Behaviour policy and statement of behaviour principles

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Contents

Contents 2
1. Aims 3
2. Legislation, statutory requirements and statutory guidance 3
3. Definitions 3
4. Bullying 4
5. Roles and responsibilities 5
6. School behaviour curriculum 6
7. Responding to behaviour 7
8. Serious sanctions 12
9. Responding to misbehaviour from pupils with SEND 13
10. Supporting pupils following a sanction 14
11. Pupil transition 14
12. Training 14
13. Monitoring arrangements 14
14. Links with other policies 15
Appendix 1: The Bournebrook Way 16
Appendix 2: Written statement of Behaviour Principles 167
Appendix 3: School Behaviour Log 18
Appendix 4: Behaviour Log 19
Appendix 5: Behaviour Flowchart 21
Appendix 6: Reflection Sheet 22
Appendix 7: Check-in Chart 25
Appendix 8: Positive Behaviour Support Plan (Child) 26
Appendix 9: Positive Behaviour Support Plan (Adult) 27
Appendix 10: Pupil Behaviour Risk Assessment 28

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 Head Teachers and school staff, 2016
- Behaviour in schools: advice for Head Teachers 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.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments

    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 2)
- Reviewing this behaviour policy in conjunction with the Head Teacher
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation

5.2 The Head Teacher

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (Appendix 2)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using the School Behaviour Log (Appendix 2)
- 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 misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

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, routines and the Bournebrook Way
- 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

6.1 Our values

Our values lay the foundations for our actions and describe how we behave in our school and beyond.

'**Let all that you do, be done in love'.**

Together, we follow the Bournebrook Way. To do this we encourage everyone to follow our key principles of:

- High aspirations
- Kindness and Tolerance
- Perseverance
- Confidence
- Respect
- Responsibility
- Co-operation and Collaboration

6.2 Our code of conduct

- Our code of conduct is the Bournebrook Way (see appendix 1)

In addition, each class re-negotiates an Individual Classroom Behaviour Contract with their class teacher at the beginning of each new academic year. The agreed contract is signed by all.

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

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.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Bournebrook Way and own classroom contract
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Giving silver and gold reward stickers
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Taking time to listen and engage
    - Developing good emotional regulation (Appendix 4)

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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

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 (Appendix 5). This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal or written praise
- Communicating praise to parents via a phone call or written correspondence
- Being in the gold book, prize ceremonies or special assemblies
- House Tokens are given out for good manners, courtesy and kindness alongside effort and work:
- Reward stickers, stars or smiley faces can be given by all staff members to any child demonstrating the Bournebrook Way

- Positions of responsibility, such as ‘School Council, house captain or club leader’ status or being entrusted with a particular decision, project or club

7.4 Responding to misbehaviour

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. The school’s Behaviour Flowchart (Appendix 5) will be referred to in all instances.

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Asking a pupil to complete a reflection sheet (Appendix 6)
- Placing a pupil on a Check-in Chart (Appendix 7)
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a Positive Behaviour Support Plan (Appendix 8 & 9)
- Removal of the pupil from the classroom
- Suspension
- Fixed term exclusions
- Permanent exclusions, in the most serious of circumstances

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.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils and will only be used in the extreme circumstances. 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 and reported to parents (Appendix 3 & 5)

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.

7.6 Confiscation, searches, screening

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 a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head Teacher or deputy safeguarding lead, who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher, Deputy Head Teacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

- Desks
- Drawers
- 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 safeguarding system.

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 misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school visits)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

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 Head Teacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an appropriate adult, and will be removed for a maximum of one day.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning key adults e.g. Head Teacher/ Senior Teacher
- Use of teaching assistants
- Behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 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 Head Teacher 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. This support will be outlined in a 'Positive Behaviour Support Plan' for pupils (Appendix 8) and 'Positive Behaviour Support Plan' (Appendix 9) for parents. If appropriate/required, a 'Pupil Behaviour Risk Assessment' (Appendix 10) will also be written.

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 (quite areas 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 (Appendix 5).

