



Battle Primary Academy
Empowering Opportunity

Name of Policy	Behaviour Policy & Statement of Behaviour Principles
Scope of Policy	All members of staff and parents
Approved by	Principal
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GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

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1. Aims

This policy has been written to reflect our agreed statement of behaviour principles (see Appendix 1).

At Battle Primary Academy we are passionate about having a therapeutic approach to behaviour. Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mind-set.

We have high educational and behavioural expectations of all our pupils. Our strong school ethos and values based system underpins everything we do at Battle Primary Academy. We encourage our pupils to be caring, supportive and demonstrate our standards at all times. We believe this can be achieved in a safe, enabling environment where pupils feel respected, supported and listened to.

At Battle Primary Academy we recognise that most children self-regulate their behaviour without the need for reminders or intervention. We want to encourage and develop skills in those children who may not behave appropriately so they can positively self-regulate their behaviour. We aim for all behaviour to be "pro-social".

This policy aims to:

- Provide a **consistent approach** to behaviour management
- To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.
- To use therapeutic and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions
- To ensure there is a culture within Battle Primary Academy that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from practitioners
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren)
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

2. Legislation and statutory requirements

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

- Mental health and behaviour in schools (Revised November 2018)
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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:

- 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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Conscious Behaviours:

- Behaviours that we choose because they are successful and effective at meeting our needs. Behaviours that are the result of thought or planning.
- Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
- Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc. or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.

Subconscious Behaviours – Behaviours that Choose Us:

- Behaviours that are evident without any thought or planning.
- Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity.

Protective Consequences:

- These are protective measures, put in place to ensure that anti-social behaviour does not negatively impact on other young people. These are usually necessary where young people are unable to control their behaviour and are not engaging with support.
- These are designed and managed by the Senior Leadership Team and may involve changes to individual timetables, groups and activities.

Educational Consequences

- These are put in place to help young people learn something that will make the behaviour less likely in the future. It is not a punishment and must provide a learning outcome. Key questions staff must ask when delivering educational consequences are: What does the child need to learn? How am I going to teach them?
- Examples of educational consequences include: completing tasks; rehearsing and practising; assisting with repairs or the planning for repairs; educational opportunities; research the real world implications; conversation and exploration.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

5. Roles and responsibilities

5.1 The trust board

The trust board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff manage behaviour according to expectations outlined in this policy.

5.3 Staff

All Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3)

Working together to meet the needs of all children

The Principal is responsible for:

- Monitoring behaviour through a termly report to Trustees linked to attendance, attitudes and attainment
- Strategic resourcing of support and ensuring this is reviewed effectively
- Attending and contributing to Vulnerable Child meetings whenever possible
- Authorising high level behaviour sanctions including exclusion
- Ensuring exclusion is warranted and communications are delivered to all relevant personnel including parents
- Arranging a reintegration meeting with parents following the expiry of a period of exclusion.
- Reporting to Trustees any behaviour issues that are causing concern
- Liaising with the Baylis Court Trust/Local Authority should a parent not comply with an exclusion or if a parenting contract may be considered appropriate
- Communicating with the Local Authority and Education Welfare Officer when children are put on a part-time timetable
- Ensuring risks involving the behaviour of individual children are effectively assessed and reviewed as part of a written risk assessment

The Deputy Principals are responsible for:

- Attending and contributing to Vulnerable Child meetings
- Managing support to children whose behaviour is causing concern and ensuring that appropriate measures are put in place
- Managing high level behaviour and making decisions on exclusion in the Principal's absence
- Analysing recorded behaviour incidences across the school and implementing strategies to support and reduce the number of incidences
- Providing regular training to all staff and ensuring key staff have up to date training which enables them to support nominated children effectively
- Monitoring the impact of behaviour issues on standards and working with class teachers to address this
- Working with the Deputy Principal/Inclusion Leader and Pastoral Manager to ensure appropriate support is made available in school for children with emotional/behavioural needs

The Deputy Principal/Inclusion Leader is responsible for:

- Chairing the Vulnerable Child meetings and ensuring actions and concerns are recorded
- Ensuring children who are identified as needing extra support in their behaviour have an Individual Behaviour/Therapeutic Plan written in collaboration with the class teacher and Pastoral Manager
- Liaising with external agencies to ensure children receive appropriate support and staff receive training and strategies to support them in managing children's needs
- Involving other agencies in assessing a child with behavioural difficulties
- Developing outreach work from the Pupil Referral Unit and other specialist centres
- Analysing children's behaviour to assess need and identifying appropriate provision for this
- Monitoring the impact of behaviour issues on standards and working with class teachers to support this through Individual Behaviour Plans

