



# Shanklea Primary School

## Behaviour Policy

Date policy last reviewed: January 2023

Date policy to be reviewed: January 2024

Signed by:

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

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

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## Statement of Intent

At Shanklea Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Supporting pupils when they become dysregulated and behaviour becomes challenging.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

All actions taken by staff will be if a child is dysregulated. Reasonable and proportionate support will be put in place for the child going forward.

The school acknowledges that when a child becomes dysregulated this can impact the behaviour and this can be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via a personalised graduated response.

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## **1. Legal framework**

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

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

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy including child on child abuse
- Anti-bullying Policy

## **2. Roles and responsibilities**

The governing board will have overall responsibility for:

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

The headteacher will be responsible for:

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

The SENCO will be responsible for:

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

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

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

Parents will be responsible for:

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

### 3. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Running away from school

- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

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

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

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

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

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

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

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

#### **5. Behaviour in school**

## **Pupil expectations**

Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

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

The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

It is the responsibility of all adults in school to monitor behaviour; rewarding good behaviour and dealing with problems that arise. Staff need to be aware of the school rules and ensure that they are followed.

## **School Rules**

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my friends.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks me and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher asks.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel distracted or dysregulated

**Children will need to understand that if they don't follow the rules then there may be consequences. The following steps will be displayed in each classroom.**

All children start the day on green on the traffic light system. All children on gold at the end of the day will be awarded points.

**Step 1** – I will be reminded about my behaviour by the teacher

**Step 2**- A 2nd behaviour reminder will be given and I will move to amber on the traffic light system.

**Step 3** – I will move to red and then be given time to reflect on my behaviour in the Quiet Area. The incident will be recorded and my teacher will inform my parents.

**Step 4** – If I have repeated episodes where I am moved to red, the behaviour will be discussed with a senior member of staff and my parents/carers will be contacted by my teacher to discuss ways to improve my behaviour. A behaviour contract may be set up with targets set in agreement with parents/carers and my teacher.

**Step 5** – I will work in the Thrive area or the Headteacher office if appropriate

**Step 6** – Suspension or permanent exclusion.

**See Appendix 1 for table.**

### **Rewards**

All children will begin each day (KS2)/session (KS1) on green on the traffic light system and will be rewarded for hard work and good behaviour by moving up the traffic light system towards gold. All children on gold at the end of the day/session will receive Dojo points. Teachers may choose to reward children who end the day/session on silver too. Rewards are used to encourage and promote good behaviour and could also include:

Verbal praise and recognition either individually or in groups. This could also include messages or phone calls home to parents.

Material awards such as certificates, stickers or prizes.

Recognition as individuals, groups or whole classes in achievement assembly each Friday.

Points awarded and these can be collected for rewards, chosen by pupils.

All children should be progressing in such a way that it is possible for them to receive awards at different points to encourage progress, achievement and good behaviour which will lead to gold by the end of the day/session.

### **Actions taken in response to behaviour**

A hierarchical structure of next steps is to be used so that different levels of behaviour are addressed appropriately. Restorative conversations must be incorporated in the structure so that the focus is on improved behaviour and support.

The following model should be used (not all behaviours are listed). The reward system should be integrated into this model so that improvement is acknowledged.

Any incidences of behaviour progressing to level 2 and beyond must be recorded on CPOMS including any children who are given reflection time in the Thrive area due to reaching red on the traffic light system. This information will be shared with SLT and also parents.

### **Challenging Dysregulated Behaviour**

We recognise that there are instances in which pupils may display challenging dysregulated behaviour as a result of a number of factors, e.g. underlying problems, a negative classroom environment or poor teacher-pupil relationships. Shanklea Primary School adopts an effective approach towards preventing and managing these instances of challenging behaviour to minimise disruption for other pupils and promote the safety of the whole school community.

