School Behaviour Policy

2025-26

Date First Published	September 2020
Last Approved	September 2024
Version	5
Cycle	Annual
Date Approved by Trust Board	September 2024
Date approved by Local Governing Board	**October 2025**
Review date	September 2025

Contents

Changes to this edition

- Updated links to other docs section

- Definitions – updated definition of cyber bullying

- Section 5 – added in expectation for school to outline staff training and support in Trauma Informed behaviour management

- Added Section 6 – SEMH Needs

- Section 8 – added in expectation for the school to outline its approach to Trauma Informed Behaviour management

- Updated title of section 9

- Section 14 – added information about Cyber-bullying

## 1.	Purpose

Barrow Hill Primary Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Provide a consistent approach to behaviour management
- Providing children with clear expectations and routines through our behaviour curriculum
- Promoting desired behaviour- through a behaviour curriculum and assembly structure.
- Delivering a curriculum which enables children to develop understanding of positive behaviour and their emotions
- 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 students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. 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 students 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 students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing.

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

2.   Links to other documents

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
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- Voyeurism (Offences) Act 2019
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools
- DfE (2024) 'Behaviour in schools: advice for Headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'

This policy operates in conjunction with the following Trust/school policies:

- Trust Suspensions and Exclusions Policy
- Trust Physical Intervention Policy
- Trust Searching, Screening and Confiscation Policy
- Trust Complaints Procedures Policy
- Trust Managing safeguarding allegations against staff
- School Online Safety Policy
- School Special Educational Needs and Disabilities (SEND) Policy
- School Child Protection and Safeguarding Policy
- School Anti-bullying Policy

3. Roles and Responsibilities

The Governing Board has overall responsibility for:

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

The Headteacher is 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.
- Establishing high expectations of students' 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 students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

School mental health lead (if applicable pls delete if not) is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, Headteacher and the 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 students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students 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 are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students 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 student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO
  - Headteacher
  - Subject leader

- As authorised by the Headteacher, sanctioning students who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Students are responsible for:

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

Parents and carers are 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.

4.   Definitions

For the purposes 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. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature – this may include bullying via text or images generated by artificial intelligence (AI).
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- 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 students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

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

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

5. Staff induction, development and support

All staff in school have accessed Trauma Informed training to develop understanding of individual children's needs, brain development and practical strategies to support children within school. Attachment games and strategies to explore feelings and enable children to have additional support based on their needs and experiences are reflected within our Behaviour Curriculum.

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 students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students 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 student's behaviour, e.g. SEND and mental health needs.

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

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.

6.   Social, Emotional and Mental Heakth (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. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

7.   Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Students will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer to an adult, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This may include redoing the task in their own time – playtime / class activities / reward activities.

- If a child is disruptive, rude or defiant in class, the teacher / teaching assistant reprimand using one of the sanctions noted above or

  - by removing the child from the activity for a small time out, to allow opportunity to reflect on their actions through discussion and more importantly, the opportunity to rectify the behaviour quickly and make the right choice

  - A sanction through the whole class reward system

- If a child continues to misbehave repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. This may involve discussion with an adult, or the Head teacher, to allow opportunity to reflect on their action through discussion and more importantly, the opportunity to rectify the behaviour quickly and make the right choice.

- If a child hurts another child, the member of staff responds to the incident by discussing the behaviour with the child and the consequence for the event is dealt with accordingly. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher is informed and incidents are recorded and monitored. The Headteacher will also contact the child's parents or carers and seek an appointment in order to discuss the situation, with a view to working collaboratively to improving the behaviour of the child.

  Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The Headteacher will consider whether the student should be suspended, in line with the school's Suspensions and Exclusions Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a student 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 student's behaviour.

