St Francis Church of England Primary School

At St Francis CE Primary School, we aim to inspire our church school family to learn earnestly, care deeply, grow boldly and find joy in the journey nourished by faith, friendship, aspiration and love.

Policy Title:

Behaviour Policy

Date of Policy:	Summer Term 2019		**Review Cycle:** Annually
Policy Review Date:	Autumn Term 2021	Updates:	Policy re-written in line with the new T&L policy. Culture routines. Very clear in terms of rewards and consequences.
Policy Review Date:	Autumn Term 2022	Updates:	Policy updates to reflect DfE behaviour/exclusion updates. Sections 3, 6, 8, 9, 10, 18 & 19 updated.
Policy Review Date:	Autumn Term 2023	Updates:	Policy reviewed – changes to be made identified – implementation/changes to policy ready for Spring 2023.
Policy Review Date:	Summer Term 2024	Updates:	Policy reviewed. Principles remain the same, however, tightening up of the Tier systems and when SLT is involved. This has led to changes for recording on CPOMS.
Policy Review Date:	Autumn Term 2025	Updates:	Policy updated to reflect the new vision and change of HT
Policy Review Date:	Autumn Term 2026	Updates:	Policy updated to reflect new expectations regarding SEND and KCSiE 2026

Headteacher: C.Foster Chair of Governors: N.Duffy

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Statement of intent

St Francis CE Primary School, we aim to inspire our church school family to learn earnestly, care deeply, grow boldly and find joy in the journey nourished by faith, friendship, aspiration and love. We believe that the positive behaviour of pupils is necessary for effective teaching and learning to take place.

Purpose and aims

Our Christian vision and values shape everything we do. It is important that all staff, parents and visitors act as role models by exhibiting good behaviours. We work towards developing standards of behaviour based on our vision and our five core Christian values of joy, faith, friendship, aspiration and love. We are committed to:

- Ensuring all pupils, staff, parents and visitors feel safe at all times in school;
- Creating a positive culture in which excellent behaviour is explicitly taught, modelled, noticed and celebrated;
- placing positive relationships between pupils, staff and families at the heart of behaviour management;
- providing consistent expectations through the rules, learn earnestly, care deeply, grow boldly, find joy in the journey;
- ensuring classrooms and shared spaces are calm, orderly and conducive to learning;
- helping pupils develop self-regulation, responsibility, empathy, forgiveness and the ability to repair harm;
- using rewards and positive recognition generously, while retaining clear and proportionate consequences when expectations are not met;
- ensuring behaviour responses are lawful, fair and adapted where reasonable for pupils with SEND, disabilities or other additional needs;
- protecting pupils and staff from bullying, discrimination, harassment, violence and other harmful behaviour; and
- working in partnership with parents and carers so that children experience coherent support between home and school

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 ‘Use of reasonable force’

- DfE ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE ‘Mental health and behaviour in schools’
- DfE ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE ‘Keeping children safe in education’
- DfE ‘Searching, Screening and Confiscation: Advice for schools’
- DfE ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE ‘Mobile phones in schools’
- DfE ‘Creating a school behaviour culture: audit and action planning tools’

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Mobile Devices Policy
- Behaviour Action Plan

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 pupils can learn in a calm, safe and supportive environment, where 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.
- Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may exercise its right to bar the parent from the school site on the grounds of aggressive or abusive behaviour. If the parent continues to cause disturbance, he or she may be liable to prosecution.

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 and ensuring that this policy is published on the school website.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this 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.
- Supporting behaviour management in line with the SEMH Policy.

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.
- 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.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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.
- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

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 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. 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, and has the purpose of effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience 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 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
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable 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 culture 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.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

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. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will 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 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. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these.

6. Managing behaviour

Our first response to behaviour is to notice what is going well. Recognition should be frequent, specific and linked to our values and rules. The purpose is to reinforce positive habits, build intrinsic motivation and strengthen belonging. At St Francis we have two clear systems in place to ensure that pupil behaviour is the best it can be These are:

1- Rewards – this is based on house points and collected on a child's individual behaviour passport. This is linked to their 'house' (Spring, Summer, Autumn, Winter)

2- Sanctions – this is based on a staged intervention system.

