



Parkgate House School

Behaviour Policy

Contents

1. Aims.....	2
2. Legislation, statutory requirements and statutory guidance.....	2
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. School behaviour curriculum.....	7
7. Responding to behaviour	8
8. Serious sanctions.....	18
9. Responding to misbehaviour from pupils with SEND.....	19
10. Supporting pupils following a sanction	20
11. Pupil transition.....	21
12. Training.....	21
13. Monitoring arrangements.....	21
14. Links with other policies.....	22
Appendix 1: written statement of behaviour principles	22
Appendix 2: smiley face chart	23
Appendix 3: behaviour log.....	25
Appendix 4: Think Again Form.....	Error! Bookmark not defined.

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 (particularly respect and consideration)
- Outline the expectations and consequences of behaviour (including rewarding good 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
- Promote and encourage pupils to make the right choices, exercise self discipline and emotional regulation.
- Encourage common sense, courtesy and good manners promoting honesty, trust and fairness.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Please see the below behaviour level classification chart for examples of how the school divides inappropriate behaviours into the following two categories:

Level 1- minor

Level 2- moderate/severe

Level 1/ Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform
- › Fidgeting / fiddling
- › Telling tales
- › Dropping litter
- › Noisy e.g. talking/shouting
- › Failing to keep on task
- › Leaving desks
- › Unkind remarks
- › Bad language (depending on nature of language used)
- › Time wasting

Level 2/ Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Consistently shouting out
- › Poor effort
- › Distracting others
- › Unprepared for work (continuously incl. forgetting equipment)
- › Disregarding supervisors
- › Threatening / aggressive behaviour
- › Refusal to co operate
- › 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 such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- 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
 - E-cigarettes or vapes
 - 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please refer to our Anti-bullying policy.

5. Roles and responsibilities

5.1 The Principle/ proprietor

The Principle is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

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

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of 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.

Behaviour Management

High standards of behaviour are promoted when there are good levels of adult supervision. All staff are responsible for all pupils' behaviour and need to ensure children are well supervised in the playground and as they move around the school, especially at the end of the school day, before and after assembly and at change over times. It is every member of staff's duty to apply a consistent approach towards behaviour management and, if inappropriate behaviour is witnessed, the member of staff should address this with the pupil(s) concerned. Staff should not introduce any other form of sanction or reward system within the school without prior discussion and authorisation from the Headteacher. Specific logs may be used for certain behaviour including, the Racist Incident Log, Online Safety Log, Child Protection File, Behaviour Log and Bullying Log.

Communication

Form teachers are required to explain and discuss the school rules, rewards and sanctions with their class formally at the beginning of each term and then refer to them throughout the course of the year. They should also be repeated whenever a new pupil joins the class mid-year. Form teachers are required to display the school rules in their classrooms and pupils should sign their own agreement at the start of the year.

Staff are encouraged to take a restorative approach to dealing with conflict situations between pupils (see Restorative Justice for Schools training). Staff are provided with the language and questioning to be able to approach these situations effectively and help the pupil reflect on what has happened.

From the point that a pupil reaches the end of Step 1 of the school's sanctions procedures (repeated verbal warnings) it is expected that the class teacher communicates any specific behavioural issues to the following members of staff in their daily notes: the appropriate Head of Department / Deputy Head / Headmaster and Principal.

The Behaviour Policy is regularly shared with Support Staff, Cover Staff, Kitchen Staff, and the Office Team etc.

The Behaviour Policy is available for all parents to view. Parents are encouraged to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Playground Incidents – If any member of staff witnesses a playground incident or hears of an incident involving rough play, inappropriate behaviour, bullying or any other significant event then details including the date, time and child/children involved need to be sent through to the Head of Department and Deputy Head. There should be a description of the incident, providing the important details and what actions were taken to address the behaviour. Please also include who witnessed the incident (on the rare occasion where no-one has then write 'not witnessed'). This email will then be circulated to any other relevant members of staff.

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, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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

5.5 Pupils

Pupils will be made aware of the following during their induction into the school:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

6. School behaviour curriculum

School Rules (to be displayed in classrooms and around the school, including outside areas)

- Do be gentle. **X** Do not hurt people.
- Do be kind and helpful. **X** Do not hurt people's feelings.
- Do work hard. **X** Do not waste yours or other people's learning time.
- Do look after property. **X** Do not waste or damage things.
- Do listen to people. **X** Do not ignore adults instructions.
- Do be honest. **X** Do not cover up the truth.