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.

- Reintegration meetings
- Daily contact with a trusted adult
- A Positive Behaviour Plan

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 proper use of restraint (where appropriate/required)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- All staff training is recorded in the School Information Management System (SIMs)

Behaviour management will also form part of continuing professional development.

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 year by the Senior Leadership Team.

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 Head Teacher and Governing 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). At each review, the policy will be approved by the Head Teacher and the Chair of Governors.

The written statement of behaviour principles (Appendix 2) will be reviewed and approved by the Governing Board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Exclusions policy

Appendix 1- The Bournebrook Way

Appendix 2: Written statement of Behaviour Principles

Bournebrook

Church of England Primary School

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All staff have the right to feel safe
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Board annually.

School Behaviour Log

Bournebrook
Church of England Primary School

Child's name Main instigator/ main concern	Date
Other children (child) involved	

Incident Type (tick the appropriate box)

Staff concern	Child concern	Parent/ carer concern	Physical harm	Name calling	Accident	Written responses	Low lying repeated behaviour	Peer on peer abuse	Racist incident	Equality incident	Online incident	Other (please add)

Outline

Reported by	Print	Reported to	
	Signed		

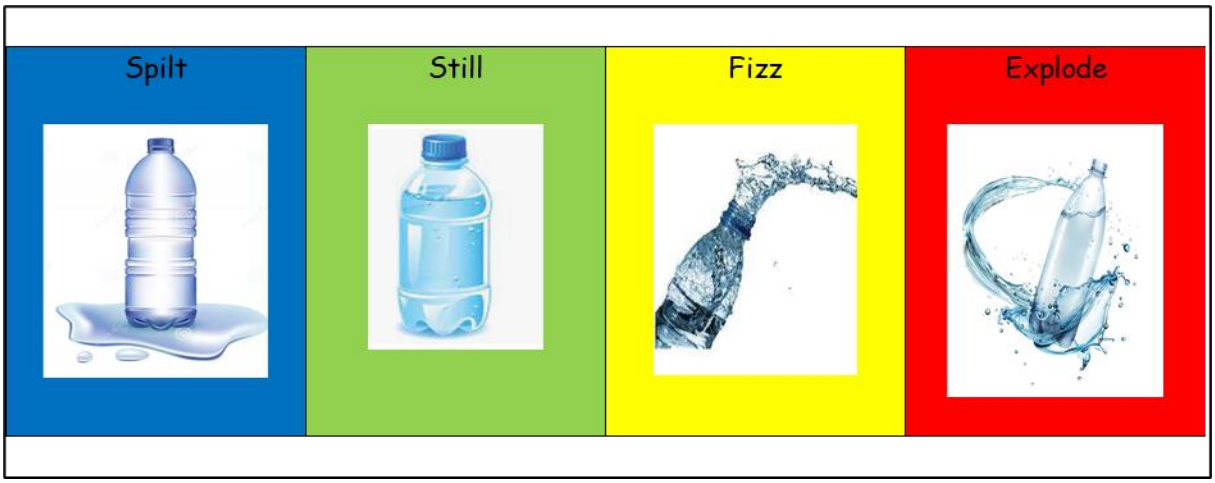
Action Taken

Bottled emotion regulation based on Zones of Regulation

'Zones of Regulation' is an approach used to encourage self-awareness and tools for effective emotional regulation. The approach categorises different feelings, based on level of alertness and comfort, into different coloured zones.

The Zones framework provides strategies to teach children to become more aware and independent in identifying their feelings, judging the appropriateness of their responses, managing sensory needs and regulating their thoughts, feelings and behaviours.

The Four Zones: Our feelings and states determine our zone



- Split- The **blue zone** is used to describe a low state of arousal or alertness. A person may be feeling sad, tired, unwell or bored when in the blue zone.

- Still- The **green zone** is used to describe a medium state of alertness. A person may be described as happy, focused, content or ready to learn when in the green zone.

