



Coleman Primary School
Positive Behaviour Management Policy

Policies linked to this Policy:

School Complaints Policy

E-Safety Policy

SEND Policy

Communications Policy

Safeguarding Policy

Date Approved by the Governing Body:
Date to be reviewed by the Governing Body:

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Vision Statement

At Coleman Primary School we offer a wide range of educational opportunities through a safe, empathetic, trusting environment where people can develop and thrive. We promote a mutually supportive environment where all people are able to be respected.

We believe that strong, positive relationships between children, teachers, support staff, parents and other members of our school community are essential to achieve maximum potential and growth.

We believe that a co-operative school is a happy, secure place where everyone's needs are met, and all have the opportunity to succeed. We encourage children to become self-confident, self-disciplined, and courteous.

Rationale

To reach full potential and growth, we think that healthy, supportive connections between students, staff, parents, and other members of our school community are crucial.

In our opinion, a cooperative school is a happy, safe environment where everybody has access to everything they need to achieve and succeed.

Children are urged to develop self-discipline, self-confidence, and be polite and courteous.

Aims

We expect all members of the school community to adhere to the five core values of the school regarding positive behaviour management.

We promote a consistent approach to promote positive behaviours and attitudes.

Resilient

For children to be supported to take responsibility for and improve their own behaviour. To understand that learning can take place in different ways at different times. Praise and success, and mistakes and failure are part of learning.

Articulate:

To voice and explore ideas collaboratively, identifying that goals can be achieved in a variety of ways.

Respectful:

To be able to value and hear contributions from a different viewpoint. To consider other people's behaviour and opinions without judgement promoting equitable opportunities.

Creative:

Understand the types of behaviour needed to provide an optimum environment for creativity with the wider curriculum.

To approach learning in a variety of ways.

Flourishing

To recognise regulated and dysregulated behaviour and how that relates to the creation of a conducive learning environment where people can flourish.

Legislation and Research

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies, and child referral units in England, including child movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its child

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate child's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate child's property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

For the purposes of the policy the following terms are defined as this:

Dysregulated behaviour:

- Disruption in lessons, in shared areas between lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning
- Poor attitude towards members of staff
- Not complying with adult direction or instructions within a reasonable timeframe
- Responding to social situations inappropriately and negatively
- Social/emotional skills below their peers -difficulty with reciprocal attention, sharing resources turn taking etc
- Social isolation
- Disengaged with what is happening in class.

- Difficulties forming and sustaining friendships and relationships with adults.
- Showing overly excitable behaviour such as shouting cheering, booing, banter etc
- Being overwhelmed by a situation (shown in a variety of ways)

Serious dysregulated behaviour

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence 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
- Online harassment such as unwanted comments, messages, or images (including on social media)
- Theft
- Fighting
- Smoking/vaping or other drug use
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - ❖ Knives or weapons
 - ❖ Alcohol
 - ❖ Illegal drugs
 - ❖ Stolen items
 - ❖ Tobacco and cigarette papers
 - ❖ Fireworks
 - ❖ Pornographic images
 - ❖ Offensive material
 - ❖ Any item that is harmful or detrimental to school discipline (including mobile phones and smart watches that can record 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 child)

Regulated Behaviour:

- Following classroom routines
- Completing classwork within a reasonable timeframe.
- Complying with adult direction or instructions
- Responding to social situations appropriately and positively

- Social/emotional skills at the same level as their peers -able to show reciprocal attention, able to share resources, turn taking etc
- Positive relationships and responding appropriately during social situations with other children.
- Engaged with what is happening in class.
- Able to form and sustain friendships and relationships with adults.

Praise:

Effective praise is when teachers provide feedback to children that is specific, timely, sincere, and appropriate for the situation.

For example, instead of giving a generic “*good job*” comment to a child after they complete a piece of work you could give more specific feedback such as: “*I really appreciate how hard you worked on this project – I can see the effort and dedication in your work.*” This type of feedback not only acknowledges the student’s effort but also gives them a sense of accomplishment.

Roles and Responsibilities

For Coleman Primary School to be a happy and welcoming school the adults and children within it should take every opportunity to model the standards of positive behaviour expected in the school.

We all have a shared responsibility and an equitable part to play in this.

