



# Behaviour Policy and Statement of Behaviour Principles (Revised)

## 2025-26

## **Document Control**

The owner of this policy is the Headteacher and Governors and all changes should be referred to the Headteacher in the first instance. Any printed copies of this document are for reference only and the definitive version is held electronically by the School Office.

## **Revision History**

| <b>Version</b> | <b>Date</b> | <b>Changes</b> | <b>Author(s)</b> |
|----------------|-------------|----------------|------------------|
| 1.0            | 24.09.25    | Minor changes  | TN               |
|                |             |                |                  |
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## **Approval**

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| 1.0            | 24.09.25    | Headteacher        | TN               |
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## **Review Period**

This policy will be reviewed every XX years.

| <b>Version</b> | <b>Date of next review</b> |
|----------------|----------------------------|
|                | September 2026             |

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## 1. Aims and Expectations

We believe that every member of our school community should feel welcomed, respected, valued and encouraged as an individual; in accordance with our school's values, vision and ethos which states.

**We CARE**

**Welcoming all Community Achievement Respect Encouragement**

Central to this aim is the expectation that the children of Youlgrave, All Saints C of E (VA) Primary will display high standards of behaviour and treat other people as they would wish to be treated themselves.

Our school Behaviour Policy is designed to promote good relationships; so that all members of our school community can live and work together in a supportive way. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking individuals who enjoy school and have a high self-esteem; and who go on to achieve their full potential; because they feel happy, safe and secure.

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Promote the key British Values of Mutual respect and tolerance of those with different faiths and beliefs, Democracy, the Rule of Law and Individual Liberty.

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management

Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- In addition, this policy is based on:
  - Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
  - Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
  - [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-Bullying Policy)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual assault (intentional sexual touching without consent)
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism leading to significant damage of school property and resources
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others

- Serious/ continued bullying incidents
- Theft
- Fighting

Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **4. Bullying**

Bullying is distinct from other unkind or hurtful behaviour and has the following characteristics:

- intentional – the hurt was caused on purpose;
- repeated – it has happened more than once to the same person or group.

Another common characteristic is an imbalance of power: those doing the bullying have more physical or social power than those being bullied.

Bullying can take different forms including:

- verbal bullying;
- physical bullying;
- cyberbullying;
- relational bullying, such as excluding others or spreading rumours.

It should be recognised that some forms of bullying constitute a crime, e.g. assault. Sometimes, an individual will experience different types of bullying simultaneously.

Section 89 of the Education and Inspections Act 2006 sets out an expectation that all schools will have measures in place to prevent bullying. Schools are able to develop their own policies and practices for tackling bullying. (See Anti-Bullying Policy).

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

## **5. Roles and responsibilities**

### **5.1 The governing body**

The governing body is responsible for:

- Reviewing and approving the Behaviour Policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

## **5.2 The headteacher is responsible for:**

- Promoting ethos of the school
- Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's behaviour policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring Senior Leaders provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

## **5.3 Senior Leaders are responsible for:**

- Supporting staff in responding to behaviour incidents
- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Leading on the behaviour and conduct of key phases in school and working with the Head and Deputy to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect
- Day to day monitoring of this policy

#### **5.4 Teachers and Staff are responsible for:**

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Ensuring that everyone's voice is heard and support is given to children to ensure that they can speak openly about their concerns in a safe environment with a trusted school adult
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Talking in an appropriate voice using acceptable and effective words
- Displaying Rights and Rules in each classroom
- Ensuring behaviour system charts are ready for the morning and afternoon sessions

#### **5.5 Parents and carers**

- The school will endeavor to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.
- Parents and carers, where possible, should:
  - make sure that the child is in school on time, every day and ready for learning.
  - make sure that the child is dressed appropriately for school in line with the School's Uniform and Appearance policy.
  - Support their child in adhering to the school's behaviour policy and 'How we work together' document.
  - Inform the school of any changes in circumstances that may affect their child's behaviour.
  - Being a good role model for their child on and around the school premises
  - Discuss any concerns regarding their own child with the class teacher promptly and respectfully
  - Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)

- Get to know the school's behaviour policy and reinforce it at home where appropriate.

## 5.6 Pupils

- Pupils will be made aware of the following during their induction into the behaviour culture:
  - The expected standard of behaviour they should be displaying at school
  - That they have a duty to follow the behaviour policy
  - The school's key rules and routines including 'Be ready, be respectful and be safe'.
  - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
  - The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

We want to support our pupils to grow into adults who are polite, respectful, show gratitude and who always consider others. We believe that as pupils practice these behaviours, over time they become automatic routines that positively shape how children feel about themselves and how other people perceive them.

