



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

Behaviour Policy

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Policy 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

Legislation and guidance

This policy is based on legislation and advice from the Department for Education (DfE):

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[DfE guidance](#)

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](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Serious misbehaviour is defined as:
 - Repeated breaches of the school rules
 - Any form of bullying
 - Sexual violence
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - 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)

Bullying

See Anti – Bullying Policy

Roles and responsibilities

The governing body

The Governing Body is responsible for:

- Approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness

- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

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

Teachers and staff

We expect staff to-

- implement an agreed approach to the rewarding of good behaviour,
- Deal with problems arising from unsatisfactory relationships between children, in a sensitive and positive manner,
- apply age and developmental appropriate sanctions in response to unacceptable behaviour, explaining their uses to the children,
- maintain good discipline within the classroom,
- motivate the children to do well,
- •provide interesting and appropriately challenging tasks in the classroom,
- inform parents of any changes in their child's behaviour at an early stage,
- be available to discuss children's progress at the soonest mutually convenient time.

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

We expect parents to-

- Equip their children appropriately for school,
- Support the schools policy on behaviour,
- Ensure their children attend school regularly and are punctual,
- make sure their children obey the code of conduct before school starts and at the end of the school day whilst in their care,
- inform the school when their children show differences in behaviour, or behave unusually at home,
- talk regularly to the teacher about their child,
- encourage their children and show interest in their achievements and behaviour in school.

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.

Pupils

We expect children to-

- Be respectful towards all those who work in the school,
- Observe the rules regarding safe and considerate use of the outside play areas,
- Display good manners,
- Respond quickly to instructions,
- Avoid any verbal or physical aggression,
- Make the most of their learning opportunities at school and allow others to do the same.

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

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

School behaviour curriculum

Encouraging good behaviour

- We promote good behaviour by:
- Making positive remarks about everyday acts of consideration
- Encouraging older children to look after younger ones
- Devoting teaching time to issues of mutual respect
- Drawing good behaviour to the attention of parents
- Giving rewards
- Developing good role models and giving these a high profile through the school - House and sports captains, Little Larries and School council representatives.

Strategies that may be used to promote good behaviour:

- Use signals to encourage good behaviour e.g. hand signals/ clapping patterns/ songs to focus the children
- Verbal reminders that are anonymous (e.g. 'We are just waiting for 3 children to....').
- Positive praise for children who are displaying behaviour looked for (e.g. 'Well done X and X. I can see you are.....').
- Ensure that a stated course of action is followed up.
- Keeping your tone of voice low when addressing misbehaviour
- Helping the child to 'save face' in front of others to avoid escalation of poor behaviour.
- Use of the 'thinking chair' in EYFS to encourage thinking about behaviour.

Rewards

We aim to be positive in our approach and to notice and reward good behaviour. A range of rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole.

Rewards include:

- stickers, stamps that children can put on their jumpers or book bags
- extra responsibilities in the classroom e.g. monitors
- certificates to take home or display in the class

- Sharing achievements with parents
- Sharing achievements with other 'significant' staff
- verbal rewards: "Good", "Well done", expressions from an adult
- stars, stickers and smiley faces on work, a chart or clothes
- St Lawrence awards – given at weekly assemblies and displayed in the hall. The certificates are then taken home the following week.
- Purple certificate indicating an act of kindness has been witnessed

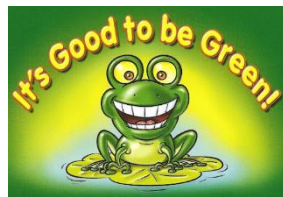
House Points:

A system of house points operates throughout the school (beginning in Year 1). It is intended to reward positive attitudes and behaviours and encourage good manners in all aspects of school life. In particular, house points can be awarded for:

- Positive attitudes, behaviours and effort in learning
- Positive attitudes, behaviours and effort in school activities, e.g. sporting event, trips and visits, sporting events, charity events etc.
- Displaying Olympic and Christian values
- Being 'KIND'

Good to be Green Behaviour System

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that appropriate sanctions should be applied fairly and calmly. The smallest possible sanction that is effective should always be used. Children need to know why they are being "punished" and need to be given the opportunity to make amends. Sanctions should be applied in a way that maintains self-respect. Whole group sanctions should be avoided where possible. Sanctions should be applied as soon as possible after the behaviour has occurred. Sanctions must be applied consistently, firmly, fairly and without confrontation.



For consistency and clarity the Good to be Green Behaviour System is used from Reception to Year 6. (Nursery implements a 'Thinking Chair' behaviour system). The Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If a child remains on Green for the whole week, they will receive a Good to be Green stamp in their homework diary (sticker in EYFS). For each week a child remains on Green, they will have their name entered into the end of term Good to be Green draw where they may receive a special prize.

If during the day - in lessons or at break times - a child has to be warned of inappropriate behaviour, or has broken a school rule, then a verbal warning is given and a reminder that the behaviour is inappropriate. The warning gives the child the opportunity to reflect, consider and review their behaviour.