- Where a student is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the Headteacher determines that support is still required for the student, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Behaviour Management Partnership Plan (BMPP)

Where a pupil's behaviour is working outside the parameters of this behaviour policy and falls within the Unacceptable / Extreme Behaviour as detailed above. Parents will be asked to meet with staff to implement a Behaviour Management Partnership Plan (BMPP) which establishes a parenting contract. This will be reviewed regularly to ensure that the pupil and parents are aware of any progress or issues within the plan.

In the event that progress within the plan is not evident and there is continuation or deterioration in Unacceptable / Extreme Behaviour, parents will be asked to meet with the AIB Behaviour Panel. As part of the BMPP there could be the need to consider a behaviour audit with external support to the school as well as a thorough audit of provision to ensure the needs of the children are being met. A Primary Exclusion Panel could also be considered, depending on the individual circumstances.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

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

Suspensions

Suspensions are of a fixed term nature and are of short duration. The DfE regulations allow the Headteacher to suspend pupils for one or more fixed periods not exceeding 45 school days in one school year.

When suspended for more than 1 day, work will be set and marked by school staff. This work will be returned to the class teacher when the pupil returns to school.

Each case must be considered on its merit and the context and circumstances of the event.

The pupil's previous behaviour must be considered, as must the factors that led to the incident. It will take time to investigate the incident fully in order to understand what caused it.

What happens when a pupil returns to school?

There will be a reintegration meeting between the pupil, their parents and a member of SLT.

The meeting will lead to the conditions under which the pupil returns to school and a Behaviour Management Partnership Plan (BMPP) which establishes a parenting contact will

be implemented (or reviewed) to help the pupil overcome the issue that led to suspension, and arrangements for his/her return to classes.

If a pupil has had three suspensions during one half term, the parents will be invited to an AIB Behaviour Panel. If there are further suspensions after, this could result in a permanent exclusion from school.

Permanent exclusion will always be a last resort and will be considered by the Headteacher if:

- A serious breach or persistent breach of the school's behaviour policy has occurred; and
- Where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

In exceptional circumstances where it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

i)   Serious assault or threatened violence against another pupil or a member of staff

ii)   Sexual abuse or assault

iii)   Supplying an illegal substance

iv)   Possession or use of an illegal substance
v) Possession of any weapon of any sort including items with a blade whether folded or not.
vi) Arson
vii) Serious vandalism

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion or fixed-term exclusions. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA.

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

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

8. Prevention strategies, intervention, and sanctions for unacceptable behaviour

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

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Student support units
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

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

Behaviour curriculum

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

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

At Barrow Hill, our classrooms are places in which:

- Strong, respectful relationships are forged between children and staff

- Staff effectively manage the space to ensure best outcomes for all

- The environment is calm in which everyone can learn

- Everyone is safe

- Everyone is treated with dignity.

Barrow Hill Rules

At Barrow Hill we have the following rules:

- We are Kind
- We keep trying and persevering
- We think carefully about the words we use
- We are proud of ourselves and celebrate other people's achievements

These rules promote a whole school approach to maintaining high standards of behaviour that reflect the values of school and good relationships, so that people can work together with the common purpose of helping everyone to learn. We treat all children fairly and apply this behaviour policy in a consistent way.

Transitions

We acknowledge the importance of transitions during a school day. And we acknowledge how many we complete – between places, between lessons, between tasks. We understand that the effective teaching of behavioural expectations during transitions is key to maintaining a focus on learning. Point to point

Staff identify a point (E.g. To the door), staff control the movement – it is slow and staff monitor and praise, staff REPEAT and MAINTAIN.

End of lesson

Staff teach the children to follow the steps with a simple signal – stand up, tuck in chair, move to the line (register order) silently, staff to repeat and maintain.

Threshold to do now expectations.

Staff are to ensure they are emotionally and visibly available to our school community by standing at the classroom door.

Staff greet the children.

Staff model expectation to the children (belongings away) and children to begin 'do now' task.

At Barrow Hill, we understand the importance of being able to 'check in' with every child first thing in the morning and set clear expectations of learning attitude.