The Governing Body

The governing body is responsible for:

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

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school’s statement of behaviour principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with dysregulated behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data logged on Insight and CPOMs is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe and stimulating environment that encourages children to be engaged
- Display the behaviour expectations or their own classroom rules
- Using the Exemplifications of School Rules guidance and the Positive Behaviour Matrices (Appendix 2)
- Develop a positive relationship with children, to include:
 - ❖ Greeting children in the morning during the ‘soft start’ and at the start of lessons
 - ❖ Establishing clear routines
 - ❖ Communicating expectations of behaviour in ways other than verbally
 - ❖ Highlighting and promoting positive behaviour
 - ❖ Providing multiple positive re-start opportunities for children who are dysregulated
 - ❖ Thinking about and rehearsing scripts to support dysregulated behaviour
 - ❖ Using positive reinforcement
 - ❖ Establishing and maintaining clear boundaries of acceptable regulated behaviour
 - ❖ Implementing the positive behaviour management policy consistently
 - ❖ Communicating the school’s expectations, routines, values, and standards through teaching behaviour and in every interaction with children
 - ❖ Modelling expected behaviour and positive relationships
 - ❖ Providing a personalised approach to the specific behavioural needs of particular children where appropriate
 - ❖ Considering the impact of own behaviour on the school culture and how they can uphold school rules and expectations
 - ❖ Recording behaviour incidents promptly
 - ❖ Challenging children to meet the school’s expectations
 - ❖ Seeking and / or accepting support from colleagues and / or SLT if managing child behaviour becomes challenging or impacts on their own mental health and wellbeing

The senior leadership team (SLT), Phase Leaders and the Behaviour Mentor will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's positive behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's positive 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 restorative approach work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

Children

Children will be made aware of the following during their induction into Coleman Primary School:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the positive behaviour policy
- The school's key rules and routines
- The support that is available to them to help them meet the behavioural standards
- The rewards they can earn for adhering to the school rules and remaining regulated, and the consequences they will face if their behaviour is dysregulated.

Children will be supported to keep their behaviour regulated and will be provided with support through co-regulation and other approaches until they can independently regulate their behaviour themselves. (Refer to the positive Behaviour Matrices for this approach).

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

Children will be involved in the support of regulated behaviour and all children will have a one page profile to support them.

Extra support and induction will be provided for children who are in-year arrivals.

School Behaviour Curriculum

Children are expected to follow the Behaviour exemplifications shown below:

Exemplification of School Rules:
1) Follow instructions: Follow instructions, the first time of asking and regardless of the adult who is instructing you. All adults are to be treated with respect and all children will respond appropriately.

<p>2) Behave in a way that does not disturb others: Work quietly in class, in a way that does not disturb or distract other people. Children should only speak if responding to a question, unless it is during talk partner time, group work, practical learning or as otherwise directed by the teacher.</p> <p>When moving around the school, children should walk in one straight line on the left hand side of the corridor and adults should reinforce this expectation. Children should be silent so as to not disturb the learning of other classes as they move around school.</p>
<p>3) Be polite: Everyone at Coleman Primary School has a right to be treated in a respectful way. Children should not use any language deemed rude or offensive in school or when representing the school off the premises.</p> <p>This includes as part of games or in what children perceive to be ‘banter’ or ‘jokes’. Children should not call each other names, or threaten them physically (slap, punch, hit, etc), even in jest.</p> <p>Children should remember to say please and thank you to each other and to adults.</p>
<p>4) Look after ourselves, each other and our school: Children should be able to articulate their needs to other and all staff should ensure children’s needs are met and issues dealt with. This will ordinarily be by the class teacher (or Lunchtime Managers/teachers on duty if incidents happen on the playground).</p> <p>Children should be encouraged to support each other in times of celebration as well as when there are difficulties and peer support, and teamwork should be encouraged. Children should consider the impact of their actions (e.g. booing at a different house when the house points are read out in assembly).</p> <p>Childs should ensure the safety of others by using equipment, furniture and the environment safely. Children must not wilfully damage school property or property belonging to staff and or other children.</p> <p>Childs should keep their hands by their sides when moving around the corridors to ensure displays remain intact and undamaged.</p> <p>All members of the Coleman community should pick up litter and work towards ensuring there is a safe and tidy environment.</p>

Coleman Primary School’s positive behaviour plan is illustrated in the two Positive Behaviour Matrices (Positive Reinforcement -Praise and Rewards and Positive Reinforcement - Consequences) found in Appendix 2

Mobile phones

Children are not permitted to bring mobile phones or smart watches that can record images into school.

If (for exceptional circumstances) a parent wishes for their child to bring a mobile phone into school, this must be discussed with the Headteacher or a member of the senior leadership team.

Should it be agreed by a Senior Leader that a child can bring their phone into school, it is not permitted to be used or in the child’s possession during the school day. The mobile phone must be handed into the school office as soon as the child enters the building, and it will be given back them at the end of the day as they leave the school gates.

If a child brings in a phone to school without permission from the school/headteacher it will be confiscated, and a parent must collect the device from the office.

Although every care will be taken to ensure the mobile phones stored in the office are safe, the school will not accept any liability for them.

