

Rationale:

Highshore seeks to create a school environment which encourages & reinforces positive behaviour, & mutual respect for all. The School identifies that if pupils feel safe & secure & staff hold a firm understanding of pupils' behaviour/ communication & interaction support needs, this will have a positive impact on engagement within structured teaching & learning sessions.

Highshore recognises the difficulties some pupils may experience in managing their behaviour or understanding more appropriate social interaction/ social norms as these may form an intrinsic aspect of their Special Educational Needs. When incidents of misbehaviour arise, we will always consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to this. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will always be made on a case-by-case basis in full consideration of any other extenuating circumstances – e.g. – pupil anxiety relates to extreme changes in weather patterns (snow) outside of the school's control. Any preventative measures, therefore, will consider the specific circumstances & requirements of the pupil concerned.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, we will balance our legal duties when making decisions about enforcing this 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)
- The provisions set out in pupil's education, health & care (EHC) plan, will be secured, the school will co-operate with the local authority & other bodies to implement the plan; if the school identifies the EHCP is not meeting pupil need or the necessary behaviour management of the pupil impacts upon provision/ school resources available, an interim annual review will be held to determine next steps. The school will ensure LA representation & supporting agencies involved are invited to attend alongside parents/ carers to obtain views/ identify next steps.

As previously outlined, as part of meeting these duties, we will anticipate, as far as possible, all likely triggers of misbehaviour, & put in place support to prevent these from occurring.

In light of the information, we hold/ further information we seek, we are able to identify bespoke positive management strategies which will work in a pupil's best interests, we ensure we have appropriately trained staff, a specialised, inclusive curriculum offer alongside individual/ highly personalised education plans (which may include bespoke behaviour management plans) which ensure pupils, whatever their SEN, are supported in an informed way enabling them to:

- access all aspects of the school community
- acquire behaviour that enhances their quality of life through inclusion within the school/ wider community
- promote their self-esteem, self-management & positive relationships

In recognition of the central role, we play in encouraging pupils' social, emotional, & moral development as well as their intellectual development, we take into full consideration that each pupil brings to school a wide variety of behaviour patterns based on their stage of development, special educational need, & experiences. Our expectations of behaviour are therefore focused on our values: kindness, fairness, equality and respect. It follows that appropriate standards of behaviour we encourage our pupils to develop/ acquire are those which reflect these principles.

Aims:

The aims of this policy will guide our school/ inform daily practice, Highshore School will:

- Create a safe, secure, effective learning environment for all members of the school community, defining whole-school expectations & standards of behaviour that reflect the values of the school
- Approach the management of pupil behaviours in a positive, non-confrontational way, implemented through structured teaching & learning environments evidencing planned routines designed to develop/ improve pupil outcomes in the management of their behaviour
- Create a positive culture, that includes the *Highshore School Values* that promotes excellent behaviour, ensuring that all pupils have the support/ opportunity to learn in a calm, safe & supportive environment in all aspects of school life (positive participation of all pupils, whatever their disability)
- Outline the expectations & 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 & discrimination
- Ensure all staff work in an informed way, equipping them with the appropriate skill set in the management of behaviour which may present challenge
- Provide pupils with the opportunity to further their skills, knowledge & understanding in ways to self-manage/ regulate their behaviour, enabling them to communicate such behaviours in more appropriate ways

Legislation, statutory requirements, & statutory guidance:

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies, and pupil referral units in England 2017](#)

- Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard & promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour & publish a behaviour policy & written statement of behaviour principles, & give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Definitions:

All school staff have an important responsibility to model high standards of behaviour, both in their dealings with pupils & with each other. As adults we aim to:

- Create a positive & calm atmosphere
- Emphasise the importance of being valued as an individual within a group
- Promote, through example, respect for others, courtesy, & fair treatment for all regardless of age, gender, race, culture, religion, ability, or disability
- Provide a caring/ nurturing & effective learning environment
- Encourage relationships based on kindness, fairness, respect & a developing understanding of the needs of others
- Acknowledge, & celebrate the achievements, efforts & contribution of all
- Provide a means which enable all pupils to make a positive contribution

Rewards:

At Highshore, we recognise & celebrate good behaviour, we anticipate known triggers which may lead to misbehaviour; we provide bespoke responses tailored to meet pupil need when they require support in the management of their own behaviour; the following list are examples & is not exhaustive:

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 (sensory rooms/small/rooms) where pupils can regulate their emotions during a moment of sensory overload.

