

Holy Cross Primary CVA



Behaviour Policy

Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people

Aim of Policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on gospel values, mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Overall Objectives

- To motivate children to achieve their full potential.
- To provide safety and wellbeing for all children by raising awareness of appropriate behaviour.
- To teach pupils that actions & choices have consequences – consistent praise and sanctions.
- To promote consideration and respect for others.
- To manage conflict and tensions by repairing harm and building relationships.

“I give you a new commandment, love one another; just as I have loved you.” (John 13:34)

Ethos

At Holy Cross Primary CVA, we believe that all children have the right to develop their potential and our aim is to create a welcoming, caring environment where children feel safe and happy. Staff are committed to their responsibility for children's social and emotional attitudes to learning and managing behaviour appropriately, as laid down in the Professional Standards for Teachers.

Essentially our Ethos is demonstrated by the outward signs and the personal experiences of the teachings of Christ and the Catholic Church in the totality of daily life in our school.

Aims

- To ensure that Christ is at the centre of all that we do
- To motivate children to do their best
- To value achievement and raise self-esteem
- To promote safety and well-being of all pupils
- To promote consideration and respect for others
- To teach pupils that actions and choices have consequences restoratively
- To raise awareness of appropriate behaviour
- To respond to challenging behaviour restoratively
- To help those harmed by others actions restoratively
- To continue to develop the spiritual and moral standards of our pupils

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

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Statement of intent

Holy Cross Primary CVA believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- 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 and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

1.1. 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
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

- [Anti-Bullying Policy](#)
- [Special Educational Needs and Disabilities \(SEND\) Policy](#)
- [Child Protection and Safeguarding Policy](#)
- [Exclusion Policy](#)
- [Physical Restraint and Reasonable Force Policy](#)
- [Complaints Procedures Policy](#)

2. Roles and responsibilities

2.1. The Local [Governing Board](#) has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social, Emotional, Mental Health-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, 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](#).

2.2. The [headteacher](#) is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the Local [Governing Board](#) on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. The [mental health lead](#) is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the [SENCO](#), [headteacher](#) and Local [Governing board](#), as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the [SENCO](#) and [mental health support teams](#) to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers or alternative providers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

2.4. The **SENCO** is responsible for:

- Collaborating with the Local **Governing Board**, **headteacher** and the **mental health lead**, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the **SENCO** and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the 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 SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the Headteacher, SENDCo and Mental Health Lead up-to-date with any changes in behaviour.

2.6. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour. This responsibility includes the power to discipline

pupils even when they are not in school or in the charge of a member of staff.

2.7. Pupils are responsible for:

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

2.8. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

3.1. For the purpose of this policy, the school defines “serious unacceptable 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, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, 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 involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **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
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

3.2. For the purpose of this policy, the school defines “low level unacceptable 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
 - Refusing to complete homework
 - Use of mobile phones without permission
 - Graffiti
- 3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.
- 3.4. “Challenging behaviour” is defined as:
- Discriminative abuse
 - Verbal abuse
 - Bullying
 - 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 to other pupils or members of staff
 - Any behaviour that seriously inhibits the learning of pupils
 - Any behaviour that requires the immediate attention of another staff member

4. Smoking

- 4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 4.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 4.3. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 4.4. Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

5. Prohibited sexual harassment

- 5.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

- 5.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
 - Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
 - Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
 - Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
 - Taking, displaying, or pressuring individuals into taking photos of a sexual nature
 - Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
 - Purposefully cornering or hindering an individual’s normal movements
- 5.3. 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.
- 5.4. Punishments 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.
- 5.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

6. Effective classroom management

- 6.1. The school understands that well-managed classrooms:
- 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 misbehaviour.
 - 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.
- 6.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to:
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
 - Follow reasonable instructions given by staff.
 - Behave in a reasonable and polite manner towards all staff and pupils.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Hand in homework at the time requested.
 - Report unacceptable behaviour.
 - Show respect for the school environment.
- 6.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:
- Classroom rules
 - Routines
 - Praise
 - Rewards

Classroom rules

- 6.4. Teachers establish classroom rules on a termly basis linked to our mission statement work. This links with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.
- 6.5. Teachers ensure that classroom rules are always clear, comprehensive and enforceable. They should be based on the three school motto words 'Loved, Valued, Challenged'.
- 6.6. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".
- 6.7. Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

- 6.8. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
- 6.9. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.
- 6.10. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Routines

