



# St Peter's Church of England (Aided) Primary School Behaviour Policy

The Governing Body of St Peter's Church of England (Aided) Primary School adopted this policy on

Signed: \_\_\_\_\_ (Chair of Governors)

Signed: \_\_\_\_\_ (Head Teacher)

Review every year.

## 1. Principles.

St Peter's Church of England Primary School is committed to providing a safe, respectful and disciplined learning environment for all children and staff, where children have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This policy outlines our system for facilitating positive behaviours, preventing problem behaviour and recognising and rewarding positive behaviour choices. Through this strategy clear and consistent expectations are plain to all community members.

## 2. Aims.

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

## 3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

#### **4. Definitions**

**Misbehaviour** is defined as:

**Yellow behaviours:**

- Inappropriate **learning behaviours**
- Inappropriate **conduct behaviours**
- Inappropriate **emotional behaviours**
- Lack of application of our School Values

**Red behaviours:**

- **Deliberate physical aggression:** fighting, slapping, pinching, scratching, kicking, nipping, choking, spitting and other threatening behaviours towards others/ property
- **Bullying:** *(see below)*
- **Verbal aggression such as racism, sexism and homophobic comments or**
- **Persistent low level 'yellow' behaviours** *(see above)*

**Possession of any prohibited items.**

These are:

1. Knives or weapons
2. Alcohol
3. Illegal drugs
4. Stolen items
5. Tobacco and cigarette papers
6. Fireworks
7. Pornographic images

8. 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)

### **Bullying**

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

See the school anti bullying policy [Policies | St Peter's C of E Primary \(stpeterswhetstone.co.uk\)](http://stpeterswhetstone.co.uk)

## **5. Roles and responsibilities**

### **The governing board**

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

### **The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

### **Parents and carers**

Parents and carers, where possible, should:

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

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

## **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
  - The school's key rules and routines
  - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
  - The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **6. School behaviour curriculum**

Our school behaviour curriculum is lead by and through our school Christian Values and learning conducts. These are explicitly taught through Whole school Acts of Collective Worship, PSHE lessons and through our day today school ethos and culture. These ensure we are positive about all our children; we try to show this in the way we speak to them and guide them. We are constantly looking for valid reasons to praise children for their achievements - this is how children grow personally, socially and academically. We encourage children to be aware of their achievements and abilities; making children feel positive about themselves is fundamental to good behaviour.

<b>Values</b>	
<b>Forgiveness</b>	<b>Compassion</b>
<b>Thankfulness</b>	<b>Respect</b>
<b>Trust</b>	<b>Friendship</b>
<b>Justice</b>	<b>Hope</b>

## **Rewards**

We have a whole school approach to support our behaviour culture. These include rewards for:

- 1. Christian Values: St Peter values**
- 2. Learning behaviour:** *Co-operation, enjoyment, risk taking, concentration, curiosity, imagination, perseverance, resilience*
- 3. Conduct behaviour:** *respect for staff, peers, property; verbally & physically peaceable*
- 4. Emotional behaviour:** *happy, confident, emotionally stable, responsible, empathetic, socially aware.*

## Responding to behaviour

### **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 non negotiables and a class good to be green chart
- Share and revisit the non negotiables and "pupil booklet" each term
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting, promoting and celebrating green behaviour choices
  - Using positive reinforcement frequently
  - Concluding the day positively and starting the next day afresh
  - Deal with low-level disruption sensitively using the school policy and emotion coaching

## Responding to good behaviour

We take a staged approach to positive 'green' behaviours:

- All children begin each day/session on green and we encourage all children to aim to end the day on green ('It's good to be green')
- When pupils are observed demonstrating 1-4 (above) they are rewarded with specific praise, stickers and/or team points from an adult e.g. *well done, I can see you are .....(stating the specific value 1 -6 or specific learning, conduct or emotional behaviour witnessed)*

Individuals are rewarded for 'green' behaviour with:

- **Stickers:** staff use their professional judgment to give a sticker to children who demonstrate good learning behaviour, conduct behaviour, emotional behaviour or the School Values.
- **Celebration assembly:** pupils are identified by staff for demonstrating our School Values and good conduct. Every child will receive at least one nomination and certificate twice a year.
- **100% Good to be Green certificates:** for 100% Good to be green will be given at the end of each year.

**Individual good to be green point totals-** These are recorded on Class DoJo

150 = bronze certificate, 300 = second silver and 500 = Gold.

Each certificate is linked to a reward in school

**All rewards to be decided by the school council at their first meeting.**

**Caught being green tickets:** Lunchtime staff will give out green raffle tickets/stickers for good to be green behaviour they see. 2 children will receive a lunchtime certificate for excellent conduct that week.