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

Pupils are not allowed to use mobile phones (their own devices) at school. They can, with parental permission bring mobile phones to school, hand them in to the office in the morning and collect at dismissal. Please see our Mobile Phones Policy.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum or their own classroom rules
- › Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded appropriately, depending on their age:

Rewards are to be awarded for effort, achievement and good behaviour. Once pupils have earned rewards they should not be taken away from them, for example for inappropriate behaviour. Younger children frequently respond to short term rewards rather than waiting for longer term recognition e.g. weekly or termly targets.

For Nursery children, positive behaviour will be rewarded with:

- **VERBAL PRAISE** – This can be very powerful and we should remember to reward the effort and progress with verbal praise. This is more impactful than acknowledging outcome or attainment.
- **GOLDEN TREE** – Nursery children are awarded golden leaves for gestures of friendship and kindness and for reaching a personal goal. The golden leaves are displayed on the Golden Tree located in the main nursery hallway. This reward system encourages progress in the area of personal, social and emotional development. It also promotes good manners and grace and courtesy skills. It is a gentle introduction to the Virtues Program and House Point system. It is expected that over the course of the school year, the form teacher will find a positive reason for each child to be awarded a golden leaf at least once.

For Reception children, positive behaviour will be rewarded with:

- **VERBAL PRAISE** – This can be very powerful and we should remember to reward the effort and progress with verbal praise. This is more impactful than acknowledging outcome or attainment.
- **WRITTEN PRAISE** including positive comments, good work stamps and stars.
- **REWARD STICKERS** – a sticker may be given to a pupil to wear on their uniform for good work or good effort.
- **BEHAVIOUR SYSTEM (EYFS and PP)**- each classroom displays the pupils' names. They can move up and down the behaviour chart at the front of the classroom. Every pupil starts each day with a fresh start. If a pupil is placed on the lowest section of the chart (e.g rain cloud) and their behaviour continues, there may be a consequence, such as missing a few minutes of playtime or sitting out from an activity. Every effort is made to 'catch' the pupil displaying positive behaviour in order to move them back up the chart.

For children in Pre prep and Prep, positive behaviour will be rewarded with:

- **VERBAL PRAISE** – This can be very powerful and we should remember to reward the effort and progress with verbal praise. This is more impactful than acknowledging outcome or attainment.
- **WRITTEN PRAISE** including positive comments, good work stamps and stars.
- **MERIT POINTS / MERIT STICKERS** – merit points are recorded in class on a merit chart. The merit chart should be displayed publicly within the classroom; a merit sticker may also be given to the pupil. Merits should be awarded when a child has behaved or achieved above expectations and there must be a consistent approach across the school. Merits should not be awarded for expected behaviours. Examples of when a child might receive a merit include:
 - Going over and beyond with a homework task
 - Showing resilience and working especially hard on tasks they find difficult.
 - Making a concerted effort to practice any of our school values.

Examples of when a child would not receive a merit include:

- Lining up quietly
 - Not calling out in a lesson.
 - Behaving in an expected fashion.
-
- **HOUSE POINTS / CERTIFICATES** – When a child earns five merits, they receive a house point. The House Captains count up the class house points each week. When a child has earned a certain number of house points, they are awarded a certificate in Friday assembly. The certificates are awarded as follows:
Bronze Award = 10 House Points
Silver Award = 20 House Points
Gold Award = 30 House Points
Headmaster's Award = 50+ House Points at end of school year.
 - **CRYSTALS / CRYSTAL TIME** – 1 crystal is awarded to a class when the whole class behaviour has exceeded normal expectations. Awarded crystals go into the crystal jar in the classroom. When the crystal jar reaches the level set by the Head of Department, the class will receive crystal time (golden time). Heads of Dept. should set the limit for their dept. Crystal time will be a reward lesson of free activity time to be taken in the classroom or in the playground.
 - **PUPIL OF THE WEEK** – the form teacher selects the child who they feel has demonstrated behaviour most worthy of recognition that week; specialist teachers may pass on their recommendations during the week. Emphasis is placed on behaviour rather than achievement and may note strengths such as resilience, consideration for others, determination or being a good role model. A Pupil of the Week badge and certificate is awarded in Friday assembly. It is expected that over the course of the school year, the form teacher will find a positive reason for each child to be awarded Pupil of the Week at least once.
 - **PRIVILEGES** – e.g. being a teacher's helper or a monitor.
 - **WEEKLY CELEBRATIONS** – our Jigsaw PSHE programme promotes the use of weekly celebrations to provide pupils the opportunity to celebrate one another's achievements. Classes will touch upon gratitude and appreciation, acts of kindness and share positive messages with each other within this framework.
 - **VIRTUE CERTIFICATES** – A pupil from each class is chosen for showing an excellent example of that week's virtue (the virtue changed every two weeks). It is expected that over the course of the school year, the form teacher will be able to award each child a virtue certificate at least once.

