



**Wellington Place**  
**Primary School**  
Learn, Lead, Achieve, Succeed

# Behaviour Policy and statement of Behaviour Principles

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## Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed
V3.0	August 2024	Vicky Edwards	Policy Reviewed and Updated
V3.0	September 2024	Cressida Knox	Adapted by Cressida Knox for Wellington Place Primary School
V4.0	November 2024	Cressida Knox	Updated with changes in recording negative behaviours on Arbor MIS

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

**This policy complies with our funding agreement and articles of association.**

## 3. Definitions

**Negative behaviours** are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- 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, including vaping
- 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**We believe the whole school community works together to combat all forms of bullying.**

All staff, parents and children need to be very clear about the school's policy and procedures on bullying. It is always our ultimate aim to provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

**The school uses the STOP acronym in regard to friendship and bullying, meaning Several Times On Purpose and Start Telling Other People.**



All children are taught about how to be friends and what to do if they are bullied through Personal Development lessons. Children are encouraged to talk about issues with teachers and their parents.

We have in place an anti-bullying support system that all staff and children understand and are committed to applying the system consistently. Parents/Carers have a vital role in reinforcing the value of good behaviour at home and supporting children's sense of well-being when they are in school. They should understand that the school does not tolerate bullying in or out of the school premises and know the procedures to follow if they believe their child is being bullied.

Any concerns should be raised with the class teacher. Children understand the school's approach through S.T.O.P and are clear about the part they play to prevent bullying, including when they are bystanders.

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. Children **MUST** understand what bullying is and the difference between bullying and 'falling out with other children, or a one-off disagreement (PSCHE lessons, Parent/Carer understanding of the term bullying). Children **MUST** know that the school will not condone bullying and know that they should speak out if they are aware of any bullying. Children **MUST** be aware that their class teacher and the Head teacher will help them deal with the situations in which they feel they or their friends are being bullied. Children **MUST** be given opportunities to learn and talk about bullying in general.

We also teach the children from Foundation about Protective behaviours and what it feels like to feel safe/unsafe. From EYFS the children learn an action for when they feel unsafe.

## 'Stop I don't feel safe!'



### 5. Roles and responsibilities

#### 5.1 The Advisory Board

The Advisory Board is responsible for:

- Reviewing and 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 Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### 5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 (see section 13.1)

### **5.3 Teachers and colleagues**

Colleagues 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.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following incidents of concern (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture



The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

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.

## 6. School behaviour curriculum

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### Vision the Wellington Way: To learn, Lead, Achieve, Succeed!



# Values the Wellington Way: Trust, Kindness and Fairness.

Each Value for each propeller of our school logo. To fly high the Wellington Way. We have one focused value for each term's assembly curriculum. We make sure our values are in our daily curriculum, understood by our school community, in our policies and in our words.

**'It's good to be safe', It's good to be kind', It's good to be fair – this is the Wellington Way.**

## 7. Responding to behaviour

### 7.1 Classroom management

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

#### **Foundation Stage:**

We are committed to establishing a stimulating learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. Children need to learn to consider the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

All children are greeted every morning by their class teacher and SLT.

The Wellington Way is displayed on all class doors.

All classrooms set out their 'Day 1 culture' establishing clear routines and communicating expectations of behaviour in ways other than verbally - by highlighting and promoting good behaviour with class dojos.

Establishing consistent end of day/lesson routines to teach students the skills to be able to reflect on their behaviour and inform their next steps.

How to deal with low-level disruption is planned for and positive language to support reflection.

In Foundation the children take part in 'drawing and taking' style sessions with the headteacher to reflect on any disruptive or self- destructive behaviours.

#### **Ethos**

Positive behaviour management in the Early Years Foundation Stage (EYFS) emphasises a proactive approach to fostering desired behaviours in young children. By creating an environment that promotes understanding, respect, and constructive communication, educators can guide children in developing essential social and emotional skills. This foundational stage sets the tone for future learning, ensuring children are equipped with the right attitudes and behaviours for lifelong success.

The following terminology is used throughout the day to promote positive behaviour:

'It's good to be safe', 'It's good to be kind', 'It's good to be fair', if a child is struggling to follow instructions within the environment 'Stop and think' is applied. The next step is then given depending on the incident or child. The adults also encourage the children to use the language 'Stop I don't feel safe!' This protected behaviour language is encouraged to be used by peers, adults and at home.

## 7.2 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 negative behaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our [child protection and safeguarding policy](#) for more information.

## 7.3 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:

- Praise, smile and visual encouragement
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies

### In Class Behaviour Systems

There are a number of strategies in use within classrooms to monitor behaviour throughout the day, rewarding children from their positive behaviour (and giving consequences for negative behaviour.)

For Foundation see section below.

**ClassDojo (EYFS to Year 4)** Teachers use an electronic tool, ClassDojo, to assign points for behaviour throughout the day.

[ClassDojo](#)

**Squirrel (Year 5 and Year 6)** In Years 5 and 6, teachers assign 'Squirrel' virtual pounds to children, for exhibiting positive behaviours, whilst fines are in operation for negative behaviour.