Our emphasis is on rewards used, reinforce appropriate rather than less/ inappropriate behaviour. Pupil rewards will vary, all will include appropriate motivating rewards which identified through observations & staff discussions recognising the intrinsic value for each pupil. Rewards may be immediate or delayed, basic or

complex; some, may need to be changed frequently to maintain their motivational value. Some examples of rewards include: an object or activity, privileges, verbal & nonverbal praise, stickers, tokens, whole class reward schemes, daily or weekly nominations related to good work or behaviour alongside achievements celebrated in a school assembly, pupil of the week / term certificates & staff telephoning parents.

Rules, procedures & behaviours:

Our school rules & procedures used to promote good/ respectful behaviour are consistent & clear. Our rules are drawn from the *school's values* which are to:

Be fair, be kind, treat everyone equally and in a way that we treat others as we would want to be treated ourselves.

- They will be kept to a necessary minimum
- They will be positively stated, showing pupils what to do rather than what not to do
- Everyone will be actively encouraged to take part in the development of the rules
- Each will have a clear rationale, which is made explicit to all
- Each promote the idea that every member of the school community has responsibilities towards the whole
- Rules will be designed to further ensure the safety of the pupils themselves & others, supporting our learning culture

Our Pupils with SEN can present challenging behaviour which involve:

- Self-injurious behaviour
- Injuring or attempting to injure other pupils or members of staff
- Placing themselves where they may be of danger to themselves or to others. This can include attempting to escape the school grounds or enter parts of the school deemed out of bounds to pupils for reasons of safety

Other incidents of challenging or inappropriate behaviour may include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as, sexual comments, sexual jokes, or taunting
- Physical behaviour like interfering with clothes
- Upskirting (to ensure the school acts within all statutory guidance any form of Upskirting will be reported to the police)
- Online sexual harassment, such as unwanted sexual comments & messages (including on social media), sharing of nude or semi-nude images &/or videos, or sharing of unwanted explicit content
- Sexual images/ intentional drawings of a sexual nature made/ shared by the pupil
- Vandalism
- Theft

- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Tobacco & cigarette papers/ vapes
- Fireworks
- 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)

Consequences:

Although the School sees rewards as central to the reinforcement of appropriate behaviour, realistically there is a recognised need for pupils to develop an understanding of the consequences of their actions. This may involve sanctions to register the disapproval of unacceptable behaviour & to protect the security & stability of the school community. The use & type of consequences/ any sanction applied will depend on the individual needs of the pupils & their level of conceptual development. In general, appropriate sanctions will form part of the overall behaviour management plans for individual pupils & may include an informed removal of adult attention through tactical ignoring of inappropriate behaviour, disapproval of inappropriate behaviour or withdrawal of privileges.

For those pupils who are in receipt of an individual *Behaviour Management Plan* the management of inappropriate behaviour will be clearly outlined & agreed, in writing, by everyone concerned in the care & education of the pupil. Where necessary other consequences may include loss of free time (i.e., breaks), isolation from class group (internal exclusion) &, in serious situations, external exclusion.