Inappropriate Rewards

Food (including sweets) and class mascots will not be used by teachers as a reward for good behaviour in school.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

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

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

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

The school will use the following sanctions in response to unacceptable behaviour:

Sanctions follow a sequence and, in the majority of cases, will be implemented in the order listed below. However, there may be occasions when behaviour seriously disrupts learning or puts other pupils or the staff at risk and for these incidents steps are omitted. Please note that both the Head of Department and Head of Pastoral Care should be informed immediately (please request cover if necessary) of any moderate/severe behaviours and they will be responsible for fully investigating and communicating directly with parents in these instances. Parents should be contacted before the end of the school day if possible, or within a 24-hour period if further investigation is required.

For examples of minor and moderate/severe inappropriate behaviour, please see the school's behaviour classification chart below.

STEP 1 Verbal Sanctions/ Warnings

Where the teacher judges a child's misbehaviour to be minor, a simple verbal response from the teacher is sufficient. This should consist of:

- Addressing the child by name
- Highlighting what they have done that is inappropriate
- Clarifying the expected behaviour
- When a warning is given, in the **Prep department** the teacher can use a visual representation of this warning by writing the child's name or initials on the board.
- In **Pre-Prep 1 and Pre-Prep 2**, once a verbal warning is given, if the behaviour is repeated the child's name can be moved down on the class behaviour chart.

Parkgate House teachers do not:

- Shout at the child
- Threaten or intimidate the child
- Ridicule or humiliate the child

Following a verbal warning, teachers are encouraged to look for an opportunity to praise something positive that the child does soon afterwards, in order that the child can achieve a positive self-image. Repeated verbal warnings should be recorded by the form teacher and further sanctions applied if necessary.

At the point that repeated verbal warnings have been given (3), the class teacher should also discuss the pupil's behaviour and behaviour strategies for the pupil with their Head of Department and the child will receive a Think Again; furthermore, the specific behavioural incidents should be reported by the class teacher to the Principal, Head of Department, Head and Deputy Head in their daily notes.

Separation from other pupils

Very occasionally it may be necessary to separate pupils from their peers. This can take the form of separation within the classroom or being sent to a parallel class (not a younger class).

PP1 – Prep 6 – 5 minutes of separation

Nursery and Reception – 2 minutes of separation

If a child is separated from their class, then they should complete a Think Again Sheet with their Head of Department. These should be passed onto Head of Pastoral Care to be logged. The Think again should be followed up by the HOD. If the separation is used as a strategy to allow the child to self regulate and de escalate behaviours (pre-empt behaviour rather than a consequence of behaviour) then a Think Again is not appropriate and should not be given but details will still be included in daily notes.

STEP 2 Miss part of play time

Pre-Prep 5-10 minutes on the bench

Prep 10 minutes inside with member of SLT (Think Again)

Nursery and Reception 2 minutes

Pre-Prep: Children who miss playtime should be taken to the Head of Pre-Prep. They will then sit on the bench and join playtime after the allocated time and having discussed the issue with their Head of Department. During their 5/10-minute separation, the children should not be talking or joining in with others. It is an opportunity for them to reflect on their behaviour. A phone call will be made to parents if the same child is on the bench 3 times in a term or 5 times in a year and the Think Again tracking document will be updated each time (and monitored by SLT). The Think Again Sheet will be completed with the Head of Pre-Prep and scanned in, saved in the Think Again folder.

Prep: Children who miss playtime will stay in the Prep 6 classroom with the Head of Prep for the allocated time at lunchtime and should complete a Think Again Sheet on every occasion. As above, the Think again will be scanned and saved and the tracking document updated. A call will be made to parents if the same child has 3 Think Agains in a term or 5 in a year.