6a. Rewards

Our emphasis is on rewards to reinforce positive behaviour. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. The most used and arguably the most effective reward is praise, informal and formal, to individuals and groups. It is earned by the maintenance of good standards, effort, resilience and particularly noteworthy achievements.

Our rewards may include:

- Positive comments (verbal/written) for pieces of work;
- Pupils' work on display in classrooms/corridors/school hall;
- Sharing success with parents/carers;
- Worker of the Week certificate;
- 'Special Mentions' during Celebration Worship;
- House points (collected on behaviour passport);
- Stickers;
- Daily Treat Time as agreed in each class.

Children are allocated houses, Spring, Summer, Autumn, Winter, when they start in Reception and remain in this house throughout their time at St. Francis. Each child's behaviour passport is linked to their house. (Autumn - Orange, Winter - Blue, Spring - Green, Summer - Yellow)

Points can be given to recognise positive behaviour, resilience and hard work. They should be awarded for excellence, not what is expected. Staff are encouraged to notice positive behaviour and praise this, rather than bad. Points cannot be deducted once awarded.

Staff will be specific with praise, linked to our school rules: learn earnestly, care deeply, grow boldly and find joy in the journey.

"you showed kindness when…"

"I like that you showed respect and friendship when you…"

"your determination to complete this task shows…"

Praise children's good behaviour choices, efforts, resilience – not just outcomes.

When a point is awarded, the teacher/TA will initial or sign a box on the passport. A maximum of 2 points per action. Children's passports are kept in class. At the end of the week a nominated prefect will count up

(and mark off) all the points awarded within each house that week. The winning house will be announced in Celebration Worship.

At the end of each term, the house with the most collective wins will be awarded a treat. This may be: popcorn and film in the hall, trip to the park, extra playtime, a none uniform day. School Council members will suggest activities the children might like as a treat.

If a child in the winning house, has been on report during the half term that the treat is earned, they will be discussed by class teacher and SLT before being able to take part.

Each week, individual children will be celebrated in worship for earning house points. Names of those who have earned 10, 20 30 etc will stand up during worship for a special mention and receive a star sticker for their passport.

Children who has been awarded 100 points within a term, will earn themselves a bronze star badge in Celebration Worship. They will be given another behaviour passport and work towards, silver, (spring term) then gold (summer term).

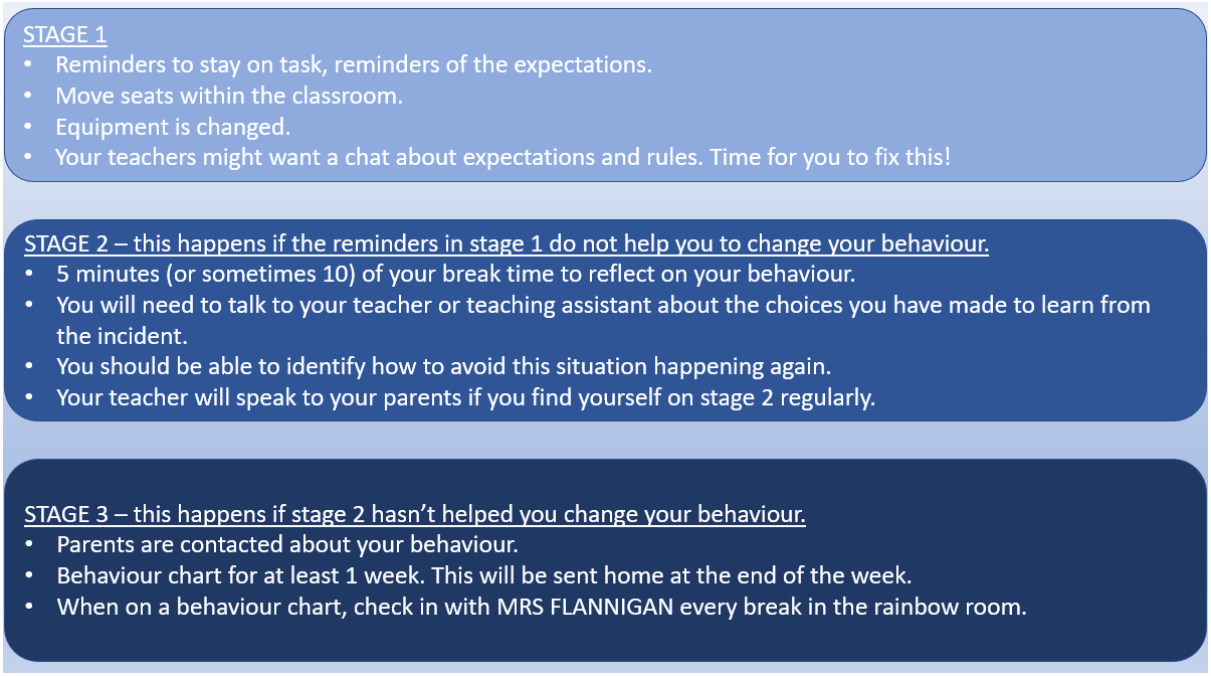
Children who don't reach 100 within a term will continue and have the chance to earn their bronze during the next term. See passport below:

At St Francis we are **kind**, we are **respectful** and we **celebrate differences**!

										10 points!
										20 points!
										30 points!
										40 points!
										50 points!
										60 points!
										70 points!
										80 points!
										90 points!
										100 points! ☆

6b. Sanctions

When behaviour falls below expectations, staff respond calmly, predictably and proportionately. The aim is to stop disruption or harm, protect learning, help the pupil understand the expectation, apply a consequence where necessary, and support a successful return to positive behaviour. We follow a three-stage intervention system for managing behaviour.



If a child is not displaying the expected behaviour of our school, conversations regarding behaviour with pupils take place on a one-to-one basis as much as possible. If this continues, a dot (or tick) is placed next to that child's name on a class list, held discreetly on the teacher's desk. This means they will move onto the next stage of the behaviour system.

Discussions with the pupil using the behaviour scale will take place at all stages; this is to help the child understand why they have been moved onto the next stage and what they could do different to avoid this happening in the future. It is a specific chance for teachers to teach behaviour rather than just expect it. Children must understand what is expected of them and why.

Stage 1 – Warnings

If a pupil is not meeting the school's expectation of behaviour, an appropriate adult gives the child a verbal warning and a reminder. The class teacher may decide to move the child within the classroom to allow them the opportunity to adjust their behaviour positively.

At an appropriate time, the class teacher will also discuss the behaviour with the pupil and remind them of school expectations in the hope the child's behaviour improves.

Stage 2 – Time Out

If the pupil's behaviour continues not to meet expectations, despite a verbal prompt by a member of staff, moving seats or reflective chat, the teacher will place a dot (or tick) next to that child's name on a class list which will be held discreetly on the teacher's desk. This will result in the child needing some time to reflect on their behaviour. (5 mins at break/lunch time depending on the time of the incident) during this time, children will need to complete a 'Reset Card' as reflection and discuss this with the teacher.

If a child continues to make inappropriate choices of behaviour whilst on Stage 2, a second dot (or tick) is placed next to their name and they will move onto Stage 3. (10-15 mins loss of play at break/lunch time

depending on the time of the incident. This will be the next day if at the end of the day) A ‘reset card’ must be completed by the child.

There may be occasions when a class teacher or member of staff feel it is appropriate to move a child’s name onto the Stage 3 immediately. This could be for making an unkind choice in their words or actions. The same action of 10-15 minutes missed from playtime or lunchtime to reflect and apologise for their behaviour will be implemented. Teachers must speak to parents to inform them of their child’s behaviour when a child is reaching Stage 2 on a regular basis. This can be done face to face at the end of the day or a phone call.

Stage 3 – Behaviour chart

If a child is reaching Stage 3 for the persistent disruption to the learning of others in class or due to a serious incident of either physical or verbal harm to others they will be placed on a behaviour chart. This incident will be recorded on CPOMS. The child’s class teacher will also contact parents again to inform them of this either via a face to face conversation or via a phone call.