[Platform - Squirrel Education](#)

## 7.4 Responding to negative behaviours

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 pupils' negative behaviour.

Staff will endeavour to create an expected 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 negative behaviours will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

If a child communicates through repeated negative, disruptive, self-destructive behaviour, all of our interactions with children remain to be positive, avoid confrontation and promote de-escalation to support the fostering of positive relationships. We focus on the positive and remind the child what is expected.

- 'Stop and think' - verbal reminder of the Wellington Way: 'It's good to be safe', 'It's good to be kind', 'It's good to be fair'
- Directed thinking time - time in the classroom to think, cool - off and given the reason why by the adult. Positive language to be used to remind the child of the expected behaviour.
- If continued to show the self-destructive / negative behaviour to spend time with Mrs Knox for a 'drawing and talking' session to reflect on how their disruptive/ self-destructive behaviour is affecting themselves and others. This reflection can only happen once the child is in the right frame of mind to talk and the child is self-regulated to understand. The conversation is finished with the positive script of the Wellington Way: 'It's good to be safe', 'It's good to be kind', 'It's good to be fair'. This reflection is recorded on Arbor.
- If continued to show the self-destructive / negative behaviour - Mrs Knox to call home to arrange a reflection meeting with class teacher, parents and child to reflect, restore the relationship to support that behaviour standards will be met in the future. This reflection and the meeting notes are recorded on Arbor.

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents.

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.

Using reasonable force will be carried out in-line with our trust [Physical Interventions Policy](#).

Cressida Knox, Headteacher is Level 2 Team Teach trained. (updated Nov 2024)

## 7.6 Confiscation and searches

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

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's CPOMS.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **7.7 Off-site negative behaviours**

Consequences may be applied where a pupil has behaved negatively off-site when representing the school. This is 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

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### 7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the (*headteacher / member of the senior leadership team / pastoral lead*) will make the report.

The school will not interfere with any police action taken. In addition, the school will 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 and record on CPOMS.

### 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information

### 7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our [child protection and safeguarding policy](#) for more information on responding to allegations of abuse against staff or other pupils.

## 8. Restorative Sanctions

### Suspension and permanent exclusions

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

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

Please refer to our [exclusions policy](#) for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies



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

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

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will 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.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

[Adapt this section to include information about your strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension.

This could include measures like:

- › Reintegration meetings
- › Daily contact with the headteacher
- › A report card with personalised behaviour goals for positive behaviour

## 11. Pupil transition

### 11.1 Inducting incoming pupils

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

### 11.2 Preparing outgoing pupils for transition

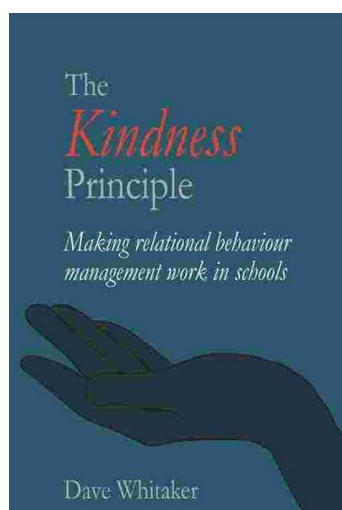
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

## 12. Training

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

The school's key text for the rationale behind our positive reflective behaviour approach is *The Kindness Principle* by Dave Whitaker.



*The Kindness Principle: Making relational behaviour management work in schools* advocates a behaviour management approach rooted in values, acceptance and a genuine understanding of children's behaviour.

In an education system that too often reaches for the carrot-and-stick approach to dealing with poor pupil behaviour, an approach built on kindness and compassion might just provide the cure. *The Kindness Principle* begins with the idea that relationships should be at the heart of behaviour management and culture, and sets out the ways in which the adoption of relational approaches can help create safer and happier schools. Schools where all staff and learners are valued and understood, where expectations and standards are high, and where kindness and acceptance matter. Dave Whitaker explores why it is so important to understand children – offering techniques and advice on how to work effectively with all children (even the most challenging and troubled ones) without resorting to zero-tolerance, no-excuses and consequence-driven practices.

Dave also shares a wealth of real-life experiences from some of the most challenging schools in the country, along with research-informed insights that will help teachers understand children's behaviour in a new light. To this end he provides a wealth of guidance to help develop effective practice and learn from people who have actually walked the walk and don't just talk the talk. Furthermore, the topics covered in the book include: restorative approaches, unconditional positive regard, building personal resilience, structures and routines, and the ins and outs of rewards and sanctions.

Staff will receive training on:

- › The needs of the pupils at the school

- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term on Arbor by Cressida Knox, Headteacher, DSLs and SLT.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### 13.2 Monitoring this policy

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

## 14. Links with other policies

This behaviour policy is linked to the following policies;

*List any other related policies that your school holds here, including the anti-bullying strategy if applicable.*

- Mental Health Policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Exclusions and suspensions policy
- Physical Intervention policy
- Online Safety Policy