- Fizz-The **yellow zone** is used to describe a heightened state of alertness or arousal which result in elevated emotions. A person may be experiencing stress, frustration, anxiety, excitement or nervousness when in the yellow zone.
- Explode- The **red zone** is used to describe an extremely heightened state of alertness or arousal which often results in intense emotions. A person may be elated, angry, devastated or terrified when in the red zone.

A central idea around the zones framework is that there are no 'bad' zones. It is important to teach and model to children that experiencing all zones at different times is a natural and helpful experience. The framework focuses on teaching children to recognise and manage their zone, based on their environment and the people around them - separating feelings and behaviours.

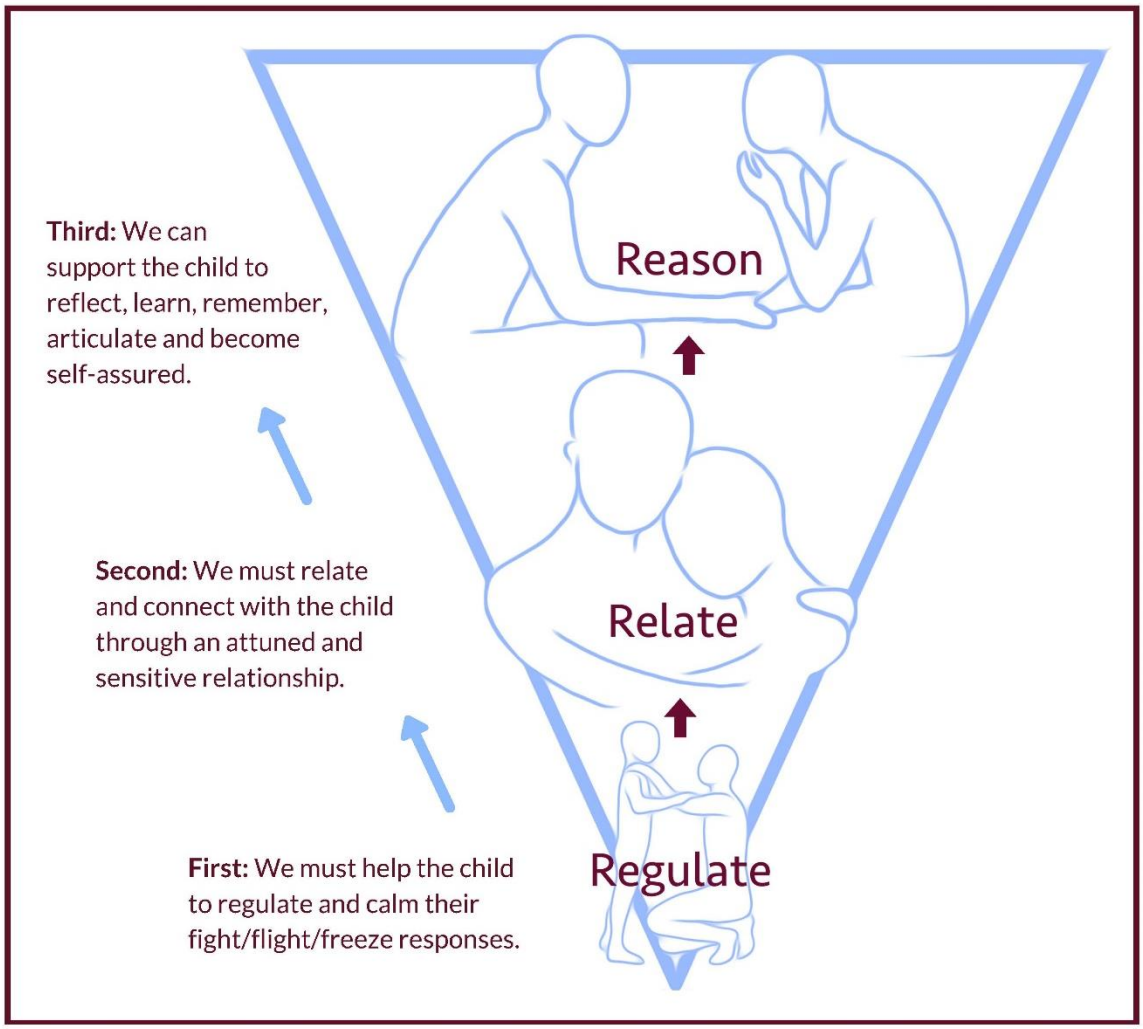
Strategies for Emotional Regulation

The Zones framework:

- When children struggle with self-regulation, it is often the behaviours that we see and focus on. Through the Zones framework, children are explicitly taught to recognise their feelings and manage appropriate behaviours in different situations.
- Everyone will experience the zones differently and will demonstrate different behaviours. Equally, children will have different preferences for strategies to move between zones. Frequent modelling and discussing these differences as a class is key, as well as explicit teaching of how to use each strategy properly, so they can eventually be accessed independently.

The Three R's: Reaching the Learning Brain:

- To help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence (see below).
- Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



Appendix 5: Behaviour Flowchart

Bournebrook
Church of England Primary School

Behaviour Flowchart*

1

- **Positions of responsibility**
- 'Pupil leadership' status awarded or being entrusted with a particular decision or project.

2

- **Silver and Gold stickers**
- 1 sticker awarded for demonstrating either respect, responsibility, resilience or recognising success.
- Stickers are also awarded for working hard in class

3

- **House Points**
- Awarded for good manners, courtesy, kindness and demonstrating the school values.
- Verbal or written praise .

4

- **Initial verbal warning**
- Child given the opportunity to reflect on their behaviour and on how to improve it.
- *Possible Sanctions: Child given an timeout (in class) e.g. move seats. Child to be supervised at all times.*

5

- **Reflection Sheet**
- Continued inappropriate behaviour or a serious incident will result in a Reflection Sheet (Appendix 6).
- Children should reflect on their behaviour with their Class Teacher.
- *Reflections sheets completed outside wth class and given to headteacher.*

6

- **Positive Behaviour Plan**
- 4 reflection sheets in the space of a half term will result in the child being put on a Positive Behaviour Plan (Appendix 7). The Head Teacher will contact parents to notify them and the Head Teacher will monitor the plan. If there is no improvement in the behaviour the period may be extended.

7

- **Parent/carer Meeting**
- If there is no improvement in the behaviour then the Head Teacher will discuss the behaviour with the child. A meeting will be held with the Class Teacher, Head Teacher to discuss further actions. The Head Teacher will arranged a meeting with the parents/carers.

8

- **Suspenstion/Exclusion**
- If no improvement is seen in the child's behaviour in the agreed perd of time the Head Teacher and Senior Teacher will discuss further interventions, sanctions and possible exclusion.

** Stages of this Flowchart may be accelerated or deferred (on a case-by-case basis) at the discretion of the Head Teacher and/or Deputy Head Teacher.*

Appendix 6: Reflection Sheet

Using restorative conversations

In dealing with incidents, the following guide can be used to ensure an inclusive and empathetic approach with all parties:

- **Tell me what happened…..**
- **What were your thoughts at the time?**
- **What are you thinking now?**
- **How do you feel?**
- **Who else has been affected?**
- **What do you think needs to happen next?**

Behaviour Reflection Sheet

Name _____ Date: _____

What happened?

How are you feeling? Draw a face or describe your feelings here:

How can you put this right?

Behaviour reflection form completed by: _____
(print name)

Reviewed by: _____(print name) Date: _____

KS1 Reflection

Behaviour Reflection Sheet

Name _____ Date: _____

What happened?

How are you feeling? Draw a face to show your feelings

Behaviour reflection form completed by: _____
(print name)

Reviewed by: _____ (print name) Date: _____

Positive Behaviour Check-in Chart

A N Other		Year: **X**		Date: **XX.XX.XX**	
Session 1					
Playtime					
Session 2					
Lunchtime					
Session 3					
Rewards	Choosing a wiggle	Puzzle	Toy time	Walk	Book Corner

School Signature:	Parent Signature:	Child Signature:

Bournebrook
Church of England Primary School

Positive Behaviour Support Plan

Behaviour aims – I will…:

- ✓ follow instructions.
- ✓ keep my hands to myself.
- ✓ stay at my table to do my work.
- ✓ look after school equipment.
- ✓ keep myself and others safe.
- ✓ say how I feel.