Restorative Approach to Behaviour

Restorative Approach

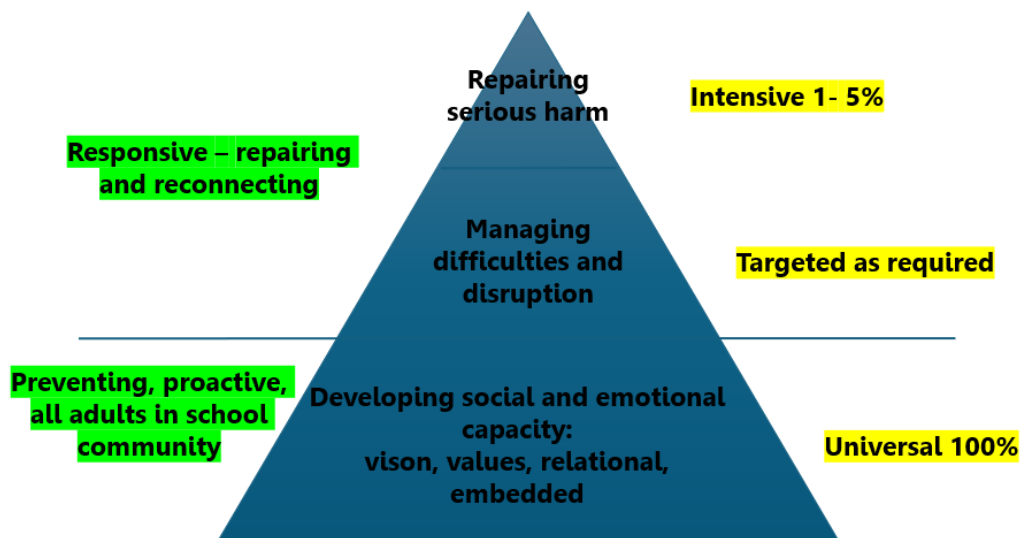
Becoming a restorative school has many benefits for the school, including:

- ❖ increased attendance
- ❖ reduced exclusions
- ❖ improved achievement

It can also alleviate the following issues:

- ❖ bullying
- ❖ classroom disruption
- ❖ Truancy
- ❖ poor attendance
- ❖ antisocial behaviour
- ❖ disputes between children, their families, and members of staff.

Layered Whole School Approach – developing a culture of care and respect



Restorative approaches:

- ❖ Address the key concepts of 'harm' and 'conflict' in situations when a child is dysregulated
- ❖ Acknowledge that RELATIONSHIPS are at the heart of what we are, and what we do.
- ❖ Take the stance that harm requires repair which fosters more harmonious and respectful environments. This also creates a more purposeful and effective learning environment – this is evidence based.
- ❖ Acknowledge that instances of conflict and challenge tend to be underpinned by disempowerment and shame.
- ❖ Support empowerment, foster responsibility, growth, and a change in responses.

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

There are 5 key principles of restorative practice which are:

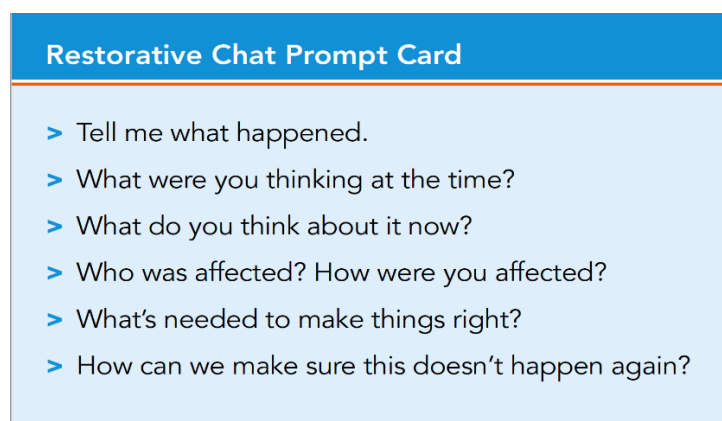
- Relationship
- Respect
- Responsibility
- Repair
- Reintegration

It is expected that when a child spends time out of the classroom regulating their behaviour with the support of a restorative conversation with a member of staff, or has been involved in conflict, an adult leads them through careful questioning through the situation, how it came to

be, the consequences and how to repair the situation. Strong, consistent and non-judgemental relationships between staff and children are key to the success of this approach.

The Restorative Prompt Card:

All restorative work will use the card underneath to help script the conversation:



Further restorative scripts can be found in Appendix 4 and 5.

Responding to Behaviour positively

Behaviour Matrices

The first matrix is how all staff and children respond to Positive Praise and rewards. It is titled:

Positive Reinforcement -Praise and Rewards

Please refer to Appendix 2 for the full matrix.