- 6.11. The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.
- 6.12. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- 6.13. Routines may include activities such as the following:
 - Standing behind chairs before the class starts and sitting down upon the teacher's instruction
 - Handing out exercise books at the beginning of the lesson
 - Writing lesson objectives down
 - Putting chairs on top of the desk at the end of the day
- 6.14. Once a routine has been established, the teacher models this for pupils to ensure they understand it.
- 6.15. Routines are displayed alongside the classroom rules on the wall so that they are clearly visible to pupils.
- 6.16. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.
- 6.17. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Praise

- 6.18. The school recognises that praise is key to making pupils feel loved and valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.
- 6.19. When giving praise, teachers ensure:
 - They define the behaviour that is being rewarded.
 - The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.
 - Praise is related to effort, rather than only work produced.
 - Perseverance and independence are encouraged.
- 6.20. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.
- 6.21. Praise that is given is always sincere and is never followed with immediate criticism.
- 6.22. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

- 6.23. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
- **Immediate** – immediately rewarded following good behaviour.
 - **Consistent** – consistently rewarded to maintain the behaviour.
 - **Achievable** – keeping rewards achievable to maintain attention and motivation.
 - **Fair** – making sure all pupils are fairly rewarded
- 6.24. The school uses three different categories of rewards – these are:
- **Social** – praise and recognition, e.g. a positive phone call or class dojo message home.
 - **Physical** – material rewards, e.g. dojo points (house points), stickers or certificates.
 - **Activity** – activity-based rewards, e.g. extra play, free time.
 - **WOW cards** – these are based on parents having a conversation starter with their parent for going above or beyond showing behaviour that 'wowed' an adult.
- 6.25. Teachers may implement different types rewards as they see fit with approval from the [headteacher](#); however, as a general rule, the following rewards are used:
- Stickers (age-appropriate)
 - Certificates
 - reward time
 - Class celebrations (attendance)
 - Phone calls and dojo messages home

- Extra breaktime
- Special privilege, e.g. non-uniform privilege

7. Positive relationships and approach

- 7.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.
- 7.2. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:
- Welcoming pupils on the playground with a handshake.
 - Ensuring pupils understand what is expected of them.
 - Creating a positive environment where every pupil feels comfortable and respected.
 - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
 - Engaging with pupils during lunchtime and breaktime.
 - Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
- 7.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:
- Acknowledging and giving praise when a pupil demonstrates good manners.
 - Encouraging pupils to treat others with respect by modelling the desired behaviour.
 - Informing pupils of the importance of treating others the same way they like to be treated.
 - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
 - Establishing a politeness policy to help pupils understand basic manners and respect.
 - Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.
- 7.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

- 7.5. The school aims 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
- 7.6. Positive mental wellbeing will be promoted through:
- [Teaching PSHE curriculum](#)
 - [Counselling \(as required\)](#)
 - [Positive classroom management](#)
 - [Developing social skills](#)
 - [Working with parents](#)
 - [Peer support](#)
- 7.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.
- 7.8. We always aim to maintain positive working relationships with parents. However, the school will not tolerate verbally or physically aggressive parents on the school premises. The Head teacher has the power, as a person with a right to be in the school (an employee of the school) to tell a parent who uses offensive language such as the “F” word in school to leave, and the parent may be prevented from further access to school premises.
- 7.9. **Link to DfE government publication called “Controlling access to school premises”:-** <https://www.gov.uk/government/publications/controlling-access-to-school-premises/controlling-access-to-school-premises>

8. The classroom environment

- 8.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.
- 8.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:
- Seating those who frequently model poor behaviour closest to, and facing, the teacher.

- Seating those who frequently model poor behaviour 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.
- 8.3. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- 8.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.
- 8.5. Teachers establish different methods for regaining pupils' attention.

9. Understanding behaviour

- 9.1. Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:
- Antecedent **(A)**: what happens before the behaviour occurs.
 - Behaviour **(B)**: the behaviour that occurs.
 - Consequence **(C)**: the positive or negative results of the behaviour.
- 9.2. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- 9.3. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the pupil's behaviour?
 - Where and when does the pupil display this behaviour?
 - What are the triggers of the behaviour?
 - What acceptable behaviour can the pupil use to ensure their needs are met?
 - What strategies can be implemented for behaviour change?
 - How can the pupil's progress be monitored?
- 9.4. A positive individual behaviour plan is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.
- 9.5. Necessary staff members will be familiar with the pupil's behaviour plan to ensure staff are equipped to deal with instances of negative behaviour.

9.6. Pupils and their parents are involved in the development of the behaviour plan, and this is reviewed regularly by the parent, pupil and their teacher.