Shanklea Primary School defines the following as “challenging dysregulated” behaviour:

- Discriminative abuse
- Verbal abuse
- Bullying (see anti-bullying policy)
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of the teacher

Staff members are responsible for identifying potential safeguarding issues and for recognising when they may also indicate pupils may engage in challenging or disruptive behaviour. In accordance with the school's Child Protection and Safeguarding Policy, all staff members are aware of safeguarding concerns and potential indicators.

## **6. De-escalation strategies**

Where challenging dysregulated behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

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

All challenging dysregulated behaviour will be reported on CPOMS by the staff member who dealt with it. All records will be overseen and analysed by SLT on a daily basis in order to identify patterns and to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to support pupils to make the right decisions going forward.

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

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.

- A member of the SLT investigates the incident and decides whether it constitutes serious behaviour.
- If a member of the SLT deems the behaviour to be serious, they will record the incident and the investigation on CPOMS and parents will be notified.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the dysregulation is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – SLT will determine the period the pupil will be removed from the classroom.

Following repeated incidents of challenging dysregulated behaviour or a one off (depending on severity) the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although challenging dysregulated behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

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

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

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

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

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

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

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

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Examples of initial interventions to address behaviour will include, but are not limited to, the following:

- The Thrive Approach using focussed interventions and time to meet with the school nurse and/or Learning Mentor
- Frequently engaging with parents, including home visits where necessary
- Personalised behaviour support plans
- Pupil support units if the child is unable to manage in mainstream setting and school can not meet their needs
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

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

### **Behaviour curriculum**

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

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

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

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

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

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. It may be that the pupil's behaviour support plan needs to be reviewed.

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

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

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

### **Physical intervention**

Shanklea Primary School recognises that the occasions when it will become necessary to physically restrain pupils will be very rare and only when there is no alternative in their and others' interests and safety.

The school recognises the importance of placing its policy on physical intervention within the context of our whole school approach to behaviour. Our behaviour policy sets out the steps taken within school to positively promote and encourage good behaviour amongst pupils. It is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps which staff might feel it becomes necessary to apply.

The school also recognises the very real difficulties which staff can sometimes be faced with in their day to day dealings with pupils on matters involving behaviour and discipline. Our approach to the issue of physical intervention is that:

- Pupils are entitled to a safe and secure environment in which the highest value is placed on learning on how to behave towards others
- Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in difficult situations

### **Our Policy**

The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may conceivably involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control.

Physical intervention should at no time be used as a threat, as punishment to the pupil or to force compliance with staff instructions when there is no risk of injury or of serious harm to property.

Physical intervention will only be used in the following circumstances:

- the child is attempting to harm himself/herself, or his/her actions may result in harm;
- there is a substantial risk of physical injury to a member of staff or a member of the public
- serious damage to property is being caused
- it is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken

Wherever possible, staff should exhaust a range of appropriate behaviour management strategies aimed at preventing the situation from reaching the point at which physical intervention becomes considered - for example, discussion, persuasion, diversion, a brief period of withdrawal from the main group. Physical intervention will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or to serious damage to property, then he/she should:

- Give clear instructions warning the pupil that unless he/she conforms then physical intervention will be applied
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others and once they have calmed down and is no longer posing a threat then the physical intervention will cease
- Summon help from another member of staff, if at all possible, to act as witness and ensure the safety of both parties where possible. If no other staff are available then physical intervention should only take place where staff feel sure of success.
- Use only the minimum force necessary to prevent injury or damage and for the minimum amount of time
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to gain self-control
- Reassure the pupil that no harm will follow

Both pupil and the adult should be given time to recover, if possible, acknowledging that emotional distress takes longer to subside than physical symptoms.

The school's agreed reporting procedures will be followed.

Following an episode of physical intervention, the staff concerned must report the incident (using the Physical Intervention Report Form) to the Head Teacher or other designated person. It is important that details of the incident are recorded as soon as possible. It is advisable that the recording and reporting takes place before the member of staff leaves the school premises on the day the incident occurs.

Following any incidents every effort will be made to allow staff to reflect and discuss what happened and why, and assess future implications for the management of the pupil and their behaviour.

