



Behaviour Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for 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](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, assembly, the dining hall, on corridors or at break and lunchtime;

- Refusal to adhere to the school rules or follow the pupil code of 'Rights and Responsibilities';
- Non-completion of classwork or homework;
- Refusal to follow the instructions of an adult.

Serious misbehaviour is defined as:

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

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and 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

The measures we have in place to prevent all forms of bullying, including cyber bullying (including cyber-bullying, prejudice-based and discriminatory bullying) are:

- The creation of a positive ethos where all pupils and staff treat one another with respect – this forms part of the school vision and values;
- Through curriculum planning and delivery, celebrate differences and diversity and the richness this brings to our school, the community and the wider world;
- Have clearly defined Rights and Responsibilities that all members of the school community are expected to abide by;
- Teach pupils about how the consequences of our actions affect others and the wider school environment, regularly reinforcing this message through assemblies;
- Teach about bullying, its forms, impact and consequences, and about not being a bystander, through PRSHE, Circle Time, Assemblies etc;
- Mark Anti-Bullying Week every November with special assemblies and follow up session in the classroom;
- Ensure that parents are clear about our zero tolerance of bullying and the procedures to follow should they have any concerns that their child is being bullied – via the Newsletter and the school website;
- Have and regularly review our acceptable use policies;
- Celebrate positive behaviour of pupils;
- Swiftly investigate any allegation of bullying, that occur both in and out of school and online, involving parents and using proportionate sanctions and providing support for the pupils involved, recording full details on CPOMs to enable careful monitoring and analysis of frequency, pupils involved, location and nature.

5. Roles and responsibilities

5.1 The governing board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 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 Governing Board;
- 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 behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm, safe, positive 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 and making reasonable adjustments for 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 3 for a behaviour log);
- Challenging pupils to meet the school's expectations;
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate;
- Support their child in adhering to the school's behaviour policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- Take part in the life of the school.

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 resolve any behavioural issues positively.

5.5 Pupils

Pupils will be made aware of the following when joining St Paul's and will receive regular reminders throughout their time here:

- The expected standard of behaviour;
- Their Rights and Responsibilities;
- Our rules and routines
- How we celebrate good behaviour through our reward system and the potential consequences of inappropriate or unkind behaviour;
- Who the trusted adults are who will be able to help them regulate their emotions and behaviour;
- Where necessary, extra support and induction will be given to pupils who are mid phase arrivals.

Pupils will be asked to give feedback on their experiences in school, including behaviour in the annual pupil safeguarding survey. Leaders will also hold pupil conferences each term to help evaluate, inform and further develop policies and procedures around behaviour.

6. School behaviour curriculum

Our core values underpin expectations with regards to behaviour at St Paul's and are encapsulated in our Rights and Responsibilities.

We expect all children to demonstrate the positive behaviours captured in our Rights and Responsibilities.

I have a right to...

1. Learn
2. Be heard
3. Be safe
4. Be respected
5. Use school property

I have a responsibility to...

1. Do my best
2. Listen to others
3. Look out for others
4. Treat others with respect
5. Respect school property

The behaviour culture of our school is built on an appreciation of how our actions and behaviours affect those around us. We expect everyone to treat others in the way in which we ourselves would like to be treated.

All staff and pupils are expected to:

- Be respectful;
- Be kind in their words and actions;
- Avoid disrupting the learning of others;
- Move quietly around the building;
- Display good manners at all times, including in the dining hall and when on the playground
- Accept responsibility for their actions, including sanctions
- Avoid behaviour that brings the school into disrepute, including when outside school or online

Where appropriate, reasonable adjustments are made to routines within the curriculum to ensure all pupils can meet our expectations with regards to behaviour for learning.

6.1 Mobile phones

Whilst we do not encourage pupils to bring mobile phones to school and accept no liability should they be lost or stolen, pupils may bring a mobile phone to school on the condition that: :

- Phones are switched off before arriving on site;
- They are handed to the class teacher on arrival so that they can be locked away during the school day;
- They are collected from the class teacher at the end of the day and not switched on until the pupil has left the school site.

Any pupil phone that is used on site during the school day will be confiscated and parents asked to come and collect the device from the school office and ensure that the device is not sent into school again.

7. Responding to behaviour

7.1 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a warm, welcoming, stimulating environment that encourages pupils to be engaged;
- Display our Rights and Responsibilities in every classroom, referring to them when celebrating good behaviour and reminding pupils of our expectations;
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils warmly each morning;
 - Establishing clear routines
 - Communicating expectations of behaviour in a range of ways, not only verbally;
 - Celebrating and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Dealing effectively with any low-level disruption, using choice and consequences
 - Using positive framing and affirmative language

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 consistently and fairly to reinforce the routines, and expectations of the school.

Positive behaviour will be rewarded with:

- Praise – verbal, written, positive word or gesture;
- Referral to another adult;
- Informing parents – communicating good news whenever possible, sending messages home or phone call;
- Special responsibility, privilege or trust – sit by/work with a friend of their own choice, work in an area away from the direct supervision of the teacher, awarded a special job or responsibility;
- Awards from the Head and Deputy;
- Praise postcard posted home.

7.4 Responding to misbehaviour

When a pupil's behaviour does not meet expectations 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 ensure consistency by always challenging inappropriate behaviour, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account, particularly before any sanction is imposed.

When giving a sanction, staff will also consider what support could be offered to a pupil to help them to meet behaviour expectations in the future.

