

Behaviour and Relationships policy and Statement of Behaviour Principles

Bedfont Primary School



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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
- 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. Key principals of behaviour and relationships



Relationships. Building positive relationships is really at the heart of everything that we do here at Bedfont Primary School.



Behaviour is communication. It is important to understand the causes of the behaviour, rather than focusing on the behaviour itself. Children with behaviour difficulties should be seen as vulnerable and not troublesome.



Being fair is not about everyone getting the same but about everyone getting what they need. There is no 'one size fits all' when it comes to supporting children. Some children may need more individualised support plans and strategies than others.



Children behave positively when their needs are met. If children have access to an inclusive and engaging curriculum then they are much more likely to behave positively.

4. Roles and responsibilities

4.1 Responsibilities of all staff

- Creating a calm and safe environment for pupils showcasing visible kindness by greeting children every morning with a smile, compassion and respect, setting high expectations for the day ahead.
- Strive to establish "relentless routines" so that children are in no doubt about expectations, and plan and deliver engaging, interesting and appropriate lessons that meets the needs of all learners.
- Communicating the school's rules, expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships. Ensure that all interactions with children are calm and respectful, especially when dealing with unwanted behaviour. Staff will never use sarcasm or strive to humiliate a child. They will never berate in public. They will never shout to manage behaviour.

- 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 Trackit Lights/CPOMS
- Challenging pupils to meet the school's expectations by never ignoring or walking past unexpected behaviours. Stop and remind children of our school rules and the expected behaviour.
- Show "deliberate botheredness" – going the extra mile for children, letting them know that we care – a gentle, kind and interested approach to supporting children.
- Be sensitive to reasons behind unwanted behavior and understand that behavior is communication. They will acknowledge the fact that angry children often carry "the invisible shrapnel of traumatic lives" (Paul Dix) and will strive to act with kindness in all situations, refusing to give up on any pupil.
- Teach students the behaviours that they want to see, and ensure that this is what is celebrated. Through Zones of Regulation teach children how to recognise when they are becoming dysregulated and how to calm themselves when this happens.

4.2 The governing board

The governing board 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

4.3 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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 Trackit Lights and CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- 1. Support staff in managing unwanted behaviour by coaching staff, supporting restorative conversations and having a presence around the school.

- Support with communicating with parents when necessary.

4.4 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. The behaviour Curriculum

5.1 The Zones of Regulation

At Bedfont we use the Zones of Regulation to help our children to name their feelings and to encourage them to identify what they need to get into green. Each classroom has a zones of regulation display where children can check in throughout the day. Some children may require individual Zones of regulation check-in opportunities. The Green Zone is where we learn, work and interact most effectively. It is important to note that it is emotion, not external behaviour, which determines which Zone a child is in. If children are in any of the other Zones, they may need support to regulate their feelings and work their way back into the Green Zone. This can be provided externally, by a key adult, but the aim is to develop children's abilities to self-regulate and recognise when this is necessary. Sensory activities are key to children being able to do this (see section 5).

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

5.2 Activities to reregulate- Our Toolbox

Children are taught ‘tools’ to help them self-regulate which they can employ independently. These may include:

- Drink of water
- Wall pushes
- Time in a break-out space either within the classroom or just outside of it.
- Breathing exercises
- Watching a sensory timer
- Sensory Circuit

A variety of sensory activities are available to support children who may be in the Blue, Yellow or Red zones. These may include:

- Movement breaks
- Squeezy or stretchy toys
- Putty or playdough
- Drawing or doodling
- Sensory Circuit

These lists are not definitive and individual children will often be able to identify particular activities which work well for them. Many children will only need to use these activities rarely as they will have few or no difficulties regulating their emotions, or will find the timetabled breaks in the day to be enough.

Extra sensory activities for those children who need them should **not** be seen as ‘rewarding poor behaviour’, but as a necessary strategy to maximise positive behaviour which in turn makes school a more positive place for everyone. However, use of the activities should be carefully managed by staff to avoid distraction for other children.

5.3 School Values and School Rules



Creativity

Imagine things differently

Curiosity

Wonder about the world around you

Confidence

Try something new and believe you can achieve

Calmness

Be healthy in body and mind.

Compassion

Show kindness and care for others

Cooperation

Work with others to achieve

Bedfont Primary School



Our 3 Simple Rules



Ready

Be ready to listen and learn in every lesson.
Be in the right place at the right time.
Be ready with everything you need for school.
Be curious and ask questions about your learning.