Children will be placed on behaviour charts after discussion with SLT. A target will be set, linked to the behaviour we want to see improved that week. Behaviour charts will be graded each session (1-5) The need for a behaviour chart will be reviewed weekly. A copy of the behaviour chart will be sent home at the end of the week. Whilst a child is on a behaviour chart, they will lose their morning break and must check in with Mrs Flannigan at lunchtimes every day. They will be encouraged to reflect on the more positive choices they have made throughout the week and record these on their behaviour chart as ‘Wins of the week’

Behaviour Chart

My target for the week:	

	Worship	Morning lesson 1	Break time	Morning lesson 2	Lunch time	Afternoon lesson 1	Afternoon lesson 2
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Each session is signed by an adult along with a grading from 1-5 (1 lowest, 5 highest) Please note the reasons for 2 or less.

Wins of the week:	

Behaviour charts can be used for up to three weeks. If there is no improvement within this time, an additional meeting with parents must be held to discuss possible next steps which may include internal suspensions, lunchtime exclusions or more serious sanctions.

High standards of behaviour are expected both in the classroom and outside of the classroom, including at break time and lunchtime. All members of staff are responsible for up keeping positive behaviour in the classroom, dining room and on the school playground.

The school has expectations for behaviour in the dining room and on the playground and these are shared with the children and continually reinforced. All staff praise positive behaviour and use the behaviour scale to inform a child if they are making poor behaviour choices.

Parents must always be notified of any instance where a child has physically hurt another child.

Most instances of inappropriate behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. Additional help and advice can be provided by the SLT and specialist help can be sought from the Educational Psychologist or Special Educational Needs/Disability Services. This possibility should be discussed with the SENCO / Headteacher / SLT.

6c Positive teacher-pupil relationships

When responding to incidents of negative behaviour in school, all staff are encouraged to talk and name the emotions felt by the child in each circumstance. Staff are encouraged to talk to the children about the importance of following behavioural expectations due to their care and desire for them to be a successful individual.

Staff are encouraged to use the following mantras/phrases when talking to children to promote consistency across school.

“I care about you and I want you to be successful…”

“I can see you’re feeling...”

“I’d feel … too but it’s not right to…”

“How can we put this right…?”

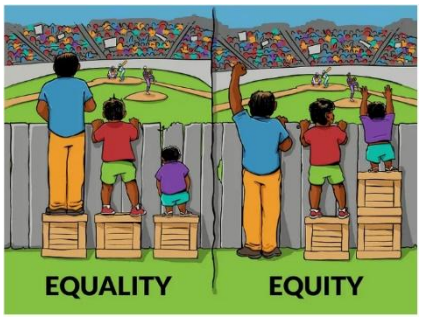
“What can we do next time in this situation?”

“How can we deal with this better next time?”

Staff always encourage and work with a child to help them correct their behaviour whether this be apologising, offering to shake hands, fixing something that is broken, making a card/note of apology.

It is important to remember equality means everyone has the same chances or gets the same treatment. Everyone is treated equally.

Equity means everyone has the same chances but also considering different people’s needs so they are treated fairly.



Positive teacher-pupil relationships are key to combatting unacceptable behaviour. 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 misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

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

The school will aim to anticipate likely triggers of misbehaviour 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 and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- 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. 'if this, then that…'
- 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".

Physical intervention

Trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. 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. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. Parents will be informed on the same day if their child has been removed from the classroom.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete. The headteacher and other appropriate teachers will consider whether any assessment of underlying factors of disruptive behaviour is needed, and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

7. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to 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 Child-on-child Abuse 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. Disciplinary sanctions 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. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made the false reports. The DSL shall be involved in this process.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

8. 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, in line with the school's Physical Intervention Policy.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

9. Effective classroom management

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

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 breach any classroom rules to ensure pupils are aware of the sanctions.

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 preventing poor behaviour. 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 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.

10. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

11. 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 sanction pupils for misbehaviour outside of the school premises, including conduct online, provided 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 sanction pupils 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, including cyberbullying, 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 impose the same sanctions for 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.

12. 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 annually by the headteacher and the SLT. The data will be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

13. Monitoring and review

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

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Autumn 2027.