If possible, discussion should take place between senior management, staff and pupil directly involved to encourage the pupil to face up to the problem and its consequences. If at all possible such a meeting should include parents.

It is the Head Teacher's responsibility to ensure incident reports are read as soon as possible and his/her own comments will be recorded. It will also be the responsibility of the Head Teacher to ensure feedback to staff and pupil takes place, and that subsequent meetings or behaviour management plans are arranged.

The Head Teacher will monitor the use of restraint, including consideration of:

- The appropriateness of physical intervention
- The attempts at defusing situations
- Correct post restraint procedures have been carried out
- The need for individual behaviour management plans
- The need for INSET/training for staff

The Headteacher will ensure that reports of incidents are correctly filed with copies sent to parents and social services as appropriate. In the case of a looked after child, a copy should be forwarded to the key social worker in order to be placed on the child's case file. The Headteacher will also arrange for reports monitoring and evaluating the use of physical intervention to go on a regular basis to the Governing Body.

## **8. Sexual abuse and harassment**

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

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **9. Smoking and controlled substances**

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

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

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

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

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

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

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

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

## **11. Effective classroom management**

Well-managed classrooms and quality first teaching is paramount to enabling pupils to stay regulated and feel safe. Effective classroom management will allow staff to:

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

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

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand

them. Teachers will also explain clearly to pupils what will happen if they don't follow the classroom rules and we will support pupils to understand this.

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

### **The classroom environment**

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

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

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

## **12. Behaviour outside of school premises**

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

Staff can take action where behaviour is dysregulated outside of the school premises, including conduct online, when the pupil is:

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

Staff may also take action for misbehaviour outside the school premises, including conduct online, that:

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

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

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

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

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

The school will collect data from the following sources:

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

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

### **14. Monitoring and review**

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

	Level 1	Level 2	Level 3	Level 4
<b>Behaviour</b>	<p>Not listening in class.</p> <p>Not working in class.</p> <p>Interrupting</p> <p>Shouting out</p> <p>Breach of playtime rules</p>	<p>Challenging response to an adult</p> <p>Preventing other children from working</p> <p>Persistent breach of playground rules</p>	<p>Poor/aggressive response to sanctions or adults</p> <p>Hurting children or adults</p> <p>Fighting</p> <p>Bullying</p> <p>Use of verbally aggressive or inappropriate language</p> <p>Damage to school property</p> <p>Uncontrolled lunchtime behaviour</p>	<p>Violent or threatening behaviour</p> <p>Verbal abuse</p> <p>Persistent challenging behaviour such as examples from previous levels</p> <p>Persistent disruptive behaviour</p>
<b>Response</b>	<ol style="list-style-type: none"> <li>1. Verbal reminder of behaviour</li> <li>2. Move down traffic light system</li> <li>3. Speak to children privately</li> </ol>	<ol style="list-style-type: none"> <li>1. Move down the traffic light system</li> <li>2. Time provided for reflection in the Quiet Area</li> <li>3. Parents informed</li> <li>4. Behaviour recorded on CPOMs and shared with SLT</li> </ol>	<p>Refer to SLT who will decide if the next step will be to:</p> <ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Consider behaviour plan for the future</li> <li>• Lunchtime exclusion</li> </ul>	<p>Refer to HT for further responses which could include:</p> <ul style="list-style-type: none"> <li>• Referral to a specialist practitioner</li> <li>• Lunchtime exclusion for up to 5 days</li> <li>• Suspension/permanent exclusion</li> </ul>

### **Suspensions and Permanent Exclusions**

Should the above strategies fail to achieve the desired results and the child's behaviour is a serious breach of this policy or allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher will consider a suspension in accordance with DfE Guidelines. The Headteacher may also, following reflection, use a permanent exclusion in response to serious or persistent breaches of the school's behaviour policy.

Northumberland County Council agreed Exclusion Policy will be put in place. The appropriate outside agencies will be contacted to review the situation.

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Exclusion-from-school-in-Northumberland.pdf>

**See Suspensions and Permanent Exclusion Policy.**