On occasion it will be necessary for the lunchtime Think Again to run into the next day. Heads of Department and Form Teachers will be responsible for ensuring this takes place.

If a child has reached the thresholds for Think Agains (for a call with parents) either in Prep or Prep Prep or a child has received a Think Again for a Level 2 behaviour, a further sanction can be used if HOD and SLT feels this is appropriate. The sanction at this point must be appropriate following the reasons for the Think Agains. This may include:

- Missing out on attending sports fixtures.
- Speaking with the Headmaster or Deputy Head.
- Missing out on practical activities (on and off site)
- Writing letters of apology.
- Fixing or repairing something that was damaged.

STEP 3 Serious Misdemeanours or Repeated Poor Behaviour / SLT meeting and meeting with parents or telephone call to parents

Parents may be informed verbally for repeated low level behavioural problems by the form teacher.

For serious misdemeanours or repeated ongoing minor inappropriate behaviours, the class teacher should arrange to discuss the incidents with the appropriate Head of Department, Head and Deputy Head before determining the appropriate sanction.

If a teacher is concerned by the behaviour of a child, they should complete an Initial Cause for Concern form and send through to the Deputy Head to monitor. The Deputy Head will accordingly contact the parents with a phone call (or assess whether a meeting with parents is required); followed by an individual letter to discuss the behavioural issues and inform the parents of further necessary sanctions e.g. behaviour chart, suspension or fixed term exclusion (please see the school's suspension and exclusion policy). A record of this step must be added to the tracking document.

STEP 4 Set up Behaviour Chart (Smiley Face Chart)

The Deputy Head, as Head of Pastoral Care/ Deputy Head, will coordinate the setting up of the behaviour chart which will track behaviour and reward positive choices. The chart is set up by the Deputy Head in agreement with the pupil's parents. A phone call or meeting will take place to discuss how the chart will work, which will then be followed with a letter. There are 10 boxes per day for the different lessons and sessions including break time and lunch time. The class teacher is in charge of the chart and prompts other specialist teachers to decide whether a smiley face can be given for the session. A smiley face is awarded if the pupil has behaved appropriately. If the pupil's behaviour does not warrant a smiley face, then the box should be left blank. The chart must be signed by the Head of Department every day who will also add any necessary notes to explain empty boxes etc. The pupil's parents should sign the chart each day to acknowledge that they have seen it and discussed it with their child. The chart will be in place for at least half a term and will be reviewed by the Form Teacher, Head of Department and Deputy Head after half a term has passed. Parents will be contacted to decide whether the pupil will continue on the chart, come off the chart or if there has been no substantial improvement in the pupil's behaviour, their parents will be asked in for a meeting with the Head Teacher. The smiley face chart will include specific targets to make it clear to the child (and teachers) what behaviours they must try to exhibit. This will support the feedback given to the child after each lesson.

STEP 5 Liaison with SENDCO and School Counsellor

When a pupil is identified as having behavioural issues linked to special educational needs or has ongoing behavioural issues, support should be enlisted by the form teacher from the school's SENDCO and school counsellor. Behaviour and social targets can be set. Targets should be understood by the child, parent and teacher. Targets should be specific, achievable by the child, and for a timed period. The child should be aware of the reward to be gained. Individual target sheets can be used. Parental support and interest should be enlisted. Where a child is presenting persistent significant behavioural difficulties a plan to manage the child and bring about improvements will be written. Relevant staff and the parents will be involved. The plan will be communicated to all relevant staff. Behavioural advice may be sought from a child psychologist/behavioural expert and further assessment may ensue.

STEP 6 Suspension/ Fixed term Exclusion

If things do not improve following meetings and with the child and parents involved, then the school will follow their Suspension and Exclusion Policy which has clear guidelines on the process which must be adhered to. Only the Principal and Headteacher can impose suspension or fixed term exclusion.

Inappropriate Sanctions

Teachers will not sanction misbehaviour by:

- Withholding access to the toilet.
- Withholding food from a child.
- Standing a child outside of the classroom.
- Any physical strategies

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

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers (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 and searching

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher, to try to 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 causing disorder.

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

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

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

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or 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/carers

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

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

Support after a search

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

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 whether 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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 2 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, entitlements 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 or elsewhere 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.

7.9 Suspected criminal behaviour

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

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

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

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - 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 Detention

Pupils can be issued with detentions during break or lunch or children can miss out on activities or trips.