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

- Sending the pupil to complete their work out of the class;
- A verbal reprimand and reminder of the expectations of behaviour;
- Setting of written tasks such as an account of their behaviour;
- Expecting work to be completed at home, or at break or lunchtime;
- Loss of privileges;
- School-based community service, such as tidying a classroom;
- Referring the pupil to a more senior member of staff, using a stepped approach – Team Leader, Deputy Head, Headteacher;
- Phone call home to parents;
- Letter to parents;
- Meeting between parents, pupil and teacher to agree a behaviour contract;
- Putting a pupil 'on report';
- Removal of the pupil from the classroom for a fixed period of internal exclusion;
- Fixed-term exclusion;
- Permanent exclusion.

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

7.5 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:

- Only ever be used as a very 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 (see appendix 3 for a behaviour log).

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

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the 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 who is the designated safeguarding lead or deputy head 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. 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 and remove your scarf;
- Explain how and where the search will be carried out;
- Give the pupil the opportunity to ask questions;
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff will contact the headteacher or deputy head, to try and determine why the pupil is refusing to comply.

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks;
- Lockers;

- Bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3;
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What has been confiscated, if anything;
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil;
- Not be a police officer or otherwise associated with the police;
- Not be the headteacher;
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school 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 when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

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

- It poses a threat or causes harm to another pupil;

- It could have repercussions for the orderly running of the school;
- It adversely affects the reputation of the school;
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member and all incidents and the outcome of any investigations recorded on CPOMs

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 or deputy head will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to early help;
 - Refer to children's social care;
 - Report to the police.

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

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

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

8. Serious sanctions

8.1 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by an adult and will be removed for a maximum of 3 days.

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 and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are in danger of frequent removal from class, such as:

- Short term behaviour report cards;
- Use of Learning Mentors, Nurture Assistants etc;
- Long term behaviour plans;
- Pupil support units;
- Multi-agency assessment.

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

8.3 Suspension and permanent exclusions

The school can use fixed term 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 very last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014);
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010);
- 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.

Our approach to anticipating and removing triggers may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting seating to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism, attachment etc;
- Separation 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:

- 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.

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

The school's Inclusion Manager may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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

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

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

10. Supporting pupils following a sanction

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

Following a period of removal from the classroom, time spent in a pupil support unit or following a fixed term exclusion, a reintegration meeting will be held and the pupil may be given a report and with personalised behaviour goals.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour expectations by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to hand over key information regarding each pupil.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be documented and form part of the handover to Year 7 colleagues. Where behaviour related to safeguarding concerns, hard copy records will be delivered by hand to the pupil's new school within five school days.

12. Training

As part of their induction process, our staff are provided with information regarding the behaviour expectations within the school and signposted to this policy.

Training on managing behaviour, includes training on:

- The needs of the pupils at the school;
- How safeguarding concerns, SEND and mental health needs impact behaviour;

And may include:

- Team Teach training.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on CPOMs on the following:

- Behavioural incidents, including removal from the classroom;
- Attendance, fixed term and permanent exclusion;
- Use of pupil support units, off-site directions and managed moves;
- Incidents of searching, screening and confiscation;
- Pupil feedback via surveys and School Council, surveys for other stakeholders on their perceptions and experiences.

The data will be analysed each term by the headteacher, from a variety of perspectives, including:

- At school level;
- By age group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing Board annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy;
- Child protection and safeguarding policy;

Date	Reference	Amendments
December 2018		Policy rewritten.
May 2020	Coronavirus (Covid-19)	Temporary addendum to reflect necessary changes to policy due to the Covid-19 outbreak.
August 2020		Policy reviewed in light of guidance documents, Sexual violence and sexual harassment between children in schools and colleges September 2021 and KCSIR 2021 and the DSL attending NSPCC Managing Sexualised Behaviour in Schools training. Definitions of peer on peer abuse added and a section regarding responding to reported incidents of peer on peer abuse. Peer-on-peer sexual abuse: risk and needs assessment added as Appendix 5, Recording Sexualised Behaviours Form as Appendix 7 and a Safety Plan template as Appendix 8. Behaviour rating tool added and reference to Zones of Regulation included. Further changes were made to the body of the policy, including changing sanctions to consequences and including the Stop, State, Define and Execute approach.
September 2022		Significant additions in a number of sections to bring the policy in line with KCSIE 2022 and other government guidance.

St Paul's CofE Junior School
Written statement of behaviour principles

- The Behaviour Policy is understood by pupils and staff;
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of abuse or discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Staff promote positive behaviour and adhere to the school's 'no shouting and no intimidation' culture;
- Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy;
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved;
- Pupils are helped and supported to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life;
- Violence or threatening behaviour or abuse by pupils or parents towards school staff will not be tolerated.

This written statement of behaviour principles was reviewed and approved by the Governing Board on xxxxxx

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
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 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear xxxx,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that _____ understands the need to follow our behaviour expectations, which are set out in the Behaviour Policy. I would appreciate it if you could discuss their behaviour with them.

If _____'s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear xxxx,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour expectations, which are set out in our behaviour policy.

I would appreciate it if you could come into school to meet with me on xxxxxxxxxxxxxxxxxxxx at xxxxx so we can discuss a way forward.

If this time will not be convenient, please contact the school office on 0118 978 5219 to advise of your availability.

Yours sincerely,

Class teacher's name:

Class teacher's signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the (the Team Leader/Inclusion Manager/ Deputy Head/Headteacher) and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher's name:

Class teacher's signature:

Date: _____

Sanction Letter

Dear parent,

I am writing to inform you that _____ has been given a sanction and will not be allowed on the playground at playtime/lunchtime detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Sanction letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____