

# **MARSH HILL PRIMARY** **SCHOOL**

## Behaviour Policy

Reviewed 12<sup>th</sup> September 2024

Signed by Head Teacher & Chair of Governors

Full Governing Board 23<sup>rd</sup> October 2024

## **Contents:**

### Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Definitions](#)
4. [Staff induction, development and support](#)
5. [Social, emotional and mental health \(SEMH\) needs](#)
6. [Managing behaviour](#)
7. [Prevention strategies, interventions, and sanctions for unacceptable behaviour](#)
8. [Sexual abuse and discrimination](#)
9. [Smoking and controlled substances](#)
10. [Prohibited items, searching pupils and confiscation](#)
11. [Effective classroom management](#)
12. [Behaviour outside of school premises](#)
13. [Data collection and behaviour evaluation](#)
14. [Monitoring and review](#)

### **Appendices**

- A. [Behaviour Pledge & Targets Charts](#)
- B. [Behaviour Plans](#)
- C. [British Values](#)

## Statement of intent

**Marsh Hill Primary School** 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:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil'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.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (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'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) '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) Working together to improve school attendance

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Care & Control Policy
- Complaints Procedures Policy
- Parent Code of Conduct Policy
- Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Support with the implementation of the policy
- Provide support to the head teacher regarding disciplinary issues and exclusions
- 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 will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH - related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- 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.

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning and adapting lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with 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 all pupils in their class including the more able or those with SEND
- 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. **DFE Teaching Standards - 7**

Lunchtime Supervisors will be responsible for:

- Following and managing the playtime rota so that children's behaviour does not deteriorate due to boredom
- Dealing with behaviour in a calm, non-invasive, non-confrontational and understanding manner
- following and managing the school rules at lunchtime
- Encouraging the sports, wellbeing and anti-bullying ambassadors to be active on the playground.
- Ensuring pupils walk to and from the dining hall in a calm, sensible manner (on the left)
- Actively engaging with the children on the playground (or in the classroom during wet play)

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
  - Phase leader – EYFS S Hunt; Y1-3 M Moheen; Y4-6 N Clover
  - SENCO, M Moheen
  - DSL, C Lomas
  - Pastoral Team, B Black and C Pritchard
  - Deputy Head Teacher, R Leavey
  - Headteacher, J Cusack
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Following and promoting British Values (Appendix C).
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting the schools behaviour policy by ensuring their child is adhering to the school rules and reinforces them at home.
- Demonstrate and modelling respect for their child's school staff and peers
- Showing respect for the antibullying policy
- Behaving in line with the parent code of conduct
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, 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
- 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 pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and or being off task
- Failure to complete expected classwork
- Rudeness
- Disruption during educational visits and off-site activities
- Failure to hand in mobile phones without permission
- No Graffiti on school property

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

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

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

Staff input will be sought and ideas 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 or in response to any serious or persistent behaviour issues disrupting the running of the school.

#### **5. Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing



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

## **6. Managing behaviour**

Instances of unacceptable behaviour will be 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 pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils 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 pupils, contact 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:

- Non-verbal warning
- Verbal warning (unrecorded) reminder of the expected behaviour, in order to allow the child, the opportunity to change their behaviour
- Second verbal warning (unrecorded – child's name moved to the Amber Face)
- Third verbal warning (recorded on Iris Adapt) child's name moved to the Red Face
- Loss of part of playtime – a maximum of 5 minutes at Teachers discretion, children must always be supervised.
- Fresh Start (names back on Green Face) at the beginning of each teaching session
- If continued poor behaviour a referral to Phase Leader to decide upon appropriate sanction
- Poor behaviour during independent play / break times should be referred to a pastoral team member for a restorative justice conversation
- Continued poor behaviour during the day should be reported to Parents via direct contact (Examples – through Marvellous Me, Direct conversation and/or meetings)
- If, following the class teacher's discussion with parents, behaviour does not improve, the phase leader will contact parent/carers to meet with them and the class teacher. This meeting will be followed up with a letter from the phase leader outlining briefly what was discussed and agreed in the meeting (stage 1)
- If the child's misbehaviour continues following the meeting/letter to parents, then parents will be invited to a further meeting with the class teacher and phase leader, where they will form a Behaviour contract/pledge (stage 2). This contract/pledge (refer to Appendix 1) will be monitored for four weeks through a daily target chart. If a child's behaviour improves at stage 2, then at a later date, their behaviour deteriorates again,

school may move to Stage 3 and bypass Stages 1 and 2 as this is repeated poor behaviour.

- After four weeks of the implementation of the contract/pledge, school will write to the parents again to inform them whether or not behaviour has improved. If the behaviour is better, then school will simply continue to monitor behaviour.
- If a child's behaviour still continues to cause a concern, school will devise an Individual Behaviour Plan (IBP— Stage 3) with targets which will be discussed with the child and their parents (refer to Appendix 2). These targets will be set by the class teacher, SENDCo and Deputy Head. If it is felt that pastoral support is needed, then the DHT and Phase leader will agree this with the Pastoral Team.
- If it is felt at any stage in this process that external support and advice is needed, then the school may involve the support/advice of external agencies (e.g. Family Support, Behaviour School Support Educational Psychologist)
- The IBP will have set targets which will show how the behaviour can be improved and how this will be monitored
- Targets will be specifically personal to the child with praise and rewards built in to identify success
- A review of the targets will take place on a six-weekly basis. Parents will be involved in the review process.

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

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place

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

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.

