Haresfield C of E Primary School

Behaviour Policy (including Anti Bullying Policy)

'Trusting in God, together we live,

learn and grow.'

A Biblical Perspective: Proverbs 22:6
"Train a child how to live the right way. Then even when he is old, he will still live that way."

At Haresfield School we encourage all of our pupils and staff to **AIM HIGH.** Pupils…

Ask Questions

Imagine – they are creative

Motivate – they don't give up

Have-a-go – and bounce back

Independently do their best

Go for goals – challenge themselves

Help others

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Signed ……(Head)

Signed …….. (Chair of Governors)

General Statement

An orderly atmosphere is essential for teaching and learning to take place. However, the role of schools in promoting good behaviour goes beyond simply maintaining order. In this church school we aim to promote behaviour that is conductive to learning and is based on our Christian values.

We aim to assist children to grow up with a clear view of what is right and wrong and to help them to appreciate the needs of others and of the society they live in. Restorative Practice is used across the school and underpins all our behaviour principles; it is a practice where all voices are heard and relationships are repaired and maintained. The behaviour policy encompasses the school rules (Ready, Respectful, Safe), code of conduct, management of behaviour, including bullying and discipline at Haresfield School and is supportive of the school aims. The ethos of the school is based on caring for one another and is central to all aspects of school life.

As a church school, our vision statement and core values are at the heart of every aspect of the school. This is particularly so in the development of our school ethos which in turn is embodied in our approach to promoting positive behaviour. At Haresfield we see good behaviour as vital to productive learning and the quality of life for everyone in the school. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, governors and other members of the wider school community. It is written after consultation with representatives from these groups and implementation of the policy is the responsibility of all those working in school.

The school is a community and it is recognised that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We continually stress the importance of honesty, trust, fairness, self-discipline, mutual respect and self-esteem. We endeavour to encourage and praise good behaviour and help children to realise that this is the normal expectation. We believe that all members of school staff have a corporate responsibility in operating this policy. Haresfield School is a Rights Respecting School and we treat all people the same regardless of ethnicity, cultures, gender, disability, age or faith.

Aims

- To celebrate and recognise the excellent behaviour and relationships in the school
- To encourage and nurture in pupils a sense of self-discipline
- To encourage children to take responsibility for their behaviour
- To encourage a whole school approach to supporting good learning behaviour
- To promote our school values and to encourage everyone to live by them.
- For children to understand that anti-social behaviour is not acceptable, this is to include race, class and gender issues as well as ability.
- To encourage children to make positive behaviour choices that supports good learning, using resources like the Solution Wheel (see Appendix E)
- To use Restorative Practice
- To enable all children, parents and staff to know what is expected of them.
- To create a learning environment in which everybody feels valued, safe and secure

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in Schools: Advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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 gives 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
- Intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Stolen items
  - Tobacco and cigarette papers
  - 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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

What should you do if you or someone you know is being bullied?

- Tell a grown up that you trust (teacher, TA, mum, dad)

What will school do if they suspect someone is being bullied?

- You will be taken seriously and the problem will be looked into.
- The class teacher or head teacher will speak to the person who is being bullied and the person accused of bullying, as well as any witnesses.

- A clear account will be recorded.
- The head teacher will speak to the parents of anyone involved – those accused of bullying and those who feel they have been bullied where the evidence suggests bullying has taken place.
- Restorative Practice will be carried out.

How will the school support people at this time?

Pupils who have been bullied will be supported by:

- Being listened to and taken seriously
- Being reassured that they are not at fault
- Being assured that the bully will not be allowed to continue to behave in this way
- Ensuring there is a network of support available to help the person who has been bullied – this will include liaising with the child's parents or carers

Pupils who bully will be supported by:

- Being given opportunities to talk about why they have bullied.
- Being encouraged to see that their behaviour has had a negative impact on someone else
- Being encouraged to see that there are consequences for their actions.
- Their parents being informed so that they can support them at home
- Introduce other agencies if necessary

Recording Bullying Incidents

- All incidents of bullying will be recorded on Cpoms and the number of incidents will be reported to the Governing Body
- Following an incident the child who has been bullied will be spoken to no later than 6 weeks following the initial discussion to ensure that the bullying has stopped and has not started up again. Records of this follow up will be kept on CPOMS.