Respectful

Treat other people with compassion.
Be polite and use good manners.
Respect all cultures and religions.
Listen to and follow instructions.
Use kind words.
Take care of our school and everything in it.
Use Talk it Out to help you solve problems with your friends.



Safe

Walk around the building calmly.
Use your calming strategies and tools if needed.
Find an adult to talk to if you feel uncomfortable or unsafe about anything in school, out of school or online.
Behave in a way that keeps everyone safe.
Keep your hands, feet and unkind words to yourself.

Recognition and Rewards

Praise
Recognition boards
Stickers
Lunchtime Stickers: calmness, cooperation and compassion
Trackit light points
Proud of you cards sent home
Marble Jar Class rewards
Praise from a member of the Senior Leadership Team (SLT)
Weekly Values Superstar certificates
Treat activities at the end of each half term
Being selected to be a prefect (year 2 and 6)

5.4 Trackit Lights

At Bedfont Primary School, we are committed to providing a safe and positive learning environment for all students. To support this, we have implemented the Trackit Lights system, a digital behaviour management and reward system.

Using Trackit Lights, we have customized our green behaviour points to align with our school values and rules. This system allows us to easily track and monitor student behavior. Each day, students who have followed our school rules will be awarded a green light, which will be recorded on our online system. These green lights will be added to a student's profile, and are used to reward positive behavior.

We believe that the Trackit Lights system creates a positive and supportive learning environment, where students feel valued and motivated to succeed. We encourage all students to strive for green lights, and to take pride in their positive behaviour.

6. Responding to behaviour

6.1 Class-based steps

Class- based steps to support low-level behavior concerns	
All of the following should be said quietly to the child 1:1, not in front of the whole group.	
Non-verbal cues and positive framing	Move yourself to be in close proximity to the child/children. Eye-contact with the child Quietly removing a distracting object. Praise the children doing the right thing
Redirection	A gentle nudge delivered with warmth and high-expectations 'I'd like you to...'
1st Warning Move to orange- A quiet reminder	A quite conversation to check in with the child and remind them of our behavior expectations and values. This should be personal and non-threatening. 'When you are _____ it makes me think that you are not being ready/respectful/safe 'Do you remember yesterday/last week when you were (positive comment).That is what I need to see today.'
2nd warning Move to yellow - Emotional regulation activity/Co-regulation with an adult	Behaviour is a communication of feelings. Redirect to a regulation activity which is in an appropriate place for the child. This may be on a different table within the room or at a table in the corridor. 'I can see that you're having difficulty I'm wondering if that is because you're feeling ... (worried, upset, angry, frustrated.....)? It is really hard when ... and it is okay to feel ... but it is not okay to ... (name unwanted behaviour).'
3rd warning Move to Red- SLT support	SLT support If the learner refuses to engage, or if the reconciliation is unsuccessful, the teacher should call on support from a Senior Leader via the radio. Class teacher may decide to send to another class if appropriate. The teacher should call on support from a Senior Leader via internal phones who will support. SLT will decide about next steps and SLT or teacher will call parents. Teacher or

	key adult involved in the incident/s to log A brief account of the incident to be recorded in Trackit. Parents should be made aware on the same day that their child has been removed from the class.
Following an incident of SLT involvement	The teacher or adult involved with the behaviour concerns should take a moment to have a restorative conversation with the child and repair the relationship.

Examples of Behaviors which are not ready, respectful or safe		Support/Consequence/Action
Trackit Orange	Low level disruption Loss of focus in class/ not concentrating Calling out Chatting Slow working pace Bickering/ falling out with another child Being unkind/ name calling in the moment	Redirection Quiet reminder Quiet 30 second intervention 1:1 Co-regulation with an adult – acknowledge the feelings behind the behaviour but limit/ do not accept the unwanted behavior Prompted/supported to use Talk it Out
Trackit Yellow	Continuation of the above unexpected behaviours on the same day or: Shouting across the classroom Refusing to do work Saying no to an adult Answering an adult back Refusing to follow instructions Throwing or damaging resources or property ie ripping, scribbling on, snapping Disrupting teaching & learning Leaving the classroom without permission Not coming back into the classroom at appropriate time Swearing Intentionally upsetting others ie hiding property, excluding others, teasing, put-downs	Time-out for co-regulation with an adult Restorative conversation with a clear consequence given ie loss of part of break, pay back job Parents contacted by class teacher to discuss reason for, and outcome of restorative conversation Interventions which could include a focus on Zones of Regulation Senior Leader Team (SLT) involvement/ support Loss of 1 or more playtimes