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

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **7. 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 pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil'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 pupil 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 will include, but are not limited to, the following:

- Engaging with parents, including home visits where necessary
- Providing mentoring and coaching to commence and continue throughout the process
- Stage 1 – Formal parent meeting
- Stage 2 - Behaviour Pledge and target chart
- Stage 3 - Individual Behaviour Plan
- Engagement with local partners and agencies – Examples of Compass, UDB, Beacon Support Services, Educational Psychology Service
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

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

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils 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 pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative measures for pupils with SEND**

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

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

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

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

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

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. 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 will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Care and Control 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 care and control have been highlighted in our Team Teach training. Wherever possible, staff will ensure that a second member of staff is present to witness the care and control.

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

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

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

All incidents must be recorded in the **Bound** Book and parents informed to acknowledge the details of the event.

### **Removal from the classroom**

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

The pupil will be moved to a room that is:

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

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

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

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

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

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

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

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

The school will make it clear to parents and pupils that they are able to use time out as a sanction to discourage future misbehaviour and encourage future positive behaviour. Time out takes place during school hours.

The school will be permitted to impose a period of time out on a pupil, unless the headteacher decides to withdraw this power.

Parental consent will not be required when a pupil is placed in time out as a sanction.

Time out will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

## **8. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

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

## **9. Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. The school prohibit the use of smoking and nicotine products, legal and illegal drugs, and alcohol.

Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance approach on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Safeguarding Policy.

## **10. Prohibited items, searching pupils and confiscation**

Headteacher and DSL have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Care and Control 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 pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

***DfE's '[Searching, Screening and Confiscation](#)' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.***

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school whilst off site but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day. Pupils will hand their mobile phones into the school office upon arrival and will not access them throughout the school day.

Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider



any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

The school will also identify 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**
- **Mobile phones**
- **Smart watches**

Staff will follow the provisions outlined in the DFE's school's Searching, Screening and Confiscation guidance, when conducting searches and confiscating items.

## **11. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with school / class rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned adapted lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules

### **Classroom rules and routines**

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to.

- Behave sensibly at all times - **Sensible**
- Show respect to everyone – **Respect**
- Look, Listen and Follow Instructions – **Listen**
- Try our best in every lesson – **Try**
- Have pride in ourselves and our achievements - **Pride**



Teachers will support pupils to understand and follow classroom rules and routines. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

### **The classroom environment**

A well-structured classroom environment is paramount to preventing poor behaviour.

The teacher positioning themselves effectively within the classroom;

Seating those who frequently model poor behaviour closest to, and facing, the teacher.

- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

### **Praise and Rewards**

- Verbal praise
- House Points
- Achievement Certificates
- Marvellous Me messages to parents
- Stickers
- Headteacher letter sent home
- Praise notes from class teacher
- Reading Reward (Bronze, Silver and Gold)
- Lunchtime Top Table

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 will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

## 12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.
- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## 13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Alternative provision
- Incidents of search and screening and confiscation
- Canvassing school 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.

## **14. Monitoring and review**

This policy will be reviewed by the headteacher, senior leaders including and the senior 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 **September 2025**.

**Appendix 1 Behaviour Pledge and Target Charts – Stage 2**

Behaviour Pledge/Contract

This contract is to say that I, \_\_\_\_\_, agree to do the following things:

- 1. In I will not hurt other children with my hands or feet**
2. I will not disturb the learning of others in class by making noises or distracting them
3. I will tell my teacher if I am angry or upset

These are example pledges

Signed (Pupil) \_\_\_\_\_

Signed (Class Teacher) \_\_\_\_\_

Signed(Parent) \_\_\_\_\_

Signed(Phase Leader) \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

	9am - 10:15am				10:30 - 11:45am			12:45 - 2:30pm			2:30 - 3:00pm	Mrs Leavy	
Monday				Break			Lunch						
Tuesday													
Wednesday													
Thursday													
Friday													

### Appendix 2 Behaviour Plans – Stage 3

To be written in consultation with parents and the student.

Plan number:		List those who attended below:
Date:		

#### 1.1 Assess

What are the behaviours that are causing concern? List a maximum of 3. Be specific and indicate how often they occur (e.g. once a week, twice a day).	What do you think might be causing those behaviours?

Whole class support:

<p>Write up to three targets for the student to work towards. Targets should be objective and measurable.</p>	<p>What whole class strategies will be implemented to support the student? (Maximum of 2) Strategies must be practicably implemented by in the context of a 1:30 adult: student ratio.</p>
	<p>What strategy will be implemented at home to support the student?</p>

Group (adult led Interventions):

<p>What will be the purpose of the intervention (e.g. improve interpersonal skills, emotional self-regulation)</p>	
<p>How will the success of the intervention be measured?</p>	
<p>Which adult will: run the intervention? Where will: It be run? When (day and time)? How long will the intervention run for?</p>	



Environmental changes

What environmental changes will be made to support the student?

--

Other support

If necessary, write any further support to be offered below.

Support	Purpose

Impact measurement

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

--

Review date: No longer than one term from today	
--	--

Review Date:	
--------------	--

Indicate progress towards each target

	Not achieved	Some progress	Achieved	
1.				Parental views
2				
3				

Attach student views to this plan.

<p>What impact did the plan have on the behaviours specified? Think about the frequency and severity of the behaviours.</p>	<p>What should happen next?</p>	
		<p>Plan was effective student now requires less intensive support (write plan at Stage 1)</p>
		<p>Plan was effective — continue support at current level (renew plan or write new plan at this level)</p>
		<p>Student requires additional support (write plan at Stage 3)</p>

### **Appendix 3 British Values**

The 22 Values are taught on a two-year rolling programme, and are outlined below:

Responsibility

Determination

Love

Kindness

Caring

Tolerance

Happiness

Forgiveness

Appreciation

Honesty

Understanding

Cooperation

Friendship

Hope

Respect

Freedom

Thoughtfulness

Courage

Peace

Generosity

Unity

Responsibility