Procedures for the Management of Inappropriate Behaviour:

Any concerns regarding behaviour must be reported to the appropriate staff (Line Manager). Consultation will then occur with Senior Leadership Team (SLT) to identify possible strategies to be implemented. The Head teacher (HT) must always be kept informed at all stages of the procedure. All discussion held will identify a planned course of action which will include the following to ensure our collective work remains informed/ outcome led. For those pupils for whom a behaviour management plan (BMP) is a priority area, the school will:

- Identify/ implement an observation schedule to identify possible functions or reasons for behaviour; support will be requested from other professionals if required
- Parents/ carers will be invited to take an active role in discussions & if appropriate, practical implementation of any behaviour programmes within the home situation
- Following collective discussion, the school will design an individual BMP, identifying behaviours exhibited; intervention/ support processes will be

agreed, implemented, monitored, & reviewed on a regular basis by all parties concerned

- Maintain records (class teacher) detailing the frequency of inappropriate behaviour in the behaviour log/ impact of informed intervention programme including if harm occurs to the pupil, others or property using the Highshore incident/ accident form & written in the incident/ accident book; where incidents are very frequent, records will be kept within the classroom on a daily basis. Incidents including those that involved restraint or physical intervention are recorded on *ScholarPack*.
- Monitor/ evaluate behavior programmes (class teacher) who will seek additional advice & guidance from the complex needs coordination if/ as required to ensure the behaviour programme is achieving its fundamental aim
- Review all plans at least annually (HT/ SLT) to ensure they continue to meet the pupil's needs. For those pupils for whom incidents are occurring more frequently these plans need to be reviewed and amended in light of logged information to ensure they remain relevant to the pupil needs.
- Collate all behaviour information, providing data/ associated commentary to the Governing Body (HT)

Team Teach (TT): Please refer to the Highshore Physical Intervention policy

Highshore follows the TT positive handling approach which identifies it may, at times, be necessary to restrain a young person to prevent them harming themselves or others. In recognition of such principles our school requires a highly skilled/ trained workforce that has the specific knowledge of specialised strategies to support & manage inappropriate/ severe challenging behaviour.

The designated Assistant Head Teacher (AHT) is the TT lead. Staff are able to seek any additional advice/ guidance from the AHT to inform their practice in the management/ implementation of TT practices identified via published/ agreed behaviour management plans (BMPs). The school has identified the following schedule of TT staff training/ updates, enabling the school to maintain its accredited status by providing regular training for staff in line with legal requirements.

Team Teach Training schedule/ updates - Highshore will provide staff with the following training/ updates to inform/ support/ improve their practice:

- Whole staff training events
- Tutor reaccreditation

It is anticipated that any physical intervention to respond to known behaviours will only be used as a last resort. Such intervention will be identified via published/ agreed BMPs or in the robust evaluation of plans which will determine future practice, plans therefore always remain outcome led. Any physical intervention with pupils will be:

- implemented by staff trained in *Team Teach* (Please see school policy on the use of physical intervention)
- used for a minimum period as possible

- fully informed via the TT principles of de-escalation
- every incident will be recorded in the bound & numbered book kept in the school office which is read and signed regularly by the Headteacher
- A summary of any incident that involved restraint or physical intervention is also recorded on *ScholarPack*

Staff induction:

Staff induction will include training to ensure new/ supply staff are equipped with the necessary information relating to this policy & its successful informed implementation; it is the responsibility of SLT to ensure induction is provided to all staff who join the Highshore team. This induction will provide staff new to the school with the following information:

- The needs of the pupils at the school
- How SEND & mental health needs impact behaviour
- The proper use of restraint in line with agreed Team Teach guidance

Role of the multi-agency team/ partnership:

Highshore aims to create a holistic/ whole school approach to behaviour management, which encourages & reinforces positive behaviour to our pupils. Where, & when required, we identify specific behavioural management strategies/ support plans within PCP/ EHCP meetings leading to the formation of IEPs. Outside formal meetings & where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of identified concerns & of the current steps which are being taken to address them. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare.

Early indicators of concerns must be communicated to the SLT by the class teacher. Discussion will determine if additional support/ input is required from members of the multi-agency team such as speech therapist or occupational therapist to help further inform specific behavioural management strategies. It is the responsibility of the class teacher to inform colleagues at a staff meeting to ensure there is an understanding of the reason for the BMP securing continuity of approach when instigated.