Trackit Red	Continuation of the above unexpected behaviours on the same day Refusing to engage with an adult supporting you to calm and regulate Swearing at an adult Fighting and/or physically hurting another child Bullying including ongoing conflict in school as a result of online gaming/social media. Intentional racist acts or words said towards others Aggressive or violent actions with intent to cause harm to others Destruction of school property caused by an aggressive act Anti-social behaviour out of school when wearing school uniform or representing the school.	Fixed term playground ban (for playground issues) Restorative conversation using Talk it Out' Internal exclusion Possible referral to The Bridge for Outreach or offsite Pathways Intervention Fixed term exclusions Parents will be contacted
	Continuation of the above high level, unexpected behaviours on a regular basis.	Fixed term suspension or permanent exclusion

6.2 Ongoing or severe behaviour difficulties

Behaviour difficulties are treated on a case-by-case basis and are designed to be child centred. The behaviour support for children who have ongoing or severe behaviour difficulties may include:

- Reward/target chart monitored by a member of SLT (see appendix 3)
- Wellbeing practitioner
- Family support worker
- External support (Behaviour specialist, Educational psychologist, CAHMS referral, The Bridge (Hounslow alternative provision)
- Antecedents, behaviour and consequences chart completed by class teacher to discover triggers for negative behaviour patterns (see Appendix 4)
- Completion of a behaviour ladder or a bullying ladder record log
- Implementation of a Success in School Plan (see Appendix 5)
- Introduction of a key adult for that child to further support them to succeed.

Suspension and Exclusion-We do not anticipate escalation to fixed term suspension or permanent exclusion but if an incident warrants this level of consideration by the Headteacher then we will abide by all statutory and allied best practice requirements regarding exclusions. See Exclusions Policy.

7. Safeguarding

7.1 Safeguarding Policies

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.

7.2 Mobile phones

- Pupils are allowed to have mobile phones on-site however they must be given to their teacher at the beginning of each school day
- Mobile phones are taken down to the school office where they are locked away securely for the whole of the school day
- Pupils phones should be off when they are on site and they should not be turned back on until student are off the school site
- Pupils are not permitted to use their phones during the school day
- There may be exceptions to the rules for medical or personal reasons
- Parental permission will need to be provided for phones to be brought onto the school site

7.3 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 (see appendix 3 for a behaviour log)

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.

7.4 Confiscation, searches, screening

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

Confiscation

Prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

Any prohibited items 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 select appropriate headteacher (or deputy), 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.

The authorised member of staff may use a metal detector to assist with the search.

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:

- Trays

➤ Coats

➤ 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).

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.

7.5 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).

7.6 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.

7.7 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 other Senior Leader 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.

7.8 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.

7.9 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 policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils will not be removed from classrooms for 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.

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

- Regular check-ins with a key adult
- Implementation of a success in school plan
- Short term behaviour reward cards
- Referral to pupil support units
- Multi-agency assessment

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

8.2 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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 consider the specific circumstances and requirements of the pupil concerned. These reasonable adjustments may include but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still as long as their classmates
- 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 (Sparrow class and Eagle class) 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 consider:

- 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.

- Reintegration meetings
- Daily contact with a key adult
- A behaviour reward chart with personalised behaviour goals and rewards
- Implementation of a Success in School Plan

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following via Trackit Lights and CPOMS:

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

The data will be analysed half termly by a member of the Senior Leadership Team.

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 and location – whether the incidents take place during lesson time, on the playground at lunchtime etc
- By protected characteristic
- Nature of the incident

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 governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). Changes may be made to a working document version midyear as and when necessary. A link governor for behaviour would be informed and will approve the changes. The policy will go to formal review with the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

Appendix 1: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 2: Success in School Plan

SUCCESS IN SCHOOL		YEAR
Date plan starts: Date of next review:	The adults that help me in school are:	
The behavior that we want to see: <u>Ready</u> - <u>Respectful</u> - <u>Safe</u> -	When the teacher sees these behaviors, they will think that I'm not being ready	
Things that trigger me and I move into the Blue Yellow or Red zone	When things go wrong...	
What can my teacher do to help?		

