Brough Primary School

Behaviour Policy

Policy Date	September 2022
Policy Review Date	September 2023
Lead Person	Helen Shepherdson

Read in conjunction with the exclusion policy.

At Brough Primary School we support all pupils with their behaviour, teaching them what appropriate behaviour is and helping them learn to recognize when their own behaviour does not meet this standard. We believe that, more often than not, poor or negative behaviour is a form of communication and that it is our job to understand the reasons behind the unwanted behaviours and help the child(ren) to self-regulate and modify their own behaviour.

Using a combination of de-escalation strategies, self-regulation approaches and effective communication and relationships between adults and children, we feel that we are able to support pupils to behave appropriately and to recognize their own 'triggers' for unwanted behaviours.

Using the 'Colour Monster' in EYFS and 'Zones of Regulation' through the rest of the school, including in our ERP (Enhanced Resource Provision), children are taught to recognize their own emotions and how these can impact on behaviours.

Aims of this policy

> To create a calm purposeful environment which encourages and reinforces good behaviour *ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment*

> To develop high standards of work and behaviour.

> To promote the values of respect, co-operation, self-discipline, consideration and responsibility which underpin good behaviour.

> To define what we consider to be unacceptable behaviour, including bullying and discrimination.

> To identify any safeguarding concerns that are the root of any unacceptable behaviour.

> To summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

> To consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

> To encourage consistency of response to both positive and negative behaviour.

> To provide clear guidance to staff, governors, children and parents about the school's code of practice.

> To prevent all forms of bullying amongst children and deal with any incidents, if they do occur, as quickly as possible.

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

> Behaviour in schools 2022

> Searching, screening and confiscation at school 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> School suspensions and permanent exclusions

> 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 88-94 of the Education and Inspections Act 2006, which require 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

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Achievements

In order for all children to achieve success at Brough Primary School, it is necessary for children to feel safe and secure, be treated with respect and most importantly, to learn to the best of their ability. Our school rules **reflect** this ethos and **form the basis** of the achievements we would like our children to aim towards.

- **To be kind and helpful**
- **To work hard**
- **Well-presented work**
- **To be a good listener**
- **To be independent**

Achievement points

Achievement points are recorded by the children in their own classrooms. Any member of staff can award achievement points and there is always a weekly focus (i.e. work hard). Children colour in or tally against an achievement using a class grid of points.

Celebration

Achievement points are collated at the end of the week and achievement certificates are awarded in the whole school assembly (individual/s from each class). There is a different focus each week from the five

mentioned previously. This is alongside the 'Star of the Week' lanyard which is awarded to one child in each class each week.

A celebration postcard will be awarded to one child per class, per week. The postcard is sent home and remains a surprise to the class until the following Monday when that child has received their postcard at home over the weekend.

If deemed appropriate, individual classes may give additional awards to celebrate green behaviour or achieving a whole class target (i.e. stickers, 'star of the week' teddy bear or marbles in a jar).

In the classroom: rules and routines

Children need to know what is expected of them in the classroom therefore; at the beginning of each academic year classroom rules and routines are established and **prominently** displayed in each classroom so they can be constantly referred to. The classroom rules are made in conjunction with the children so that they feel ownership of the rules.

The whole school 'pupil code of conduct' (appendix 4) should also be reinforced at the beginning of each year, referred to during the year and displayed prominently in every classroom.

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

> 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

  ✓ Concluding the day positively and starting the next day afresh

  ✓ Having a plan for dealing with low-level disruption

  ✓ Using positive reinforcement

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Whole school rewards include:

- Achievement points, certificates/lanyard and verbal acknowledgements to recognise achieving individuals / whole class (weekly assemblies)
- Postcard that is posted to one child from each class per week.
- Kindness trophies - one KS1 and one KS2 pupil is selected each week, by the headteacher. The children receive a trophy that they get to keep it on their desk until the following Friday.

  Other rewards could include:
- Verbal praise e.g. well done for listening.
- Non-verbal praise e.g. thumbs up, smile.
- Individual stickers (younger children).
- Sharing good work and behaviour with other children and staff.