The school will raise the awareness of the nature of bullying through all aspects of the curriculum and particularly through RE, Collective Worship, PSHCE and Computing.

5. Roles and Responsibilities

5.1 The governing board

The Curriculum Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Curriculum Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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 Cpoms behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

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 the pupils
- Modelling expected behaviour and positive relationships
- Modelling and relating behaviour back to the school rules: Ready, Respectful, Safe
- Providing a personalised approach to the specific behaviour needs of particular pupils
- Considering their own behaviour on the school culture
- Challenging pupils to meet the school's expectations

The Senior Leadership team 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 the 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 child's class teacher promptly
- Take part in any pastoral work e.g. attend review meetings
- Raise any concerns about the management of pupil behaviour through appropriate channels whilst continuing to work in partnership with the school.

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

Partnership with Parents:

Parental co-operation is vital in fostering good behaviour and this school actively promotes all forms of home/school partnerships. Parents are given the opportunity to discuss concerns and to agree, if necessary, a plan of action to reinforce acceptable behaviour. Any approaches, which include suspensions, follow Gloucestershire County Council guidance.

5.5 Pupils

Pupils will be taught about the expected standard of behaviour in school and the expectation for them to follow the behaviour policy.

- Pupils will be taught about the school's expectations and routines and how they can be rewarded for excellent conduct in school as well as the consequences they will face if they do not meet the expected standard.
- Pupils will understand the school rules
- 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 in-year arrivals.

6. School behaviour curriculum

The Code of Conduct

The Code of Conduct applies to **all** members of Haresfield School community (pupils, staff, parents, governors and visitors) and reflects our view that each individual is of value and has a right to be treated with respect.

- Take pride in our school
- Remember to care for everyone's feelings
- Speak and listen respectfully to everyone
- Be honest with yourself and others
- Respect the rules of our community
- Be positive

Pupils are expected to:

- Follow the school rules: Ready, Respectful, Safe
- 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
- Wear the correct uniform at all times

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

Pupils are not allowed to have mobile phones with them on-site.

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 school rules, behaviour curriculum or their own classroom rules
- 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

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. 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:

- Smiles, nods and thumbs up, ' good work', and 'excellent' on an immediate basis.
- Verbal praise by adults and peers
- Our 'Celebration' Worship recognises and celebrates a multitude of children, with certificates and cups for attainment, progress and attitude across the curriculum on a weekly basis
- Aim High points (DoJo points) are used throughout the school to reward the 7 learning behaviours in our AIM HIGH mantra (DoJo points also provide immediately feedback for parents at home).
- If a class-based target is achieved (number of Aim High points) a class reward is given
- Merit stickers for exceptionally good behaviour or learning to celebrate with the Head Teacher. A completed card results in a letter home from the Head Teacher.
- A Raffle-ticket based prize is given by Mid-Day Supervisors for children demonstrating positive play

Class Rewards

Suggested rewards are:

- 5 minutes extra at the beginning of playtime (supervised by the class teacher)
- a short story
- music of the children's choice (in class)
- up to 15 minutes free time in the classroom to chat or play games
- extra sessions on the activity equipment
- a special cooking session

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.
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. (these will be shared at staff training)
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:

Children are taught to take responsibility for their behaviour. If a child makes a poor behaviour choice they are helped to think about their behaviour in a variety of ways:

1. First a look is given and/or a reminder of expectations
2. Secondly, a verbal warning will be given, providing the child with the opportunity to make a good choice
3. If poor behaviour continues, the child will be asked to move. A child may be sent to another class with the agreement of that teacher. The child must have work and a clear idea of why and for how long.
4. If the above strategies are ineffective, then the child will need support in reflecting on the situation and understand the impact of their actions. This is when *Restorative Practice will be used.

***Restorative practice** is when the following questions are explored:

- *What happened?*
- *What were you thinking?*
- *What were you feeling?*
- *Who else has been affected by what's happened?*
- *What do you need to do to make things better?*
- *What do you need to do to stop this happening again?*

In some cases, we may also use comics strip conversations to support children in understanding their behaviour.