The Pastoral Manager is responsible for (in conjunction with SLT):

- Identifying and managing the implementation of Emotional Literacy programs and Social Skills groups for specific children
- Liaising with the Educational Welfare Officer to ensure families and children are well supported
- Supporting the writing of individual therapeutic plans for specific children in collaboration with class teachers and SENCo
- Collating Pupil Passports for vulnerable children
- Attending the Vulnerable Child meetings
- Liaising with external agencies, including Early Help
- Managing the paper systems of behaviour – behaviour logs, Pupil passports and ensuring they are up to date and reviewed regularly
- Supporting the internal Behaviour Support team
- Using SIMS to record high level behaviour incidents

Team Leaders Are Responsible For:

- Monitoring behaviour, communicating with their team and ensuring agreed action is taken
- Ensuring appropriate whole class rewards are in place and implemented consistently
- Supporting staff when dealing with low-level behaviour
- Supporting Senior Leadership with administration of protective/educational consequences.
- Meeting with parents alongside the class teacher as required/appropriate

The Admin Team Are Responsible For:

- Sending out letters relating to behaviour and exclusions
- Ensuring up to date copies of behaviour letters and report forms are recorded centrally on the network/SIMS
- Ensuring records for exclusions are reported to the Local Authority and a record placed on the child's file and on SIMS
- Contacting parents to make appointments to see teaching staff.
- Sending out Home/School Agreements at the beginning of each academic year.
- Ensuring supply staff have a copy of the behaviour policy and supply handbook so that they are clear about expectations for the class
- Daily attendance checks and recording

The Teaching Staff Are Responsible For:

- Managing behaviour in their classroom through consistent routines and clear expectations
- Monitoring and supporting children whose behaviour is a concern
- Contributing to Individual Therapeutic Plans and Pupil Passports
- Implementing Therapeutic plans consistently and fairly and liaising with the SLT, Pastoral Manager and support staff involved
- Communicating with parents – incl use of Class Dojo, face to face meetings and home school communication books as required
- Setting up a class contract with the children with positive guidelines which is displayed clearly in the classroom and forms a significant part of the classroom management
- Using PSHE curriculum time to teach social and emotional skills on a regular basis
- Ensuring all children feel valued and are supported in achieving positive behaviour outcomes

- Ensuring work is stimulating, motivating and varied to meet children's needs
- Raising behavioural concerns with the SLT so that further analysis of needs can be completed

The Teaching Assistants are responsible for:

- Supporting children whose behaviour is causing concern and ensuring that agreed protective/educational consequences are actioned
- Contributing to and supporting the implementation of Therapeutic Plans
- Promoting high expectations of behaviour through positive rewards that recognises children's effort
- Communicating concerns/updates to the appropriate person after initial investigation into an issue

The Lunchtime Support Assistants are responsible for:

- Facilitating safe and enjoyable play, including structured activities on the playground
- Managing minor incidents in the playground and ensuring close supervision
- Communicating ongoing concerns to the Pastoral Manager and to class teachers using the communication books
- Promoting positive play and modelling expectations

5.4 Parents

Parents are expected to:

- Ensure their children arrive on time in the correct uniform
- Ensure children are prepared with the right equipment
- Communicate to school staff about any changes that may affect the emotions and behaviour of their child
- Modelling good conduct and politeness in and around the school grounds and on social media sites
- Supporting the school with sanctions and rewards
- Attending meetings about their child's behaviour as required

6. School Rules

At Battle Primary Academy we have five simple rules which summarise our expectations:

School Rules

- Be caring
- Be respectful
- Be positive
- Be responsible
- Focus on your learning!

- 1 Rules are displayed at different levels across the school (in the consistent school format) and reinforced at the beginning of each term in classes and at the beginning of each academic year in assembly.
- 2 Individual class expectations are co-constructed at the beginning of each academic year and reviewed regularly with the children

7. Positive Reinforcement

Positive reinforcement is used to recognise effort and promote effective learning behaviours. Our focus of intent is for children to develop a growth mind-set and therefore we recognise effort over achievement. We use mistakes as opportunities to learn and we want all children to develop a learning vocabulary linked to our Purple Power values:

- **Reflection:** a learner that learns from experience.
- **Resilience:** a learner that keeps trying even when learning is difficult.
- **Reasoning:** a learner that has the ability to think things through, give their opinion and support it with an explanation.
- **Responsibility** a learner that works hard to achieve their goals.
- **Resourcefulness:** a learner that thinks creatively to overcome barriers.
- **Relationships:** a learner who is respectful of themselves and others.