A N Other

Year: X | Date: XX.XX.XX | No. 1

Recognising success

- ✓ My successes are celebrated with adults and my parents.
- ✓ Gardening Club every afternoon with a friend of my choice.
- ✓ House Token.
- ✓ Head Teacher award stickers.

What will help me – School will…?

- ✓ remind me of my behaviour aims.
- ✓ regularly ask me how I feel.
- ✓ share my timetable each day.
- ✓ provide breaks when I need them.
- ✓ give me access to an object/toy.
- ✓ celebrate my successes.

School Signature:

Parent Signature:

Child Signature:

Taking Responsibility – I will be…:

- reminded of my behaviour aims.
- given clear, fair instructions.
- supported to work out of class.
- supported to reflect on my behaviour at school or by my family at home.

Appendix 9: Positive Behaviour Support Plan (Adult)

Positive Support Plan – Insert Pupil Name

Date of birth:	**XX.XX.XXXX**
Version no.:	**e.g. 1**
Date of plan:	**XX.XX.XXXX**
Review date:	**e.g. Fortnightly**

	BASELINE INDICATORS	KNOWN TRIGGERS	ESCALATION – MOVE FROM BASELINE	BEHAVIOUR IF CRISIS IS REACHED	POST-INCIDENT RECOVERY INDICATORS	POSSIBLE FUNCTION OF BEHAVIOUR
INDIVIDUAL ATTRIBUTES	Individual • Happy. • Smiling. • Relaxed body language. • Talkative. Class/Staff • Cooperative. • Joining in. • Interacting with staff & peers. Teaching • Verbally communicating. • Following instructions.	Individual • End of a favourite activity *e.g. play* • Limited access to objects *e.g. balls* • Feeling unfairly treated *e.g. having things taken away.* • Hunger and thirst. • Tiredness. • Blocked access *e.g. locked doors.* Class/Staff • Demands put on him. • Noisy environments. • Sitting for extended periods of time. • Being touched or handled. • Threat of speaking to parents. Teaching • Changes in routine. • Music lessons. • Sometimes unknown.	• Non-compliance to instructions *e.g. ignoring adults.* • Repetitive looping comments *e.g. 'I'm not doing that'.* • 'Wide eye' stare. • Agitated and need to move *e.g. walking around the classroom* • Complete change in body language & facial expressions – angry. • Distracting peers. • Playing with objects and if not accessible, taking property or objects of others.	• Running away *e.g. out of the classroom, across school field.* • Shouting and peers or adults. • Self-soothing behaviours *e.g. chatting loudly to self.* • Pushing or grabbing - usually on upper parts of body and arms. • Hitting/punching – usually on arms, body and chest. • Throwing objects at adults *e.g. balls.* • Climbing – usually *e.g. sheds, fence, hall climbing frame, stacked tables.* • Hitting/kicking physical objects – usually doors. • Blocking and locking doors – usually adults *e.g. from entering or leaving classroom, walking to get assistance.*	• Becoming more relaxed. • Quieter & calmer vocalisations. • Re-engages with peers and adults.	• Anxiety. • Communication – not wanting to finish something. • Sensory. • Attention. • Control.
STRATEGIES TO USE	Individual • Choice of activity at free time. • Choice of which task to complete first during 1:1 activity. Class/Staff • Consistent staff timetable & approach • Opportunities to interact with trusted staff. Teaching • Consistent structure. • Visual timetable. • "First / Then.' • Clear expectations. • Clear notice to end an activity. • Choice of learning space.	Individual • Agreeing expectations in advance. • Clear notice when change of activity. • Access to appropriate objects to support regulation. • Opportunity to have regular drink and snacks. Class/Staff • Always keep voice calm, clear and cheerful, use distraction and 'jollying along' • Regular learning breaks where appropriate. • Being given personal space without physical touch. • Clear explanation of consequences (non-threatening). Teaching • Use of visual timetable. • Verbally explain changes and use timetable. • Reassurance of any changes. • Choice of alternative activity.	• Acknowledge emotions and offer reassurance. • Redirect to the next activity or back on task – jolly him along (make it sound fun!). • Talk to him calmly and cheerfully. • Always encourage communication. • Distract and redirect to an alternative activity using a 'favourite object' *e.g. ball, walking/running on field, penalty shoot-out, helping a trusted adult with a job.*	• Offer continual reassurance using clear, basic language. • Remain calm and passive in voice and body language. • Block behaviours initially – Lead person to continue but request to 'swap' if they want the 2nd person to lead the intervention. • If behaviour continues to escalate direct to a safe area whenever possible using verbal instructions. • If behaviour continues to escalate remove to safe area using physical guidance if verbal instructions are not followed. • If behaviour continues and there is risk to self, peers, adults or school property, key adults trained in Team Teach to use positive handling *e.g. wrap and hold.* • Continue to reassure during any intervention using positive, calm language. • Once behaviours begin to regulate (change in breathing, body language and vocalisations) 1st person to assess & lead the release. • Wherever possible, do not engage in proximity managements/physical touch (known trigger) and guide to space *e.g. field or playground as a preference.* • Following incident refer to Pupil Behaviour Risk Assessment and School Behaviour Policy to inform next steps *e.g. fixed-term exclusion.* Where needed complete accident book, Team Teach Physical Handling Form.	• Offer drink and food in calm area. • Offer space and time to relax with a favourite object. • Continue to reassure. • Redirect to a low demand activity. • Do not place too many demands on until completely calm.	Follow The Three R's approach and once calm, relaxed and regulated, 'Reason'