Classes are rewarded with:

- **Class treat:** classes collect points on class DoJo (EYFS will use a visual class chart). Each class may negotiate a small reward with the class teacher should they collect 1000 points.

### **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.

We try to operate as few consequences as possible, but there are times when this is necessary. These responses are designed to guide pupils into making more responsible choices, with the support from school and home and, minimise the impact of inappropriate behaviour on the education of other children.

We have a whole school approach to support our behaviour policy. These include consequences for any yellow or red behaviour (*see above*)

In school, we deal with unacceptable behaviour by taking a staged approach. However, there may be occasions when it is deemed necessary to jump straight to a later stage if the incident is considered more serious.

### **Positive behaviour approach**

**Stage 0: Good to be green:** start on green by setting out behavioural expectations and praising those doing the right thing; look for positives to help pupils stay on green. At the end of each day each class will celebrate all those who have been "green all day" and these pupils will receive a special DoJo point.

**Stage 1: Reminder** (for low level yellow behaviours)

Pupils are reminded of the value / behaviour they should be implementing by offering supportive responses:

***I am reminding you that you need to ....(choose correct behaviour)'.***

When they make a positive choice we say ***'thank you'***.

**Stage 2: Verbal warning:** (for medium level yellow behaviours)

Pupils are given a warning that, despite a reminder, they have not made a positive choice. This is done discretely where possible.

***'You chose not to..... (correct behaviour).***

***You will now have your name moved onto yellow.***

***Time out*** may be used. ***You need to sit and think about making the right choice.'***

***or***

we say ***'thank you'*** if they make a positive choice

Every opportunity will be given for a child to then demonstrate they are making positive (green) choices after this point so they return to 'green' straight away.

Pupils will display a yellow warning card on the "Good to be green" class chart. The warning gives the child the opportunity to reflect, consider and review their behaviour.

A yellow card will be added to Class DoJo at the end of the day if the pupil remains on yellow.

### **Stage 3: Emotion coaching to resolve the issue and prevent red consequences**

(for high level red behaviours)

If a pupil repeats the same negative yellow behaviours or displays red behaviours:

Staff will use emotion coaching steps

1. Observe the pupil
2. Listen to and connect with them
3. Empathise
4. Label the emotion " I wonder if...."
5. Facilitate and problem solve

Every opportunity will be given for a child to then demonstrate they are making positive choices so they do not need a red consequence and can return to green.

A red card will be added to class DoJo with a short report to inform parents of any incident for:

- **Deliberate physical aggression:** fighting, slapping, punching, scratching, kicking, nipping, choking, spitting and other threatening behaviours towards people or property
- **Bullying :** persistent, deliberate and over time
- **Verbal aggression such as racism, sexism and homophobic comments**

### **Stage 4: Behaviour chart**

If the child has a pattern of yellow or red cards the headteacher (or senior staff in their absence) will be notified. The teacher will notify parents of this and arrange a meeting to discuss this with parents. Pupils will then be put on a positive behaviour chart for 5 days, with a specific target to help them focus on how to improve their choices. This will be completed by the child and will be shared daily with parents. If 80%+ of the time the target has been achieved (32/40 sessions) then the chart will be stopped and pupil monitored the next week. The target may need to be broken into smaller steps if the success rate was significantly less than 80% and the Positive Behaviour Chart continued. If a child does not achieve 80% after two weeks, the Headteacher/DHT will be informed and will implement weekly meetings with parents and a pastoral plan until behaviour improves.

If a child receives 2 or more red cards in a week then the Headteacher/DHT will be informed. Weekly parent meetings will be commenced and additional sanctions will be put into place (special playground arrangements, no sports or trips) until behaviour improves.

### **Stage 5: Outside agency support**

It may be necessary to address continually negative behaviours by seeking additional advice and support. This may include, with the support of the school's Special Educational Needs Co-ordinator (SENCo), or/and Designated Teacher responsible for 'Looked After Children (LAC) and Post Looked After Children (PLAC) accessing CAF / counselling, Early Intervention Service, CAMHS / Primary Mental Health team, Virtual School, social workers, Oakfield Special School or Educational Psychologist.

In some instances it may be necessary to implement an **Individual Positive behaviour Plan** that means these children are dealt with in this individual way (different from the whole school approach). If this is deemed necessary, it should firstly be drawn up, to include the use of Team Teach techniques and an identified area as a place of safety and calm. The individual Plan will be shared with parents. They must sign it before it is implemented. Any staff involved with the pupils MUST have undertaken Team Teach training and have agreed with the Head teacher that they will follow and implement their training and school policy.