At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Children will be encouraged to reflect on behaviour within the guidelines 'Be ready, be respectful and be safe'. These are behaviour principles and encourage positive behaviour. They replace the need for long lists of class rules and encourage children to ask of themselves whether their behaviour choices can be seen as being ready, respectful or safe, and to adjust choices as necessary.

Behaviour is taught in separate class discussions, through PSHE and RSE, through collective worship and RE and through staff modelling positive behaviour and discussing the impact of behaviour choices within all school activities.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Ensure their behaviour keeps themselves and others safe
- Engage well in lessons
- Show respect to each other, visitors and members of staff
- Respect and value their own and others learning opportunities
- In class, make it possible for all pupils to learn

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum dependent upon the children's year groups and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times.

### **6.1 Mobile phones**

Pupils are not allowed to have mobile phones with them on-site, any devices brought into school must be handed into the class teacher at the start of the school day. Unless the device acts as a medical device and is a part of a Health Care Plan (see below).

Phones should be stored during the school day in the class tin in the school office and collected at the end of the day by a member of staff to be returned to the children.

There will be exceptions to the rules for medical or personal reasons

Parental permission will need to be provided

Liability will not be accepted for any mobile device not handed into the school office.

## **7. Responding to behaviour**

### **7.1 Classroom management**

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

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

## **7.3 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Positive verbal praise and feedback
- Written feedback following a piece of work.
- Pupils' work is given recognition through marking, display, celebration assemblies and sharing work with others.
- Visits to other members of staff to receive praise.
- Communicating praise to parents directly at the end of the school day, via a phone call or in written correspondence.
- Celebration Collective Worship, teaching staff nominate children from their year groups to receive a 'Star of the Week' badge and certificate, for effort or achievement
- Positions of responsibility
- Whole class rewards
- A House Team Totals are announced each week as a part of Celebration Collective Worship.
- A special silver-plated 'plate' is awarded at the end of each half term for endeavour. This is called the Bright Plate Award; after the family who donated to school.

Every pupil in the school is a part of the House Points System and is on one of three teams. Team points are awarded for good manners, a friendly and caring attitude and thoughtfulness. Family members will be in the same team and house teams will be used for events such as Sports Day.

## **7.4 Responding to misbehaviour**

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

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

A range of sanctions should be used by the class teacher to correct any misdemeanor. These should be followed by a positive attempt to encourage better behaviour from the individual and administered in a consistent way.

### **Classroom Sanctions (agreed by all staff)**

1. A word of warning and reminder of expectations
2. A final warning
3. Move to work in another place within the classroom and miss 5 minutes of your playtime or leave school last at the end of the day
4. Move to another classroom for 10 minutes and asked to cool down. The teacher will make a note of what has happened on Arbor. If this step is reached staff will contact parents.
5. Go to see the Head Teacher or other member of staff and parents may be contacted.
6. Repeated sanctions will result in the school meeting with parents about behaviour.

At all times we will aim to gather the child's voice and listen to their concerns.

We will aim to ensure that the full facts of the situation are ascertained and that all children and adults involved have an opportunity to say what happened and explain the impact of the behaviour.

Staff will use restorative conversations to ensure the impact of the behaviour is recognised and steps are taken to prevent the situation happening again.

These conversations include ascertaining what happened and the impact on others. Staff will discuss with the child a better choice or option which can be taken next time and gain a commitment to take this choice in future.

The focus of these restorative conversations is to avoid similar situations happening in future and to provide an opportunity for children to reflect on making better choices going forward. Restorative conversations are not about forcing an apology or appropriating blame.

Staff should reflect on all concerns about behaviour choices to determine whether circumstances contributed to poor behaviour choices, for example, staffing levels, time pressures, unreasonable requests of children, etc.

These conversations will be recorded on Arbor.

If behaviour is at a serious level that means the child will be taken straight to see the Headteacher. If the Headteacher is off-site they will be contacted to discuss the matter with the teacher involved.

To try and improve and encourage good behaviour, targets may be agreed and set between the child, parent and the teacher.

In addition, the school may also use one or more of the following sanctions in response to unacceptable behaviour:

1. Setting work to be completed at break or lunchtime
2. Loss of privileges – for instance, the loss of a prized responsibility
3. School-based community service, such as tidying a classroom
4. Agreeing a behaviour contract
5. Putting a pupil 'on report'
6. Suspension
7. Permanent exclusions, in the most serious of circumstances

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

The Headteacher will discuss the matter with parents

### **Procedures for disruptive pupils**

Where a child is behaving in such a way as to disrupt the lesson(s) which adversely affects the learning of the whole class the event will be recorded by the class teacher and reported to the Head Teacher or Lead Teacher in charge.