If the child continues with the inappropriate behaviour, then a yellow card is given. Yellow Warning Cards will be displayed over the top of the Green card. If a child is already on a Yellow Warning Card, and they have to be reminded again of inappropriate behaviour, they will then be given a Red card.

Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. All behaviour incidents resulting in cards are recorded on RMuNify

Levels of Unacceptable Behaviour & Sanctions

To ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines:

These apply to behaviour at all times- in class, around the school and at playtime.

(If behaviour occurs at lunchtime, SMSAs must report behaviour to the class teacher who will decide if sanctions are relevant)

Level 1

A verbal warning is given in the first instance of level 1 behaviour where the pupil is then given a chance to stop this behaviour continuing. If said behaviour continues, a visual warning is given by yellow card turned sideways or a 'W' is inserted into the child's name on the behaviour chart.

Examples of level 1 behaviour warranting a warning:

- Out of seat
- Rocking on seat, slouching
- Calling out
- Not listening/ paying attention
- Pushing, shoving in line
- Running indoors
- In wrong place
- Not working
- Not clearing up
- Distracts others
- Throws small objects to distract – not to hurt
- Complains or mutters disruptively/persistently

- Talking at an inappropriate time, or asking inappropriate questions to disrupt
- Interferes with other's property
- Minor deliberate damage (pencils)

To avoid behaviour continuing, a range of strategies may be used which include:

- Informal gesture: eye contact, frown, gesture.
- Moving the child to a different seat.
- A private reminder about the behaviour we wish to see- inviting them to make the right choice.
- Repetition of task/ completion of work in own time.

Parents do not need to be notified of every warning given. However, if warnings are given repeatedly for the same behaviour, teachers must inform parents of said behaviour as this is deemed as 'persistent disruptive behaviour' and can become a yellow card. If Level 1 behaviour continues after a warning then a Yellow card is given (see below for sanction)

Level 2 Behaviour – Yellow card (no warning)

Where behaviour is deemed more serious then no warning is given and a yellow card is issued. Examples of Level 2 behaviour include:

- Inappropriate physical contact, e.g. poking, flicking, pulling hair,
- Hides work or resources
- Leaves the room without permission
- Lies(older pupils)
- Telling lies to get others into trouble
- Persistent rough play
- Using unkind words to deliberately hurt others.

See below for sanction if Yellow card given.

Level 3 behaviour – Red Card

Level 3 behaviour includes:

- Uses obscene words to offend
- Causes hurt intentionally
- Verbal abuse of adults
- Answering back or constantly questioning adults decision or request
- Refuses to obey instruction
- Destroys own work
- Destroys others' work
- Insulting, name calling including racist and homophobic language (see anti-racism policy)
- Petty theft
- Damage to property or equipment (including play equipment).
- Threatens violence
- Bullying (see anti-bullying policy)
- Stealing
- Physical or violent assault causing injury
- Sexualised behaviour or assault

- Serious damage to property (e.g. vandalism)
- Increased incidents of yellow cards where inappropriate behaviour has not changed

Behaviour sanctions

Infants

1st Yellow card – loss of 5 minutes play time and parent informed briefly.

If a 2nd yellow card is issued in the same week, the child will spend 10 mins by the wall and again parent informed but with greater emphasis on the seriousness and next step.

If the same behaviour continues after 2 yellow cards then a red card is issued

Juniors

1st yellow card – loss of whole play and reflection sheet given to complete. Parent informed.

A reflection sheet is given and completed at school during the missed play time.

If the same behaviour continues after 2 yellow cards then a red card is issued

Red cards

1st Red card (in a half term) – Teacher to inform parent ASAP inside the classroom. Child to see behaviour AHT

2nd Red card (in a half term) – Meeting with parent, teacher and behaviour AHT

3rd Red card (in a half term) – Meeting with parent, teacher, behaviour AHT and DH/HT

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- House points, stickers, stamps and Good to be Green sticker
- Table points
- Certificates

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school will use the sanctions and procedures for unacceptable behaviour: as outlined in the good to be green section (page 8 in this policy)

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

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.

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).

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.

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 head or member of SLT 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.

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

Sexism and Sexual Harassment including verbal abuse, sexting and abuse in intimate relationships between peers.

We will not tolerate Sexism and Sexual Harassment including verbal abuse, sexting and abuse between peers.

We want everyone to feel included, respected and safe in our school. We will not tolerate Sexism and Sexual Harassment including verbal abuse, sexting and abuse between peers.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to report any such behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Appropriate sanction given and parent/carer notified by AHT and Class teacher

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

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.

Serious sanctions

Removal from classrooms (internal exclusion)

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 who have been removed from the classroom are supervised by of SLT

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head.

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

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans

- 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 Integris.

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

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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.

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.

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.

Training

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

- The school's behaviour policy
- The proper use of restraint
- 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.
- Use of the of school behaviour logging system

Monitoring arrangements

Monitoring and evaluating school behaviour

The behaviour AHT will monitor behaviour incidents and report concerns to Head and SENCO.

Monitoring this policy

This behaviour policy will be reviewed by the head and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy

- Physical restraint policy
- Anti – Bullying Policy