The second matrix is how all staff and children respond to dysregulated behaviour and consequences. It is titled:

Positive Reinforcement -Consequences

Please refer to Appendix 2 for the full matrix.

Safeguarding

Coleman Primary School recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

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

Reasonable Force

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All teaching members of staff and teaching assistants receive regular 'Team Teach' training which covers de-escalation strategies as well as safe ways to physically restrain a child. Staff have a duty to use reasonable force, in the following circumstances, to prevent a child 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, the local authority and the governing body.

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

Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed previously) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child but instead kept in the office until a parent can collect the item.

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

Searching a child

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 child, 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 child 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 child; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child 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 child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, 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 children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child 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 child the opportunity to ask questions
- Seek the child's co-operation

If the child 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 or member of the senior leadership team, to try and determine why the child is refusing to comply.

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

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

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

Outer clothing includes:

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

Searching children's possessions

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

- Bags
- Lunch boxes
- Pencil cases

A child's possessions can be searched for any item if the child agrees to the search. If the child 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.

Occasionally, whole class or year-group spot searches of child's possessions may take place for any item at the discretion of a member of the senior leadership team. This would usually take place if a prohibited item were suspected to be in a child/s possession, but it is not known who. These spot searches will be announced to the group/class to allow a child to voluntarily surrender any prohibited items. If a child/children in the group do 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 child's possessions when the child 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 child was in possession of a prohibited item as listed previously.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Informing parents

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

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

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

Off-site dysregulated behaviour

Sanctions may be applied where a child has shown dysregulated behaviour off-site when representing the school. This means dysregulated behaviour when the child 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 child of our school

Sanctions may also be applied where a child has become dysregulated off-site, at any time, whether or not the conditions above apply, if the dysregulation:

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

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

Online misbehaviour

The school can issue behaviour sanctions to children for online dysregulated behaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team 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.

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.

Children 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.

Malicious allegations

Where a child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child 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 the child 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 children.

Serious Consequences

Removal of part or whole of break or lunchtime

Children can be issued with a sanction to not be outside during breaktimes and lunchtimes.

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

When imposing this sanction, the school will consider whether doing so would:

- Compromise the child's safety
- Conflict with a medical appointment

Removal from classrooms

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

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

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove a child 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 child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by either the phase lead teacher or a member of SLT, or a member of staff assigned to do so by a member of SLT, and (in general) will be removed for a maximum of 1 school day.

Children may occasionally be removed from classrooms for prolonged periods of time in extreme circumstances, but only with the explicit agreement of the headteacher.

Children 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 child successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

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

- Use of the one page profile
- Behaviour prompt cards
- Relational Plan
- Learning Plan
- Referral to SEMH team
- Referral to the Paediatrician
- Multi-agency assessment
- Referral to Social Care Early Help

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS.

Suspension and permanent exclusions

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, or deputy headteacher if the headteacher is not available, and only as a last resort.

Please refer to our exclusions policy for more information.

Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). This includes those children with SEMH needs.

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

When dealing with dysregulated behaviour from a child 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 causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))

- If a child 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 for the behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the child concerned and may include for example:

- ❖ Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- ❖ Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- ❖ Adjusting uniform requirements for a child 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 a child can regulate their emotions during a moment of sensory overload

Adapting expectations for behaviour for children with SEND

When considering a behavioural sanction for a child with SEND, the school will consider:

- ❖ Whether the child was unable to understand the rule, expectation or instruction?
- ❖ Whether the child was unable to act differently at the time as a result of their SEND?
- ❖ Whether the child is likely to behave aggressively due to their particular SEND?
- ❖ If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child 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.

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's Assistant Headteacher for Special Educational Needs and Inclusion may evaluate a child who exhibits challenging dysregulated 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 child, 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.

Children 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 child with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The local authority One Front Door advice can be contacted on 0116 454 1000 (Mon - Fri 8am - 6pm).

Child transition

Inducting incoming children

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

Preparing outgoing children for transition

To ensure a smooth transition to the next year, children 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 child behaviour issues may be transferred to relevant staff at the start of the term or year.

Where children have had support from specialist services a specialist transition report may be commissioned by the SENDCo, and extra transition will be offered to the child and parents.

Training

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

- The use of the Positive Behaviour Matrices
- The use of the restorative approach
- The proper use of restraint
- The needs of the child at the school
- How SEND and mental health needs impact behaviour
- Behaviour forums from SEMH specialist teacher

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom, recorded by the Dinner Managers, Behaviour Mentors (Communication Cards) and teachers, Behaviour Mentor and SLT to use CPOMs.
- Attendance, permanent exclusion and suspension
- Use of child support units, alternative provisions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every term by a member of the senior leadership team.

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 children are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the headteacher or member of the senior leadership team.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.