Monitoring Negative Behaviour / Sanctions

At Brough School, we are very proud of our children's excellent behaviour. There are however, occasions when individual children exhibit behaviour which is unacceptable. Our ethos is built upon a commitment to encourage and support children in making positive choices as well as finding the cause of the unwanted behaviours. As part of this approach of rewards and sanctions, all staff use behaviour modification strategies to prevent unacceptable behaviours, forge positive relationships and change individual children's behaviour. Where significant behaviour concerns arise, these will be dealt with in a manner bespoke to each child ensuring that parents/carers are kept informed at each step.   Records will be kept (see appendix 2) and behaviour monitored.

Incidents occurring at lunchtimes are recorded by lunchtime supervisors who ensure that teachers are aware of any incidents that have occurred.

When considering the behaviour of any pupil with SEND, we will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

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

> A verbal reprimand

> Reminder of expected behaviour

> Time out

> Expecting work to be completed at home, or at break or lunchtime

> Referring the pupil to a senior member of staff

> Letters or phone calls home to parents

> Agreeing a behaviour contract

All members of staff need to adhere to the negative behaviour pathway (appendix 3).

The overall purpose of our behaviour management system is to support children with modifying their behaviour, recognizing unwanted behaviours and learning what needs to change. Where sanctions are required, these should be immediate (or as soon after as is possible) and should be discussed with the pupil to ensure they understand the purpose of the sanction.

Sanctions will always be proportionate and communicated clearly to the child and to parents (where appropriate). The purpose of the sanction is always to modify future behaviours and support the child in making better choices in the future.

Zones of Regulation

At Brough Primary School we use the zones of regulation in all classes from Y1-Y6. This strategy supports the children to learn to recognize and talk about their own feelings as well as teach them strategies to manage the different zones. Children in EYFS use the 'The Colour Monster' by Anna Llenas to begin to discuss their thoughts and feelings.

It's Good to be Green!

Each classroom has a set of 'traffic lights' coloured green, amber and red. All children begin on the green traffic light but if **they choose not to follow the school's rules** they are moved onto the next coloured traffic light (amber then red).

The aim is to modify the negative behaviour and get back onto green as quickly as possible. All staff encourage 'green behaviour' around school, for example praising 'green' walking or 'green sitting' in assemblies or classrooms.

	All year groups
	Green- 'Good to be green' behaviour is shown (verbal warning given if needed).
	Amber- Reminder given of what 'good to be green' behaviour looks like.
	Red- Agreed consequence for making a poor choice. Behaviour lead/member of the SLT notified as appropriate. Parents informed (where appropriate).

Responsibilities

The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure staff are offered appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so they can fulfil their duties set out in this policy

The headteacher will ensure that the data from the behaviour log is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Parents

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.

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 (see appendix 2 for a behaviour log)

> Challenging pupils to meet the school's expectations

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

Pupils

Pupils will be made aware of the following when they join the school and will be reminded regularly:

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

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

> The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to 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.

Unacceptable Behaviours

Misbehaviour is defined as:

> Disruption in lessons, in and around the school when moving between rooms, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence or 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

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> 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)

Removal from classrooms

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

> Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for the shortest amount of time possible.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, this will be on a bespoke basis based on the needs of individual pupils.

Bullying

Bullying is defined as the repetitive, intentional harming of one 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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy and in the subsequent section on cyber-bullying.

Online safety

At Brough Primary School we recognize that some children and young people spend a significant amount of their time online. A key part of our curriculum is to support them to stay safe online against the four categories of risk:

> **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

> **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

> **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

> **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

See our Online Safety policy for further information.

Cyber-bullying

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.   Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, computing and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in this behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL (designated safeguarding lead) will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

Examining electronic devices

The headteacher, and any member of staff authorised to do so by the headteacher, can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

> Poses a risk to staff or pupils, and/or

> Is identified in the school rules as a banned item for which a search can be carried out, and/or

> Is evidence in relation to an offence

Before a search, the authorised staff member will:

> Make an assessment of how urgent the search is, and consider the risk to other pupils and staff

> Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it

> Seek the pupil's cooperation

Authorised staff members may examine, and in exceptional circumstances erase, any data or files on an electronic device that they have confiscated where they believe there is a 'good reason' to do so.

When deciding whether there is a 'good reason' to examine data or files on an electronic device, the staff member should reasonably suspect that the device has, or could be used to:

> Cause harm, and/or

> Undermine the safe environment of the school or disrupt teaching, and/or

> Commit an offence

If inappropriate material is found on the device, it is up to the headteacher to decide on a suitable response. If there are images, data or files on the device that staff reasonably suspect are likely to put a person at risk, they will first consider the appropriate safeguarding response.