The school's behavior lead may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs/ previously unidentified needs that are not currently being met.

Where necessary, additionally support & advice will also be sought from specialist teachers, educational psychologist, medical practitioners and the school multi-agency team ie speech therapist and occupational therapist.

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

Effective partnership with parents & carers:

We collaborate closely with parents/ carers to provide consistency of approach & shared expectation. We encourage parents to take part in the life of the school & its culture, we endeavor to build a positive relationship with parents & carers by keeping them informed about developments in their child's behaviour & the expectations of pupils' behaviour outlined within our policy. Highshore therefore, gives high priority in the pursuit of two-way communication/ partnership working between the school & parents/ carers understanding that such working practice is crucial in identifying consistency in promoting & maintaining positive pupil behaviour.

We acknowledge that parents have a key role in supporting their child in adhering to the school's behaviour policy, we ask parent to inform the school of any changes in circumstances that may affect their child's behaviour, discussing any behavioural concerns with the class teacher promptly. We ask parents to raise any concerns about the management of behaviour with the school directly.

Parents will be involved in helping to develop a positive behaviour plan enabling an informed/ joined-up approach in the management of their child's behaviour. All parents, therefore, will be asked to contribute to their child's behaviour plan aimed at securing greater consistency of approach within the home/ school setting. We encourage parents to take part in any pastoral work/ imposed sanctions following misbehaviour (for example: attending reviews of specific behaviour interventions etc).

We encourage all parents to get to know the school's behaviour policy & reinforce it at home where appropriate. All parents will have access to the school's behaviour policy published on the school website & have access to a full copy on request.

Peer on Peer Incidents

Peer-on-peer incidents for our SEN pupils can be categorised as

- *Targeted* – directed intentionally at a specific pupil or pupils
- *Indiscriminate* – no intentional focus but resulting in another pupil being a recipient of the behaviour

Targeted peer-on-peer incidents will also include incidents of bullying as detailed below.

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 & discriminatory, including: <ul style="list-style-type: none">• 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

Our anti-bullying policy/ strategy outlines the measures we have in place to prevent all forms of bullying including cyber-bullying, prejudice based & discriminatory bullying. This includes our *Online Safety Policy* is published on the school website & updated annually by the HT/ SLT & Highshore Governing Body.

Roles & responsibilities

The governing body recognises the Special Educational Needs of pupils who attend Highshore school. Regardless of such need, Governors emphasise that violence or threatening behaviour will not be tolerated. To enable the school to fulfil its duty in its informed response to pupil behaviour & its commitment in developing pupil's communication/ interaction skills leading to good behaviour, the Governing body will:

- Review this behaviour policy in conjunction with the Headteacher
- Monitor the policy's effectiveness through reports received
- Hold the headteacher to account for its implementation

The Headteacher:

The Headteacher is responsible for:

- Approving this policy including the review of it every two years in conjunction with the Governing body

- The publication of the approved policy & any subsequent updates to it on the school website
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- The monitoring of this policy/ ways it is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations of all pupils at Highshore & the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules & routines, & how best to support all pupils to participate fully
- Offering appropriate training to the staff in behaviour management (including any relevant updates/ refreshers), which includes full consideration of the impact of special educational needs & disabilities (SEND) & mental health needs on behaviour, to enable staff to fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy (including the child-on-child abuse policy & anti-bullying policy) to offer pupils both sanctions & support when necessary
- Ensuring that the data from behaviour logs is monitored/ reviewed regularly & is reported to Governors, to make sure that no groups of pupils are being disproportionately impacted by this policy

Monitoring & evaluating school behaviour data:

The school will collect behaviour data reporting on the following aspects to the Governors of the school: can you add/ amend

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion & suspension
- Incidents of searching, screening & confiscation

The data will be analysed every term by the behaviour lead (AHT) & Head Teacher; analysis will be taken using variety of perspectives which include