EACH DAY IS A FRESH START

Impact

Some behaviours have a bigger impact on other children and staff (for example physical aggression) and may require:

- Loss of break times
- Loss of lunch time

In some instances, a behaviour may be such that it is escalated through the consequence steps above.

Other behaviours may be considered too extreme to follow this behaviour policy and the following actions may be taken with no previous consequences having taken place:

- Internal suspension for a period of or part of a whole day
- Suspensions for 1 or more days, notifiable to the Local Authority

Parents will be informed if either of these take/are going to take place.

Individual Behaviour Targets/Plans

Some children who have recognised social, emotional or mental health needs will be given behaviour targets, which will be set out on a Positive Behaviour Plan. The rewards and consequences for these children may at times be different to the whole school in order to best support behaviour choices.

Lunch Time

At lunch time the MDSA's, as well as other staff, will use the same approach to behaviour. Any incidents will be shared with the class teacher. Lunchtime staff will use CPOMs to log any incidents.

Behaviour on School Trips

We expect children to behave in a sensible, kind, respectful and courteous way at all times, including when they are on their way to or from a school trip. Where incidents of poor behaviour are reported these will be investigated and where necessary appropriate sanctions will be used. These may include contacting parents, missing play times or written warnings being given. We aim to work in partnership with children and parents to ensure that the behaviour on the bus is of the highest standard.

7.4 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/carers

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.

7.5 Confiscation and searching

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/carers, 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 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 make sure 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 pastoral 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.

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 trip.

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”
- 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 Headteacher to try to determine why the pupil is refusing to comply.

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 (CPOMs).

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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).

7.6 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 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
- 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 trip).

7.7 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.

7.8 Racism and Hatred

We will not tolerate any form of racism or behaviours motivated by hatred or extremism at our school. Any incident will be treated seriously and the action taken will depend upon the child's understanding of what they have said or done, depending on the circumstances this could include exclusion.

We do not tolerate the use of remarks which may cause offence due to a person's race or skin colour. In these cases, (depending on the child's understanding of what they have done):

- o A child may be reprimanded, the head teacher is informed and a record of the incident kept.
- o For a repeated offence, a record is kept and parents will be informed. Sanctions will be increased.
- o In persistent cases, parents may be asked to discuss the matter with the head teacher or a school governor in line with the school's equal opportunities policy.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher 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:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children's social care

o 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 which 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. Send for another adult.

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 a TA.

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/carers 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 and a behaviour plan created, specific to that child.

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 on CPOMS.

8.2 Suspension and permanent exclusion

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.

We follow DFE guidance for our exclusions policy.

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

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

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces /safe spaces 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:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

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

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

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

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers 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 matter.

If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

10.1 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.

10.2 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching and confiscation

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 them.

12.2 Monitoring this policy

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

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

13. Links with other policies

- **Anti-bullying**

- **Online safety and Internet safety awareness**
- **Home school agreement**
- **Positive Handling**
- **Safeguarding and Child Protection**
- **Staff policies**

Appendix 1

Written statement of behaviour principles

An orderly atmosphere is essential for effective teaching and learning to take place. However, the role of schools in promoting good behaviour goes beyond simply maintaining order.

In this church school we aim to promote behaviour that is conducive to learning and is based on Christian Values. We aim to assist children to grow up with a clear view of what is right and wrong and to help them to appreciate the needs of others and of the society they live in.

We have a role in supporting good behaviour and challenging poor behaviour in school and also in some circumstances, outside of school.

In doing this, all members of staff have a part to play and we also seek the support of parents and Governors.

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 full governing body annually.

Appendix A

HARESFIELD SCHOOL

NON : SEMPER : ALACRI

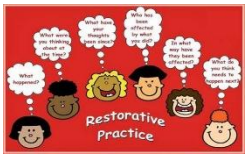
Consequences

1.Reminder

2.Warning

3.To move in class

4.Restorative Practice



Appendix B

Restorative Questions

We encourage all adults investigating an incident of poor behaviour to use these questions. Children often do not know 'why' they have done something, especially if they have lost their temper. Rather than asking them why we aim to find out what was happening by using these questions.

What happened? (comic strip conversation if needed)

What were you thinking?