When deciding if there is a good reason to erase data or files from a device, staff members will consider if the material may constitute evidence relating to a suspected offence. In these instances, they will not delete the material and the device will be handed to the police as soon as reasonably practicable. If the material is not suspected to be evidence in relation to an offence, staff members may delete it if:

> They reasonably suspect that its continued existence is likely to cause harm to any person, and/or

> The pupil and/or the parent refuses to delete the material themselves

If a staff member **suspects** a device **may** contain an indecent image of a child (also known as a nude or semi-nude image), they will:

> **Not** view the image

> Confiscate the device and report the incident to the DSL (or DDSL) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on screening, searching and confiscation and the UK Council for Internet Safety (UKCIS) guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

Any searching of pupils will be carried out in line with:

> The DfE's latest guidance on searching, screening and confiscation

> UKCIS guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

Pupils at Brough Primary School are not permitted to use their mobile phones on the school site. Pupils bringing a mobile phone to school should only do so once the headteacher has given permission (request form completed by parent and signed by headteacher) and phones should be handed into the school office on arrival each morning and collected at the end of the day.

Off-site behaviour

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

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

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

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil or member of the public

> Could adversely affect the reputation of the school

Where possible, any incidents off-site will be dealt with in the same way as in-school incidents, discussing the unwanted behaviours and working with the pupil to modify future behaviours. This will be determined based on the severity of the behaviour observed, reported or witnessed.

Online misbehavior

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

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

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

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally

- Refer to early help

- Refer to children's social care

- Report to the police

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

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 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 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, 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.

Suspension and Permanent Exclusions

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

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

Please refer to our exclusions policy for more information

Reasonable Force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and record sheet shared with headteacher (see record of physical restraint document – appendix 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.

Confiscation

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher 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 headteacher, designated safeguarding lead (or deputy) or any member of staff 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.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

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.

Pupil 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.

Training

Our staff are provided with training on managing behaviour, including de-escalation techniques. Many staff undertake training on the proper use of restraint. Behaviour management will also form part of continuing professional development.

Recognising the impact of SEND on behaviour

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

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

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

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

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

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

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

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

Adapting sanctions for pupils with SEND

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

> Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusion and suspension

> Use of pupil support units, off-site directions and managed moves

> Incidents of searching, screening and confiscation

> Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the headteacher. 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.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

Links with other policies

This behaviour policy is linked to the following policies:

> Exclusions policy

> Child protection and safeguarding policy

> Physical restraint policy

> Mobile phone policy

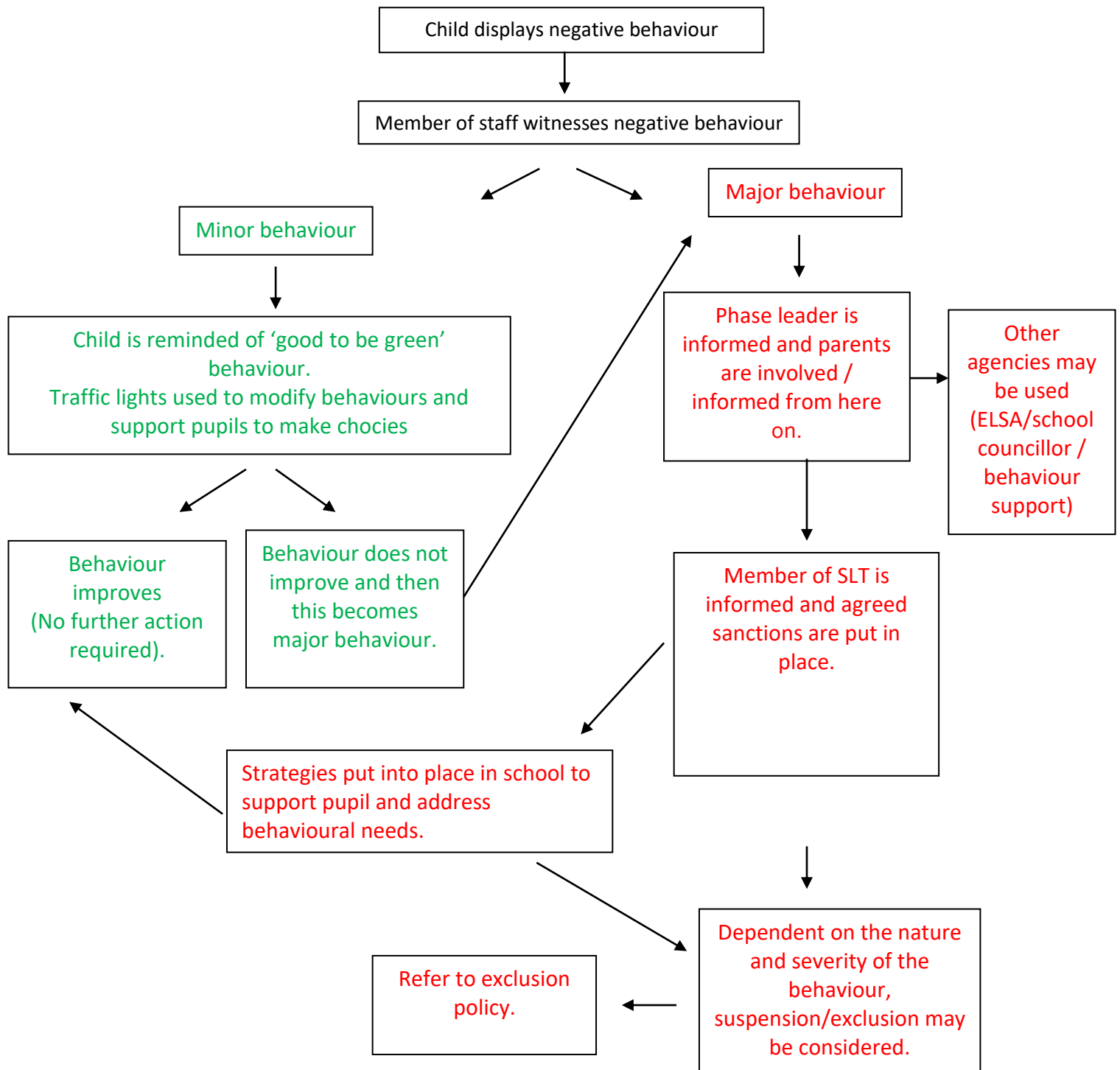## **Appendix 1: written statement of behaviour principles**

> Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

> 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.

Appendix 2 behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 3: Negative Behaviour Pathway

Child displays negative behaviour

↓

Member of staff witnesses negative behaviour

Minor behaviour

Major behaviour

Child is reminded of 'good to be green' behaviour.
Traffic lights used to modify behaviours and support pupils to make chocies

Phase leader is informed and parents are involved / informed from here on.

Other agencies may be used (ELSA/school councillor / behaviour support)

Behaviour improves
(No further action required).

Behaviour does not improve and then this becomes major behaviour.

Member of SLT is informed and agreed sanctions are put in place.

Strategies put into place in school to support pupil and address behavioural needs.

Refer to exclusion policy.

Dependent on the nature and severity of the behaviour, suspension/exclusion may be considered.

Appendix 4: Pupil code of conduct

To ensure a consistent approach to expectations for behaviour, the following code of conduct is shared with all pupils from EYFS to Y6. It is displayed in all classrooms and referred to in assemblies and by all staff.

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other

> In class, make it possible for all pupils to learn

> Move quietly around the school

> Treat the school buildings and school property with respect

> Adhere to rules about school uniform

> Accept sanctions when given

> Refrain from behaving in a way that brings the school into disrepute, including when outside school

Appendix 5

Brough Primary School

Record of Physical Restraint

Name of Child:				Date:
Year Group / Class:				Time:
Name of Staff Member(s)				Location:
Guided Walk	1-person hold	2-person hold	Length of time held	Any other staff present:

Details of behaviours/incident
(please include a chronological sequence of events leading to the behaviours/incident)

Build up:

Crisis:

Calming time/resolution:

De-escalation strategies used:

Level of risk: Low / Moderate / High *(please circle)* **Type of risk:** Assault on pupil / Assault on staff / Risk to self / Absconsion / Damage to property / Other (please specify) *(please circle)*

Details of restraint(s) / Moves / Reasonable Force used (if further details required):

Were any injuries sustained?	
By the pupil?	**By staff members?**
If yes then how were these dealt with/recorded?	**If yes then how were these dealt with/recorded?**

Date/Time parents were informed:

Outcome from discussion with parents:

Follow up with pupil (where appropriate):

Signature of member of staff: *Date:*

Signature of Headteacher: *Date:*