- At school level
- By age group/ key stage/class
- At the level of individual members of staff
- By time of day/ week/ term
- By protected characteristic
- Individual pupils (anonymised when necessary)
- Type of incident

The school will use the results of each analysis to make sure it is meeting its duties under the Equality Act 2010, commenting on any identified trends/ patterns/ escalation within behaviour data within the HT report to Governors. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Teachers & staff:

Classroom Management

Highshore identifies that classroom management, routines & teaching methods have an important influence on pupils' behaviour. The classroom environment will be welcoming, inclusive & where appropriate, will be designed to support positive behaviour which provide clear messages to the pupils about the extent to which they & their efforts are valued & the rules they are expected to follow.

Classroom displays demonstrate the value of pupils' individual's contribution, depicting the work undertaken/ learning outcome achieved further opportunity to develop pupils' self- esteem.

Classrooms, therefore, will be organised to support pupil access to learning/ on-task behaviour to encourage appropriate social & interactional skills, independence. Materials & resources when identified, will be arranged to aid communication, understanding, & accessibility aimed at reducing anxiety, uncertainty, frustration, & disruption, e.g., object/picture timetables or TEACCH schedules. A sensory diet might be appropriate for particular students who find it difficult to attend in structured teaching & learning sessions for extended period of time. We understand, that for some, transition from activity or area of the school to another may cause particular anxiety for some pupils; in such instances highly, personalised aids may be identified which supports them/ decreases inappropriate behaviour – e.g. - tactile, visual, or auditory aids.

Staff are responsible for:

- Creating a calm & safe environment for pupils
- Establishing & maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values & standards through teaching behaviour & in every interaction with pupils
- Modelling expected behaviour & positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils as outlined in pupil's behaviour plans
- Attend any training arranged by the school which develops/ further develops their skills in the management of pupil behaviour
- Considering their own behaviour on the school culture & how they can uphold school rules & expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The reporting of any behaviour exhibited by pupils which causes them concern/ clarification of further information in regard to pupil behaviour if/ as required

The senior leadership team (SLT) will support staff in responding to behaviour incidents – classroom staff can call for "assistance needed"

Pupils:

Pupils will be made aware of/ supported to further their understanding of behaviour expectations during their induction visits which outlines the behaviour culture of the school (extra support &

induction will be provided for pupils who are mid-phase arrivals), rules/ behaviour expectations will therefore be shared:

- The expected standard of behaviour they should be displaying at school
- Understand how the *Highshore School Values* supports appropriate behaviour throughout the school
- Their duty to follow the behaviour policy
- The school's key rules & routines
- The rewards they can earn for meeting the behaviour standard, & 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 asked to give feedback on behaviour in school through the school council and through pupil surveys.

The Curriculum & Learning:

Highshore believes that a structured curriculum which is highly differentiated to meet pupils' individual needs, contributes to positive engagement leading to more positive behaviour. Due to our pupils' SEN specific aspects of our offer will support the development of communication & social interaction skills, leading to further enhancement of positive behaviour skills, these are often identified via their bespoke EHCP outcomes leading to personalised pupil outcomes which are addressed/ delivered/ assessed daily. The school implements recommendations from the

As outlined, additional expertise will be sought from appropriate multi-agency professionals & parents/carers to ensure a consistent approach to the pupils' learning & behaviour management. Additional support will be obtained to extend the knowledge & expertise of all, e.g., educational psychologist, CAMHs, educational consultants & other relevant professionals.

School behaviour curriculum:

Our whole school approach in creating a culture that promotes excellent behaviour is achieved via highly effective classroom management include bespoke school-based routines & teaching methods which influence pupils' behaviour; successful strategies include sensory movement breaks/ TEACCH schedules which encourage pupils to adopt appropriate routines increasing their personal autonomy & independence to manage change/ transitions. Developed AAC systems encourage skills of communication/ interaction furthering pupils thinking & negotiation skills (offering of choices informing decision making); work with parents (parents evenings including workshops with SaLT support) ensures planned & successful approaches are shared/ understood.