10. De-escalation strategies

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

- 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 then 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"

11. Intervention

11.1. In line with the school's [Physical Restraint and Reasonable Force Policy](#), all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

11.2. Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption

- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
 - A pupil is behaving a way that is seriously compromising good order and discipline
 - A pupil persistently refuses to obey an order to leave the classroom
- 11.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 11.4. All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- 11.5. Any physical intervention used will be conducted in line with the [Physical Restraint and Use of Reasonable Force Policy](#).
- 11.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 11.7. After an instance of physical intervention, the pupil will be immediately taken to the [headteacher](#) and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.
- 11.8. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.
- 11.9. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

12. Managing behaviour

- 12.1. Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.
- 12.2. The [headteacher](#) will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.
- 12.3. After an initial incident of negative behaviour, the following sanctions are implemented:
- The pupil is sent to the [headteacher](#) immediately, or in their absence, the most senior member of staff.
 - The [headteacher](#) investigates the incident and decides whether or not it constitutes as challenging behaviour.

- If the **headteacher** deems the behaviour to be challenging, they will record the incident on CPOMS and SIMS. The behaviour will also be recorded on the pupil's permanent record.
- The **headteacher** will inform the pupil's parents and invite them to discuss the incident.
- Parents will be made aware that a repeat offence will result in the pupil being monitored with an individual behaviour plan– if they do not already have one.
- Victims of any challenging behaviour will be offered the opportunity for counselling from an appropriate member of staff. There may be a need for referral to external agencies for additional support.

12.4. Following a second incident of challenging behaviour, the following sanctions are implemented:

- An individual behaviour plan will be developed for the pupil in line with this policy for a set period of time as determined by the **headteacher**.
- If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments on their individual behaviour plan.
- The class teacher, SENDCo, Mental Health Lead and Headteacher will review the individual behaviour plan if the challenging behaviour continues.
- Parents will be informed that the pupil has an individual behaviour plan and that any further instances of challenging behaviour may result in exclusion.

12.5. Following a third incident of challenging behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded (for a fixed term) in line with the school's **Exclusion Policy** and determine the length of the exclusion.
- Although challenging 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 difficulties, SEND support will be put in place from the school's national SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

- **Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
 - **Stage 2: Selected support** – the support and interventions delivered using the school’s resources, led by the [SENCO](#).
 - **Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school’s [SEND Policy](#). This could lead to the creation of an EHC plan.
 - Where SEND is not identified, but the [headteacher](#) determines that support is still required for the pupil, an Individual Behavioural Plan will be adapted to outline the necessary provisions in place.
 - The [Headteacher and SENDCo](#) will decide whether it is necessary to complete a common assessment framework, if multi-agency support is necessary.
 - If behaviour is increasingly volatile, the Small Steps or Concerning Behaviour pathways team will be informed.
 - Following a fourth incident of challenging behaviour, the following sanctions are implemented:
 - The headteacher will enforce a fixed-term exclusion in line with the school’s [Exclusion Policy](#).
 - The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.
 - When the pupil returns to the school, the [headteacher](#), pupil and parents will agree, in writing, a strategy for identifying instances of challenging behaviour and how to avoid them.
 - When returning to the school, the pupil will have an individual behavioural plan in place and a risk assessment (if necessary).
 - Parents will be made aware that a further incident could result in permanent exclusion.
 - Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil’s behaviour, further sanctions, such as exclusion, could be considered.

12.6. For punishments to be lawful, the school will ensure that:

- The decision to sanction 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 sanction 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/visit.
 - The decision to sanction a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.
- 12.7. The school will ensure that all sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