SCHOOL SIGNATURE(S)	**DATE:**	**PARENT SIGNATURE(S)**	**DATE:**

*Procedures for recording & reviewing: After the incident, staff involved should complete all relevant documentation

Appendix 10: Pupil Behaviour Risk Assessment

Bournebrook
Church of England Primary School

Risk Assessment Form – Pupil Behaviour

		LIKELIHOOD				
		VERY UNLIKELY	UNLIKELY	LIKELY	HIGH LIKELY	ALMOST CERTAIN
SEVERITY	NEGLIGIBLE	LOW	LOW	LOW	LOW	LOW
	MINOR	LOW	LOW	LOW	MEDIUM	MEDIUM
	SERIOUS	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH
	SEVERE	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	VERY SEVERE	MEDIUM	MEDIUM	HIGH	HIGH	HIGH

Risk Assessment for (Activity/Process/Operation):	**A N Other (dob XX/XX/20XX)**
Assessment Date:	**XX.XX.XXXX**
Review Date:	**XX.XX.XXXX**
Reference Number:	**1**

What are the hazards	Who might be harmed	What existing control measures are in place to reduce / prevent the risk?	Current risk level	Further action to be taken to control the risk?	Assigned to	Completed by whom & when
e.g. Physical assault including pushing, grabbing, hitting, throwing, kicking and climbing. <u>Example chronology:</u> XX.XX.XX Hitting and throwing things at adults.	e.g. Pupil Peers Staff School property	e.g. • 1:1 fulltime supervision. • Trusted adult network De-escalation training given • Key adults trained in early childhood trauma and support approaches	e.g. High	• Key adults to be briefed on de-escalation techniques and control measures. • HT to review and update Positive Behaviour Plan. •	e.g. All	e.g. On-going, Weekly, End of term
e.g. Disruption to teaching and learning <u>Example chronology:</u> TBC	Pupil Peers Staff	• As above.	High	• As above. • Access to an alternative learning space available when needed e.g. sensory space. Locking teacher desk drawers and cupboards (or emptying if unlockable).		

Name of Assessor(s):	**A N Other**	**Signature(s)**	
Name of Manager responsible for activity / process:	**A N Other**	**Signature**	