We will do this by:

- Giving descriptive praise, e.g. – “*I like the way you persevered with..., I can see you have really made an effort to..., etc*”
- Delivering precise feedback on learning. both verbally and in writing, including specific unit targets in writing and maths
- Modelling effective learning behaviours, e.g. – “*I am thinking that....I know I need to...when I struggle I will...*”
- Making our expectations clear and specific, e.g. – “*I need you to...*”
- Using Marble in the Jar or other similar Whole Class Reward systems, ensuring that we are descriptive in why the marble has been added and not excluding children from class rewards
- Sending the child to another member of staff, e.g. – the Principal for praise/Hot Chocolate Friday

Rewards

Whole Class Reward System

We operate a whole class Marble in the Jar style reward system (this can be adapted, e.g. – pieces to a jigsaw, etc). This is to recognise positive learning behaviours and achievements. Staff will use their discretion to decide when to add a marble in the jar but be conscious of the above. They will link this to their class expectations and use it to target particular behaviours they have assessed need to improve, for example:

- Turn taking
- Perseverance
- Helping others
- Staying focused
- Making progress against targets

Once the jar is full/aim complete, the class teacher will ensure all children are included in a predetermined reward linked to their current learning.

The reward will last no longer than 30mins and happen no more than once every two weeks. These may include:

- A topical/creative task linked to a current area of study
- Listening to an audio story
- Watching a film linked to the curriculum/topic
- An organised game, e.g. – parachute games

These will not include:

- Free play in the classroom or outside on the playground
- Access to wet play activities/games

Importantly, staff will involve the children in deciding what the reward and focus behaviour will be in advance of starting the cycle. These rewards will be chosen to suit the age and demographic of the class.

Individual Rewards

Class Dojo points are used to recognise individual achievements and share these with parents. These will be given in the same way as whole class rewards with clear articulation of the behaviour being recognised.

Some children may have an additional individual reward focus linked to their needs and outlined in their plan. These will be reviewed and used to target specific improvement.

8. Understanding behaviour

We recognise that excellent behaviour is essential to effective learning. We have clear routines, shared expectations and a common approach to ensure we model and promote positive relationships. Our approach to managing behaviour is informed by seeking to understand what the behaviour is demonstrating. It is this guiding principle that informs how we manage the different types of behaviour outlined below.

8.1 Pro-social Behaviour

What is Pro-social Behaviour?

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people
- Behaviour which benefits other people or society

Children who consistently demonstrate pro-social behaviour are referred to as “safe learners”.

Behaviours we see in our safe learners:

- Actively and enthusiastically engaged in their learning e.g. asking and answering questions, bringing in resources from home
- They follow the expectations and routines of the classroom
- They have an awareness of the needs of others
- They use positive verbal and non-verbal language to express themselves
- Good organisation of resources
- Demonstration of empathy in their relationships
- Good levels of attendance and punctuality

How do we model and respond to pro-social behaviour?

Staff must:

- Welcome pupils at the classroom door, in the corridor and when on duty.
- Notice and praise prosocial behaviour – *“I like the way...”*
- Use polite language, model appropriate eye contact, use open body language and smile often at pupils.
- Encourage pupils to be supportive of one another, to listen and respond with respect e.g. *“I agree with Tom that..., however I think that...”*.
- Model appropriate relationships between each other.
- Be consistent with clear routines, expectations and boundaries.
- Give pupils a ‘right of reply’ during discussions and value the ‘voice of the child’

- Recognise and affirm the pro-social behaviours they see giving personalised and specific verbal praise and positive feedback such as *“thank you for listening so well it has meant you understand what I would like you to do”*

Staff must not:

- Bribe the pupil for compliance with rewards/treats i.e. give out team/group incentives such as marbles in a jar, Dojo Points, etc.
- Use visual charts such as sun and clouds, traffic lights or rockets to indicate acceptable or unacceptable behaviours unless these are agreed as part of an individual plan
- Use prosocial behaviour to highlight antisocial behaviour for example X why aren't you sitting as well as Y

Staff may:

- Use high fives/handshakes as recognition of pro-social behaviour
- Give individual stickers
- Use positive verbal feedback
- Send a child to Hot Chocolate with the Principal
- Award additional responsibilities and roles
- Communicate with parents to highlight pro-social behaviours

8.2. Low level behaviour

This is usually behaviour that can be easily managed by classroom staff. Incidents are likely to be infrequently displayed by any one child.

