

# Rishton Methodist Primary School



## Behaviour Policy

### School Mission Statement

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.

Rise up .....take courage and do it"  
Ezra 10:4

## 1. Aims

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, enabling all children to reach their full potential.

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

## 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 and at break and lunchtimes
- › Poor attitude
- › Name calling
- › Pushing
- › Discourtesy
- › Verbal aggression towards peers

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Verbal abuse towards staff
- › Any form of bullying, including cyber-bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

## 4. 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)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high profile event each year
- Awareness raising through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Prominently displaying Anti-Bullying Code and anti-bullying posters - commercial and produced by the children around the school
- Introducing playground improvements and initiatives
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff

Our Family Support Worker will also support children with bullying issues and will undertake targeted work with individuals or small groups of children as appropriate.

All allegations of bullying will be thoroughly investigated.

### **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Rishton Methodist Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to **genuinely** apologise. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In all cases of bullying, the incidents and follow-up actions will be recorded by staff on CPOMs.
13. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
15. Bullying incidents will be discussed regularly at staff meetings/ Governor meetings.
17. If necessary and appropriate, Children's Social Care or police will be consulted.

## 5. Roles and responsibilities

### 5.1 The governing Body

The Full Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- 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

The headteacher is responsible for:

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

### **5.3 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 using CPOMs
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 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.

## 5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard (see separate sheet)

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

Pupils are expected to:

Behave in an orderly and self-controlled way

Show respect to members of staff and each other

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. In these cases parents will be asked into school to discuss matters with either the Headteacher or Deputy Headteacher and support may be sought from the local Police.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **6.1 Mobile phones**

Pupils are allowed to bring mobile phones on to site but must hand them into the school office for safe-keeping during the day

# **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
- Use the Consequence Room at morning playtimes if appropriate where the children are actively encouraged to reflect on the consequences of their behaviour

**A separate sheet outlining different types of inappropriate behaviour and related sanctions is available as part of this policy.**

## **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:

Verbal praise

Communication to parents via, phone call, email or Class Dojo

Receiving stickers, team points or merits

Individual class teacher rewards

Stars of the Week certificates in Friday assembly

Visits to the Headteacher

Whole class or team awards, such as a popular activity

### **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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Sending the pupil out of the class to another class

Visit to the Consequence Room at playtime

A verbal reprimand and reminder of the expectations of behaviour

Setting of written tasks such as an account of their behaviour

Expecting work to be completed at home, or at break or lunchtime

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

Referring the pupil to a senior member of staff

Letter or phone call home to parents

Agreeing a behaviour contract

Suspension

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, but with regard to the impact on perceived fairness.

## **7.5 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 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.

## **7.6 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 or Family Support Worker, 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

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 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.

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, 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. 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.

## **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 or Family Support Worker 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. 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.

### **7.11 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.

## **8. Serious sanctions**

### **8.2 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 prolonged periods of time without the explicit agreement of the headteacher.

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.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMs.

### **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.

## **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).

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. These could involve:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will 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.



### **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 measures like:

Reintegration meetings

Daily contact with the pastoral lead

A reward card with personalised behaviour goals

## **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.

Pupils who have been absent from school for a prolonged period of time will be reminded of expectations of behaviour by the class teacher upon their return to school

## **12. Training**

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

- The needs of the pupils at the school

- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 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

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.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the FGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

## 14. 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

Anti-bullying policy

### 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, sanctions and reasonable force 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.

<p>Signature from Governors:</p>	<p>Date:</p>
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<p>Signature of Head teacher:</p>	<p>Date:</p>
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## Letters to parents about pupil behaviour - templates

### First behaviour letter

Dear parent,

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

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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

### Behaviour letter - return slip

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

Name of child:

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Parent name:

---

Parent signature:

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



## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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



### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,  
\_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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