What were you feeling?

Who else has been affected by what has happened?

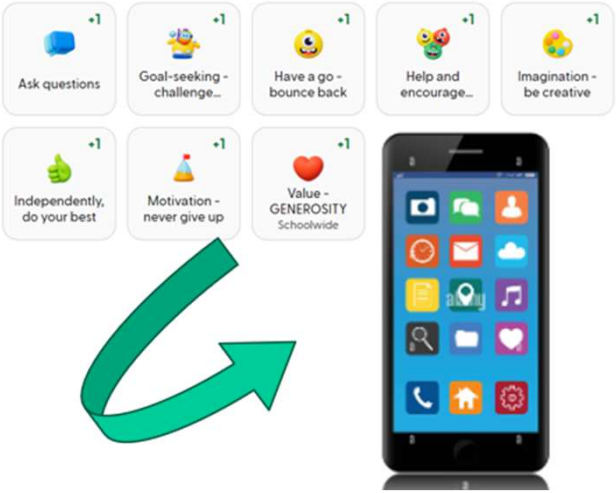
What do you need to do to make things better?

What do you need to do to stop this happening again?

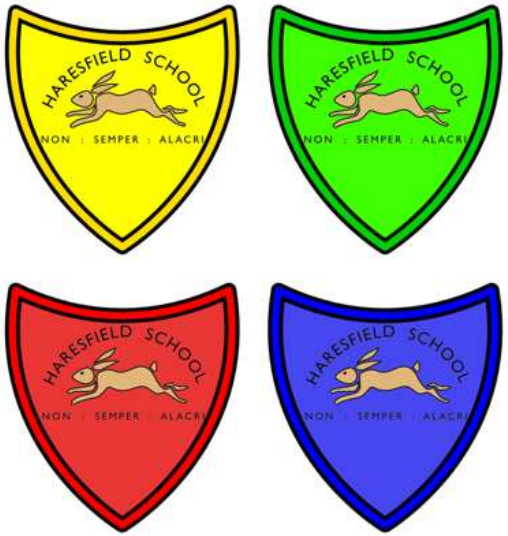
Appendix C

My Solution Wheel

Rewarding good behaviour

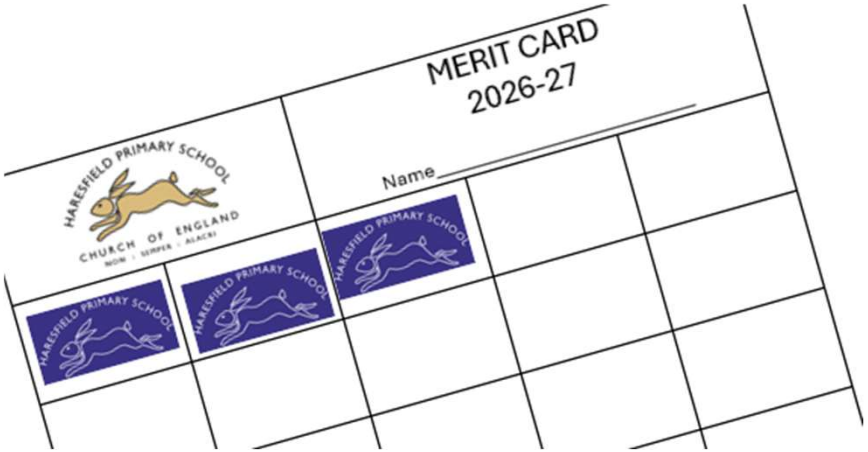


AIM HIGH POINTS



House of the Week
A reward at the end of the term!

Mid-Day Supervisors – Positive Play Award



Merit Awards – for EXCEPTIONAL WORK!

Poor choices & consequences

Our expectations are being met – WELL DONE

Step 1 A verbal warning given and a note recorded.

Step 2 Moved table or group for the lesson.

Step 3 Sent to another room or space away from the class for 15 minutes AND 10 minutes 'Time Out' at break or lunch.

Step 4 Whole lesson in another class Time Out (whole break or lunch). Sent to Mr Batchelor. Incident recorded and parents informed.

Poor behaviour (steps 3 and 4) in an afternoon will see playtime lost the next day.