Teaching methods will reflect personalisation to support active participation. Lessons aim to develop the skills, knowledge & understanding which enable pupils to work, interact & socialise in co-operation with others. Where appropriate, the identification of specialised teaching/ learning approaches, styles & structures will be incorporated within pupils' individual education plans. As outlined, where appropriate & reasonable, teaching staff can make adjustments within day-to-day routines within the delivery of the curriculum/ structure of the teaching day to ensure

all pupils are ready to engage/ learn enabling them to become more successful in meeting the behavioural expectations in the curriculum.

The structured school day, alongside highly personalised approaches adopted, encourages all pupils to:

- behave in an orderly & self-controlled way
- communicate/ make their needs known in more conventionally acceptable ways
- learn/ acquire self-calming strategies
- show respect to members of staff & each other
- in class, make it possible for all pupils to learn
- move in an orderly/ quietly around the school
- treat the school buildings & school property with respect
- accept consequences when given

Mobile phones:

Pupils at Highshore bring their mobiles phones into school. However, to ensure we are able to mitigate risks of distraction, disruption, potential bullying and abuse we expect mobile phones to be handed in to for tutors and collected at the end of the school day

Responding to behaviour/ classroom management:

Teaching & support staff are responsible for setting the tone & context for positive behaviour within the school & in developing positive relationship with all pupils within their charge/ the school population, as such, they will:

- Create & maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight/ promote good behaviour
- Conclude the day positively & starting the next day afresh
- Have a clear plan for dealing with low-level disruption, seeking additional advice & guidance from the SLT/ HT if/ as required
- Use positive reinforcement

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 & safeguarding policy, & consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection & safeguarding policy for more information

Responding to good behaviour:

When a pupil's behaviour meets or goes above & beyond the expected behaviour standard, staff will recognise it with positive recognition & reward. This provides an opportunity for all staff to reinforce the school's culture & ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- A reward we know holds an intrinsic value to the young person

Responding to challenging behaviour:

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 & safe learning environment, & to prevent recurrence of challenging behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, & by responding in a consistent, fair & 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 & phrases as outlined within personalised *behaviour management plans*.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified & considered.

When giving behaviour consequences, 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 by pupils who are not in receipt of a BMP:

- Time out with an adult
- A verbal reprimand & reminder of the expectations of behaviour
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Internal or external exclusion by a Senior Leader

- Permanent exclusions, in the most serious of circumstances

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

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 & reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation:

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

Confiscation:

Any prohibited items found in a pupil's possession 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 management. These items will be returned to pupils after discussion with senior leaders & parents, if appropriate.

Off-site misbehaviour:

Consequences 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
- In any other way identifiable as a pupil of our school

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

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

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

Online Incidents: *please refer to the school's on-line policy/ acceptable use agreement with pupils & parents*

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/ member of the SLT 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 & 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 & sexual violence:

The school will ensure that all incidents of sexual harassment &/ or violence are met with a suitable response, & 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 & safeguarding policy for more information.

Malicious allegations:

Where a pupil makes an allegation against a member of staff & 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 & 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 needs 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 & pupils accused of misconduct.

Please refer to our child protection & safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions:

When considering a behavioural sanction for one of our pupils, we will consider:

- 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. In such instances, we will assess if it is appropriate to use a sanction & if so, whether any reasonable adjustments need to be made to the sanction identified.

Sanctions may include:

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 & 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 a staff member & will be removed for a period of time agreed with the class teacher.

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

Pupils should be reintegrated into the classroom as soon as appropriate & safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom & 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:

- Use of teaching assistants
- Short term behaviour monitoring sheets
- Long term behaviour plans

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

Short term & permanent exclusions:

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

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

Supporting pupils following a consequence:

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

This could include measures like:

- Reintegration meetings
- Monitoring by a member of SLT for an agreed time
- An individual report with personalised behaviour goals

Pupil transition:

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 & the wider school culture.

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 & 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.