### **Stage 6: Fixed term exclusion**

Exclusion for a set number of days or during a lunchtime may be given for red behaviours, in line with the **Exclusion Policy**. The school recognises that LAC and PLAC are particularly vulnerable to exclusions. Where a LAC/PLAC is at risk of exclusion, the school will try every practicable means to maintain the child in school. Consultation with social workers, the Virtual School and other relevant parties will be important in identifying strategies to minimise the risk of exclusion.

The LA will be contacted and guidance will be followed should this arise.

### **Stage 7: Permanent exclusion**

If other stages have proven unsuccessful, it may be necessary to exclude a child permanently from school, in line with the LA policy.

## **7. 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

[Policies | St Peter's C of E Primary \(stpeterswhetstone.co.uk\)](http://stpeterswhetstone.co.uk)

### **Mobile phones**

See the school policy [Policies | St Peter's C of E Primary \(stpeterswhetstone.co.uk\)](http://stpeterswhetstone.co.uk)

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in school restraint book and reported to parents

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

### **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **Confiscation**

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

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

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **8. 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).

### **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.

### **Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

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

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [Policies | St Peter's C of E Primary \(stpeterswhetstone.co.uk\)](#)

### **Malicious allegations**

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

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

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

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

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

### **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 [Policies | St Peter's C of E Primary \(stpeterswhetstone.co.uk\)](#)

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

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

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short planned movement breaks
- Adjusted seating plans to allow a pupil to be in sight of the teacher
- Adjusting uniform requirements to allow a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of quiet, safe areas where pupils can regulate their emotions during moments of sensory overload

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

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

### **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.

### **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. Pupil transition**

### **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.

### **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.

### **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The school behaviour systems, including class DoJo
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour eg Autisms awareness, neurodiversity
- The proper use of restraint

Behaviour management will also form part of continuing professional development.

### **Monitoring arrangements**

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

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- 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 termly by the headteacher.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

### **11. Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behavior. At each review, the policy will be approved by the governing body.

#### **Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

<i>Pupil Behaviours</i>		<i>Staff interventions</i>
<b>ALL CALM</b> Pupils on task and behaving appropriately.	0	<b>Normal teacher/pupil interaction - positive reinforcement of desired behavior.</b>
<b>Low level behaviours e.g.</b> <ul style="list-style-type: none"> <li>•Out of seat</li> <li>•Interruptions</li> <li>•Calling out</li> <li>•Answering back</li> <li>•Refusal to follow routines / behavioural expectations</li> </ul>	1	<b>Supportive responses (calm &amp; clear)</b> "I am reminding you... you need to (behaviour)"  Give 2 clear choices - join in with the activity Or - time out in class, move to a different seat.
<b>Medium level behaviours e.g.</b> <ul style="list-style-type: none"> <li>•Interruptions despite warnings</li> <li>•Answering back</li> <li>•Continual refusal to follow routines</li> </ul>	2	<b>Limit setting responses</b> Respond calmly and clearly Use the following: "You chose not to.....(behaviour). You are having your name moved to yellow".  <ul style="list-style-type: none"> <li>•Use time out if required</li> <li>• Yellow warning card</li> <li>•Missing part of a breaktime or lunchtime</li> <li>•Write letter of apology</li> </ul>
<b>High level behaviours e.g.</b> <ul style="list-style-type: none"> <li>•Hurting self or others e.g. biting, kicking, hitting, throwing equipment (towards pupils or staff)</li> <li>•Causing significant damage to property</li> <li>•Stealing</li> <li>•Swearing</li> <li>•Likely to cause harm to self or others</li> </ul>	3	<b>High level responses</b> Emotion coaching by staff to resolve the behavior.  <b>PROFESSIONAL JUDGEMENT:</b> use physical intervention?  N.B. Reasonable force may be used by staff if they have undergone up to date Team Teach training AND if a child is, or about to: - do an injury to self/others - engage in behaviour prejudicial to good order and discipline - commit a criminal offence

Appendix A

If more than one child is involved in an incident, the adult involved should listen to both/all sides of the problem, enabling each child to give his/her account with no interruptions. The **emotion coaching approach** should be used to support the children in practising how to resolve difficulties.

We also want to teach our children, with adult support, to learn how to recognise and deal with their emotions and problem solve to resolve issues that arise.



### **'Using emotion coaching to resolve problems'**

Each child involved is given the opportunity to have a turn to explain their story (version) from the beginning. Then the emotion coaching steps are used with adults modelling and supporting pupils to use this approach to help each other:

1. Observe each other
2. Listen to and connect to the other pupil
3. Empathise with the other pupil
4. Label the emotion " I wonder if...."
5. Facilitate and problem solve