimes it may be necessary to request that a pupil remain after School with the Class Teacher or member of SLT. Parent will be informed and the time for the detention will be agreed with the parent and logged on CPOMS.

Signal for Support Phone Call

Sometimes it is necessary for adults to request support from another member of staff. There are varying reasons for a Signal for Support to be requested.

Green- 'Try to wipe the slate clean'. A pupil needs a distraction/time to calm down to prevent poor behaviour choices. This will not require consequences and may include activities for regulation for the pupil.

Yellow- SLT support is required when the 6 Step behaviour plan has been exhausted. Staff will log this on CPOMS but there is no immediate need to speak with an adult about the circumstances around the reasons for the call. A 'Needs Work' dojo will be added so that parents/carers are immediately aware of the requirement for SLT to speak with their child. 5 dojos will be removed from their total.

Amber- SLT Support is required and a discussion regarding the seriousness of the incident will be required before the pupil returns to class. Staff will also log on CPOMS. A 'Needs Work' dojo will be added so that parents/carers are immediately aware of the requirement for SLT to speak with their child. 10 dojos will be removed from their total.

Red- SLT Support is immediately required as there is a dangerous situation evolving and serious consequences are required. There will be significant disruption to learning for all until the situation is resolved. Parents/carers will be informed.

Following an incident of **'serious unacceptable behaviour'** or where a pupil's poor behaviour choices are causing significant disruption, staff may request additional support by telephoning the school office.

Removal from the classroom

The school will only physically 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 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.

Physical intervention

In line with the school's Physical Intervention Policy, 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.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Headteachers 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.

The pupil will be:

- Moved to the nearest 'Purple Chairs' or The Sensory Room (pupils should not to be taken to any other area of school unless authorised by a member of Senior Leadership Team)

- Supervised by trained members of staff. If at all possible, this should be a member of staff from the class teaching team (either Teacher or TA) or an adult well known to the pupil.

- Provided with appropriate resources to able them to calm and refocus

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 Policy, 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, an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following <u>further</u> 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 Policy.

For disciplinary sanctions to be lawful, the school will ensure that:
- The decision to sanction 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 sanction 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 sanction a pupil is reasonable and will not discriminate on any grounds, e.g., equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are 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.

8. 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

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 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

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

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

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 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 poor behaviour choices, 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 poor behaviour choices 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.

- 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".

- Consistent and clear language will be used when acknowledging positive behaviour and addressing poor behaviour choices.

Emotional Regulation

The school adopts Thrive Principles for emotional regulation which supports adults to work with pupils to ensure they are clear about how they are feeling and ways to ensure they are ready to learn.

Pupils learn to identify different emotions and behaviours and are taught how to regulate themselves using different strategies.

Restorative Conversations

At any point during the 5 steps detailed above a member of staff should discuss with the pupil the impact of their behaviour choices on themselves and others.

Discussions will conclude with the pupil deciding how to make amends for their poor behaviour choices. This could include but is not limited to:

- A letter of apology

- Tidying of damaged resources

- Helping with pastoral tasks

- A restorative conversation with the adults/pupils affected

9. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

10. Smoking and controlled substances

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 or vape on school grounds.

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 Safeguarding Policy.

11. 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;

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

Staff will follow the guidance provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. Staff can discipline pupils for poor behaviour choices 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 poor behaviour choices 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 poor behaviour choices 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. 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.

The data will be monitored and objectively analysed by 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.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

14. Monitoring and review

This policy will be reviewed by the SLT who 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.