Positive teacher-student relationships

- Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

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

- The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long

- Ensuring a student with visual or hearing impairment is seated in sight of the teacher

- Adjusting uniform requirements for a student with sensory issues or relevant medical condition

- Training for staff in understanding autism and other conditions

- Pupils with additional needs may benefit from a sensory profile audit. Depending on the individual profile of the student sensory breaks/circuits may be offered to support the student to regulate.

De-escalation strategies

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

- 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 student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student 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".

Physical intervention

Trained members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

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 Trust's Physical Intervention Policy.

After an instance of physical intervention, the student will be immediately taken to safety, and the student's parent will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the student from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent

Exclusion'. Where suspension is carried out, the student's parent will be asked to collect the student and take them home for the rest of the day – students will not be sent home without the school contacting their parent.

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 student will be immediately taken to the Headteacher and the student's parent will be contacted – parents may be asked to collect the student and take them home for the rest of the day.

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, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Any incidents which involve the physical restraint of students will be recorded on the school's Serious Incident Log.

Removal from the classroom

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

The student 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 students from the classroom where absolutely necessary and for the following reasons:

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

The school will ensure that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a student 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 student is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the student will decide what the student may and may not do during their time spent removed from the classroom. The Headteacher will request that the student's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a student 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 student return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, student and their parents, and other agencies if relevant, where necessary.

Students are permitted to eat during the allocated times of the school day and may use the toilet as required.

9. Sexual abuse and harrassment

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination 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. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

10. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Student Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

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

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

11. Prohibited items, searching students and confiscation

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

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

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

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

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

12. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- 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 students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the school Student Code of Conduct, which requires students to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- 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.

Classroom rules and routines

The school has 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 also has an established set of classroom routines to help students 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 students, then explaining the task clearly so all students understand what they are supposed to be doing.

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

Teachers support students to understand and follow classroom rules and routines. Teachers inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help students understand why they are needed and will model rules and routines to ensure students understand them. Teachers also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

To support students' continued awareness and understanding of classroom rules and routines, teachers 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 also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, students are provided with a Classroom Rules Agreement which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to students' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that students understand this.

Students will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these students when necessary.

For younger students, parents will read the Classroom Rules Agreement with their child and sign it on their behalf.

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 students and ensure they have full view of the room at all times.

Teachers 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 students' faces, that students 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

Praise and rewards

The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. 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 to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that students 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 students are fairly rewarded.

We praise and reward our children for all aspects of good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. The children will be encouraged through the use of the following;

- All staff congratulates children verbally for something well done or seen;

- Teachers / Teaching Assistants give children rewards through a class reward system or stickers;

- Children can earn class dojo points;

- Staff may on occasion send a child to the Head teacher to show a fantastic piece of work they may have done. This will be rewarded with a special sticker;

- Special Weekly Assemblies – Achievement Assembly;

- Each week several children from each class are written into the Achievement Book by their class teacher and during the Assembly they receive a special mentions sticker. One child from each class is also chosen for a special Achievement Award Certificate';

- All classes have an opportunity to lead a class assembly where they are able to show examples of their work and invite their parents/ carers to watch;

- Children are invited to have hot chocolate with the Headteacher each week for following the rules carefully;

- The school acknowledges all the efforts and achievements of children, both in and out of school.

13. Effective student support

The school recognises that the core purpose of providing alternative provision for students 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 students with additional needs.

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

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

14. Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the Student Code of Conduct applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.

Staff can discipline students for misbehaviour outside of the school premises, including conduct online, when the student is:

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

Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, 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 (which may include messages or images generated using AI), 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 student 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 students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

15. 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 student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

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

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.

16. Monitoring and Evaluation

This policy will be reviewed by the Headteacher and mental health lead 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 date.

17. Equality Impact Assessment

The Trust will carry out an Equality Impact Assessment in order to ensure that policies, procedures and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

The Trust will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic as a result of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.