What is low level behaviour?

It could look like:

- Calling out
- Talking over each other/ the teacher
- Being off task
- Chair rocking, pencil tapping
- Throwing of small objects
- Leaving seat
- Answering back
- Not following instructions straight away
- Not sharing resources
- Distracting others

Staff must:

- Give reminders about expected behaviours
- Give limited choice consequences if behaviours do not stop and follow consequence chart
- Think about the child and the context - *What is this behaviour telling me? Is the work too difficult? What is the source of frustration? What might be stimulating or overwhelming the situation? Is this behaviour going to escalate – use their knowledge of the child's individual risk assessment? What is the child's body language saying to them?*
- Address the behaviours in a therapeutic way
 - Use positive reinforcement of pro-social behaviour and positive phrasing e.g. *“Stand next to me”*; *“Walk in the corridor”*; *“Stay seated in your chair”*.
 - Use disempowering language e.g. *“You can listen from there.”*
 - Use the language of limited choice e.g. *“Are you going to sit on your own or with the group?”*
 - Speak to the pupil privately (when feasible) when addressing behaviour.
 - Give the pupil take up/processing time.

Staff must not:

- Use a public recording system of warning e.g. names on the board, sad/smiley faces etc.
- Raise voice or shout
- Use humiliation or sarcasm or disrupt the flow of the lesson
- Use derogatory or negative language such as “*Are you not listening?*” or “*I have told you too many times...*”
- Use threats such as “*If you don’t do X (or stop doing X) I will get...../tell your parents.... /not let you.....*”
- Use phrases which may trigger an escalation. This includes, but is not limited to:
 - *How dare you speak to me like that!*
 - *You shouldn’t be here! Get out now!*
 - *Stop wondering around the room and get on with your work!*
 - *That’s it! I’m phoning your parents!*
 - *You’re starting to annoy me!*
 - *How dare you argue with me!*

Staff may:

- Divert and distract by introducing another topic or subject.
- Recognise how the pupil is feeling if they are visibly displaying emotions e.g. “*I can see you’re angry/upset.*”
- Take the child to one side to explore how the child is feeling
- Seek advice from another colleague
- Restructure the task/groupings etc. to support the child to return to pro-social behaviours

8.3. Unsocial behaviour

Unsocial behaviours are usually behaviours that are not pro-social but do not negatively impact on other people. Children displaying these behaviours are exercising self-regulation and accommodation to the needs of others.

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

It could look like:

- Not participating in group activities
- Not doing anything/not being on task
- Staring out of the window/head on the table type of behaviours
- Not engaging in learning e.g. not asking or answering questions
- Not asking for help or support when needed
- Work avoidance tactics – asking to go to the toilet, pencil sharpening , scribbling
- Behaving in a way that they feel will get them removed from the classroom
- Taking themselves out of the classroom
- Self-harm including not eating, scratching self-etc.

Staff must:

- Use positive encouragement to engage child in their learning
- Check the child understands what is required of them
- Give reminders about expected behaviours
- Give limited choice consequences if behaviours do not stop and follow consequence chart

Staff must not:

- Draw the groups attention to the behaviour
- Ignore the behaviour
- Shout or use sarcasm

- Use derogatory or negative language such as “*Are you stupid?*” or “*I have told you too many times...*”
- Use threats such as “*If you don’t do X (or stop doing X) I will get...../tell your parents.... /not let you.....*”

Staff may:

- Provide further scaffolding
- Put in place protective consequences
- Put in place educational consequences

8.4. Anti-social behaviour

What is anti-social behaviour?

These are usually behaviours that negatively impact on other people. Children displaying these behaviours are not exercising self-regulation and accommodation of the needs of others. These behaviours may be difficult to or present risk to others.

What could it look like?

- Throwing of objects, including at others
- Use of a weapon
- Barricading
- Spitting
- Hitting/kicking/pinching/biting
- Swearing/ use of abusive or derogatory language
- Vandalism/graffiti
- Bullying- including on-line
- Discrimination including on grounds of race, identity, religion, gender
- Aggressive and/or oppositional behaviour
- Stopping the learning of others – shouting out, spoiling the environment (e.g. throwing around resources, emptying trays/pots etc.)
- Self-harm/ risky actions
- Lying/stealing
- Absconding
- Absolute refusal to follow instructions
- Spoiling the play of others
- Misuse of resources

Staff must:

- Acknowledge that it is recognised the child is having an extreme *feeling* “*I can see that you feel sad/angry/hurt....*”
- Give reminders about expected behaviours and use the following phrase to remind them about keeping safe, e.g. - “*To keep you and others safe I would like you*”
- Use positive phrasing e.g. “*Stand next to me; put the pen on the table; walk in the corridor, walk with me to...; stay seated in your chair...*”
- Use limited choices: “*Where shall we talk, here or in the library? I am making a drink, orange or lemon? Are you going to sit on your own or in a group? Are you starting your work with the words or a picture?*”
- Use strategies to disempower the behaviours: “*You can listen from there, come and find me when you get back, come back in to the room when you are ready, we will carry on when you are ready*”
- Give limited choice consequences and follow agreed consequences
- Put in place educational or protective consequences
- Think about the child and the context
- Refer to any risk management /behaviour plans in place
- Ensure that the child is not made to feel trapped e.g. by exits being blocked, adult/s being really close to child
- Use a calm and quiet tone
- Praise any pro-social behaviours/choices made

- Understand when they too need 'time out' from a situation and accept support from colleagues

Staff must not:

- Shout at the child or use an angry tone
- Stand "square on" to the child or invade the child's personal space (unless necessary to keep children or staff safe).
- Bribe child, e.g. - *"If youthen you can....."* or *"if you don't.....then....."*
- Use negative phrasing e.g. *stop being silly; be good; don't throw the pen, stop running, calm down*
- Give no choice, e.g. - *"Get in here now, get out! Do as you are told, give it to me now..... or open choice: "what do you want to do? Would you like to go inside?"*
- Empower the behaviours through phrases such as: *"Come back here NOW! you are not allowed in there, get down from there, Don't you dare swear at me...."*

Staff may:

- Ask for time out to report and record incidents and to reflect on the incident.

8.5. Unforeseen behaviour

This is defined as a dangerous or difficult behaviour displayed by an individual which is not expected and/or out of character i.e. not a behaviour previously seen in this individual. When this occurs it is expected that a dynamic risk assessment will be carried out based on the therapeutic principles.

Following such an incident the following must occur:

- Debrief with child/adults present when it is suitable to do so
- If there is a therapeutic plan in place follow the debrief guidance
- Complete a risk assessment to see if a plan needs to be instigated or a current plan reviewed

9. Communication with parents and carers

We desire open and honest communication between all parties and we want parents/carers to see us as partners not the "enemy" - parenting a pupil with difficult or dangerous behaviour is challenging.

We want the parents to be confident that our reporting is factual and accurate, not biased, selective or exaggerated.

When sharing messages around behaviour staff must:

- Share any protective or educational consequences
- Follow any direction on a plan
- Meet parent/carer in a private space and preferably in person
- If need to telephone parent/carer ensure this is done in an empty private space
- Ask the parent/carer if this is a good time for them,
- Talk about what happened in an accurate and non-ambiguous way – make sure they have all the facts, not make sweeping statements/generalisations
- Provide continued feedback to the parent/carer
- Use non-emotive body language and a calm voice

When sharing messages around behaviour staff must not:

- Share personal information about children involved in the incident
- Under describe the incident
- Discuss the incident in public areas
- Avoid the difficult conversation
- Take sides
- Get caught in an argument

When sharing messages around behaviour staff may:

- Refer to a more senior member of staff if required/requested
- Seek support from a colleague before approaching the parent/carer
- Telephone the parent/carer before the end of school to make an appointment discreetly
- If it is appropriate talk to the parent/carer with the child there
- Use email/telephone to give ongoing feedback

10. When do we use exclusion?

Fixed term exclusion

In a therapeutic framework we may use a fixed term exclusion to help us create a better plan to support the child and/or to protect others in the dynamic. Only the Principal can exclude a child, or in their absence the Deputy Principal.

Permanent exclusion

Using the Therapeutic Thinking School Framework, we will use permanent exclusion where we are unable to use the current resources to keep the child, or other children/adults in the dynamic, safe from significant harm. Only the Principal can permanently exclude a child.

11. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

12. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

13. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 (see appendix 3 for a behaviour log)

14. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

15. Pupil support

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

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

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

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

16. Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

17. Training

All staff are provided with training on managing behaviour, as part of their induction process.

All staff are trained as part of Therapeutic Thinking approach and behaviour management forms part of our approach to continuing professional development.

A staff training log can be found in appendix 2.

18. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and trustees every year. At each review, the policy will be approved by the Head teacher and CEO.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by trustees every year.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy

- Exclusions policy
- Safeguarding policy

Appendix 2: behaviour log

PUPIL'S NAME:	
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, PARENTS, POLICE):	