13. Behaviour off school premises

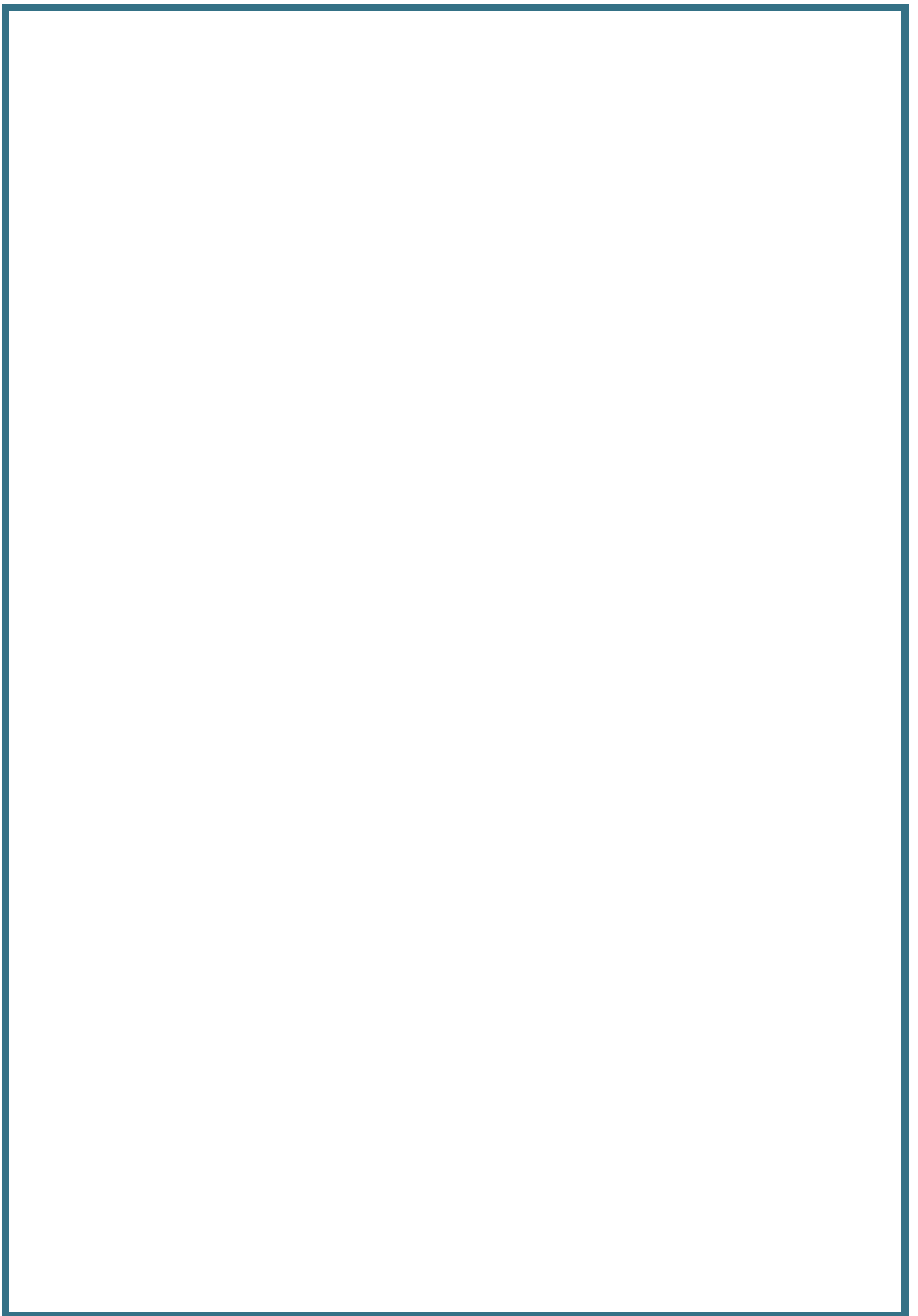
- 13.1. Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform.
- 13.2. Staff can sanction pupils for misbehaviour outside of the school premises.
- 13.3. Staff may discipline pupils for misbehaviour off the school premises 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.
- 13.4. Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
- 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 disrupt the orderly running of the school.
- 13.5. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's [Anti-Bullying Policy](#).
- 13.6. The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 13.7. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.
- 13.8. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the [Complaints Procedure Policy](#).

14. Staff training

- 14.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- 14.2. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour through MAPA training – this training is updated regularly.
- 14.3. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 14.4. All staff members are trained in the approved methods of physical intervention in line with the school's [Physical Restraint and Use of Reasonable Force Policy](#).
- 14.5. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.
- 14.6. Senior members of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.
- 14.7. Teachers and support staff will receive regular and ongoing training as part of their development.

15. Monitoring and review

- 15.1. This policy will be reviewed by the [Headteacher, SENDCo](#) and [mental health lead](#) on an [annual](#) basis, who will make any necessary changes and communicate these to all members of staff.
- 15.2. This policy will be made available for Ofsted inspections and review by the lead inspector, upon request.
- 15.3. The next scheduled review date for this policy is [October 2020](#).



Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

Classroom Rules Agreement

Our classroom rules



Our class, class number/name, has created this agreement so that all pupils know how to behave when they are in class and around the school. Together, we have created our rules and agreed that we will stick to them. This will make sure our whole class is happy and we can get on with our work.

Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

I will:

- 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 class mates.
- 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 and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

I understand that if I don't follow the rules there may be consequences:

1st warning: The teacher tells me to stop the behaviour. I should stop doing what I'm doing.

2nd warning: The teacher asks me to move away from where I am sitting. I must calm down before I return to my table.

3rd warning: The teacher tells me to stay behind at breaktime. I must think about why I am acting this way and make sure it does not occur after the lesson. A restorative justice sheet (gingerbread man sheet) to be completed.

Pupil name: _____ **Date:** _____

Behavioural Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What effective strategies could we implement to help the pupil achieve their targets?

Additional comments