The school will decide whether it is necessary to inform the pupil's parents/carers.

8.2 Removal from classrooms

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

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

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

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 member of SLT.

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

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

- › Meetings with Head of Pastoral Care
- › Use of teaching assistants
- › Short-term behaviour report cards
- › 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 exclusion

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

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

Staff will try removing triggers of misbehaviour such as:

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

Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

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

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

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

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

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

10. Supporting pupils following a sanction

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

Our Think Again Model allows children to take time to reflect on mistakes/ poor choices they made and why They have the support of a member of SLT to work through what they can do differently and avoid future sanctions. Part of this process is to think about who is effected by their actions.

The HODs will follow up with children after the Think Again has happened to ensure the child has the support they need to make the required changes to behaviour.

The tracking document is monitored by the SLT team to ensure there are no preventable patterns or children who need more intervention.

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

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

Behaviour management will also form part of continuing professional development.

A staff training log can be found on National College – through Admin (CM).

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff and pupils

The data will be analysed every half by SLT

The data will be analysed from a variety of perspectives including:

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

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

13.2 Monitoring this policy

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

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

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

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

Name of Policy Reviewer:	Claire Morgan
Date of Policy Review:	20/08/2023
Signature:	C.Morgan
Next Policy Review	20/08/2024



Appendix 2: Smiley Face Chart

Smiley Face Chart



My name is _____

Target 1 _____ Target 2 _____ Target 3 _____

Day	How many smiley faces can I get each day?										Signed by HOD and parents	
Monday												
											Parents:	
Tuesday												
											Parents:	
Wednesday												
											Parents:	
Thursday												
											Parents:	
Friday												

												Parents:
--	--	--	--	--	--	--	--	--	--	--	--	-----------------

Appendix 3: behaviour log

The behaviour log is an excel spreadsheet saved in the SLT folder (Think Agains 2023 – 24).

This allows the filters to be used to help to spot/ eliminate patterns.

It contains information including who was involved and who was affected and what actions were taken.

Appendix 4: Think Again Form

Think Again Reflection Sheet

Name:.....

Class:..... Date:.....

What happened and which rule(s) did I break?

Who was affected by my actions and what needed to happen to put things right?

Next time – what could I do differently? How can I make sure this doesn't happen again?

Appendix 5: Strategies for dealing with inappropriate behaviour

Proximity Control

- Staff moving nearer to the child.
- Child being moved nearer to member of staff.

Non-Verbal Signals

- Looking in the direction of the noise.
- Making eye contact with the child whose behaviour is causing concern.
- Shaking head.
- Facial expressions, frowns etc.

Planned Ignoring

- Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.
- Avoiding eye contact, talking to those who are behaving appropriately.
- Restating the rule / reminding all about the choices available and their ownership of their behaviour.

Verbal reprimand

- Encourage the child to take responsibility for their actions and make the right choice.
- Deliver reprimands calmly, firmly and with confidence.
- Avoid getting into arguments.
- Ensure that a reprimand makes it clear that it is the inappropriate behaviour that is not acceptable, not the child.
- Explain clearly why the child is in trouble and what behaviour would have been appropriate.
- Ensure that reprimands are never used to intentionally humiliate a child.
- Keep the reprimand appropriate to the age, character and understanding of the child.
- Avoid the use of emotive language which labels a child as “silly”, “thoughtless”, “not you again”.
- Give the child an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient.

First Warning

- State what the child is doing e.g. “Nicholas, you’re talking”.
- Remind the child of the School’s rule in question “We have a rule about working hard. I’d like you to keep it. Thank you.”
- Emphasise that the child needs to make the right ‘choice’.
- Redirect the child to their learning.

Second and Third Warning

- Tell the child they have had first warning and now this is their second/third.
- Warning them of the consequences if they continue to make poor choices.
- State clearly what you expect the child to be doing and offer support to get started if appropriate.

Off Site Strategies

- During lessons like sport, children may need to sit out from the activity in order to calm down and refocus
- Poor behaviour must be reported back to the child’s form teacher and may require further sanctions
- Teachers are responsible for ensuring that children are behaving appropriately before leaving PHS for any reason and to set the standard expected

- Children who continuously have the wrong equipment for lessons like sport will miss part of their break time and may not be able to fully participate in a lesson due to H&S- this should be fully explained to a child and reported back to their Form Teacher