The pupil's family will be informed and records kept of the points discussed, pupil targets set, and actions agreed e.g. reward system.

In the event of a pupil physically attacking other children, members of staff may need to restrain the pupil to protect others. This may involve physical contact. Staff will receive regular training on positive handling.

The Head will follow the guidelines for exclusions recommended by the Local Authority and agreed by the Governing Body for any offence of a serious nature such as:

- Physical assault
- Obscene language towards any member of staff
- Deliberate damage to school property.

The school may contact the parent or carer and ask for the pupil will be removed from school for the rest of the day. If the parent/guardian is unavailable the child is to be supervised by two adults in a room, if possible, away from other children until the parent/guardian is available.

### **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff receive training in the use of reasonable force to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

#### **Incidents of reasonable force must:**

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix for a behaviour log and uploaded to CPOMs)

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

### **7.6 Confiscation and searches**

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

No member of staff is to search a pupil without both the Headteacher's and Pupil's consent.

### **7.7 Off-site misbehaviour**

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the Headteacher/lead teacher in charge or DSL will make the report.

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

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

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

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

#### **Responding to a report**

The school will carry out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

### **7.11 Malicious allegations and child on child abuse**

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

At Youlgrave, All Saints C of E Primary School, we are clear that sexual violence and sexual harassment are never acceptable. We will not tolerate this type of behaviour online or offline, the school will consider whether to discipline the pupil in accordance with this policy.

Staff will never condone or normalise sexually abusive language or behaviour by treating it as 'banter'. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCISE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on-child abuse is found to have taken place, the school will consider whether to discipline the pupil in accordance with this policy. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged

as appropriate. The schools designated safeguarding lead or deputy designated safeguarding lead will lead the initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

## **8. Serious sanctions**

### **8.1 Removal from classrooms**

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils will not be removed from classrooms for extended periods of time. The use of removal will always be kept to the minimum length of time required to achieve the desired outcome.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil Referral Units
- Multi-agency assessment

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

### **8.3 Suspension and permanent exclusions**

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

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

Please refer to our exclusions policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) whether or not there is a formal diagnosis. When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned including but not limited to:

- Removing triggers of misbehaviour may include examples such as below
- Short, planned movement breaks
- Adjustments to seating plans
- Adjustments to uniform requirements (agreed with parents/carers)
- Training for staff in understanding conditions such as autism
- Use of separation spaces (intervention room and positive play) where pupils can regulate their emotions during sensory overload.

### **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider the following questions:

Was the pupil unable to understand the rule or instruction?

Was the pupil unable to act differently at the time as a result of their SEND?

Is the pupil likely to behave aggressively due to their particular SEND?

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

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

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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

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

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

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measure like:

- Reintegration meetings.
- Daily contact with an agreed key member of staff.
- A report card with personalised behaviour goals.
- Offering additional pastoral support.
- Putting the child on an individual behaviour support plan.
- Facilitating a restorative conversation.
- Initiating additional academic support (when the incident is related to unmet academic needs
- Offering support or information to the child's family,
- Obtaining specialist support from external agencies, e.g. behaviour support.

## **11. Pupil transition**

## **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

Our staff are provided with support and training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The use of reasonable force
- Positive handling

Behaviour management will also form part of continuing professional development for all school staff.

## **13. Monitoring arrangements**

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

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the governing body from a variety of perspectives including:

- By age group
- By time of day/week/term
- By protected characteristic

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

### **13.2 Monitoring this policy**

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

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

This behaviour policy is linked to the following policies:

Exclusions policy

Child-on-Child abuse policy

Anti-Bullying policy

SEND policy

Child Protection and Safeguarding policy

Equal Opportunities Policy

Acceptable Use policy

Mobile Phone policy

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

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## Appendix 2: Staff Training log

| TRAINING RECEIVED | DATE COMPLETED | TRAINER / TRAINING ORGANISATION | TRAINER'S SIGNATURE | STAFF MEMBER'S SIGNATURE | SUGGESTED REVIEW DATE |
|-------------------|----------------|---------------------------------|---------------------|--------------------------|-----------------------|
|                   |                |                                 |                     |                          |                       |
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**Together we learn and grow.**