



The Federation of Spixworth Schools

Behaviour Policy

Agreed by Governing Body: Autumn 2022

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Group Responsible: Full Governors

Contents:

[Updated] [Statement of intent](#)

1. **[Updated]** [Legal framework](#)
2. **[Updated]** [Roles and responsibilities](#)
3. [Definitions](#)
4. **[New]** [Staff induction, development and support](#)
5. **[Updated]** [Managing behaviour](#)
6. **[Updated]** [Prevention strategies, interventions, and sanctions for unacceptable behaviour](#)
7. [Sexual abuse and discrimination](#)
8. [Smoking and controlled substances](#)
9. **[Updated]** [Prohibited items, searching pupils and confiscation](#)
10. **[Updated]** [Effective classroom management](#)
11. **[Updated]** [Behaviour outside of school premises](#)
12. **[New]** [Data collection and behaviour evaluation](#)
13. [Monitoring and review](#)

Appendices

[Appendix 1 – Managing In-Class Incidents Flowchart](#)

[Appendix 2 – Agreed Rewards for Acceptable Behaviour](#)

[Appendix 3 – Agreed Sanctions for Unacceptable Behaviour](#)

[Appendix 4 – Behaviour Contract](#)

[Appendix 5 – Classroom Rules Agreement](#)

[Appendix 6 – Behavioural Incident Form](#)

[Appendix 7 – Behavioural Management Observations Review Form](#)

[Appendix 8 – Positive Behaviour Plan](#)

[Appendix 9 – De-escalation Procedures](#)

Statement of intent

The Federation of Spixworth Schools believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The federation is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the federation's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The federation acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the federation aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The federation aims to promote resilience as part of a whole- federation approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the federation proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The federation's Social, Emotional and Mental Health

(SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following federation policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Safe Touch Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole- federation culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the federation's Complaints Procedures Policy.

- Ensuring this policy is published on the federation website.

The executive headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the federation. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the federation rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The heads of schools and senior mental health lead are responsible for:

- The day-to-day implementation of this policy.
- Overseeing the whole- federation approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the federation engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the federation.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the federation's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting the children's code of conduct and the three principles of Ready, Respectful, safe
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Executive Headteacher/Head of School.
 - Subject leader.
- As authorised by the executive headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the federation rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

For the purposes of this policy, the federation defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the federation within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the federation defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the federation’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the federation. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the executive headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the schools.

5. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

A record of all reported incidents will be kept on CPOMS and monitored by the DSLs to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges e.g. removal of free play at break times
- School-based community service, e.g. tidying the classroom

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the head of school immediately or, in their absence, the most senior member of staff.
- The head of school investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the head of school deems the incident to be unacceptable behaviour, they will record the incident in the behaviour log (CPOMS), as well as on the pupil's [Behaviour Contract](#) if they have one. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the head of school will determine the period the pupil will be removed from the classroom.
- The head of school will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following a second incident of unacceptable behaviour, the following sanctions are implemented:

- A behaviour contract will be developed for the pupil for a set period of time as determined by the head of school.
- If the pupil demonstrates any challenging behaviour during this time, their teacher, or member of staff present for poor behaviour that occurs outside of the classroom, will record comments in their Behaviour Contract.
- The class teacher will review the Behaviour Contract throughout the day and make a comment at the end of each day.
- At the end of the specified period, the pupil will present their Behaviour Contract to the head of school for a comment and a review.
- If the head of school is not satisfied with the pupil's behaviour during the specified period, the Behaviour Contract duration may be extended.
- Parents will be informed that the pupil has a Behaviour Contract and that any further instances of challenging behaviour may result in suspension.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The head of school in collaboration with the executive headteacher will consider whether the pupil should be suspended, in line with the federation's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the head of school and executive headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

- The executive headteacher will enforce a suspension in line with the federation's Suspension and Exclusion Policy.
- The local pupil referral service may be contacted to conduct a home visit to offer support to the pupil and their family.
- When returning to the school, the pupil will have an individual behavioural plan in place.
- Parents will be made aware, in writing, that a further incident could result in permanent exclusion.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

The executive headteacher will consider whether a permanent exclusion is necessary, in line with the federation's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the federation will ensure that:

- The decision to discipline a pupil is made by a paid member of federation staff, or a member of staff authorised to do so by the executive headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The federation will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the federation's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour plans
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the hall before assembly.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The federation focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will employ a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing a politeness policy to help pupils understand basic manners and respect.
- Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.

The federation aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The federation aims to promote resilience as part of a whole- federation approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the federation proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Positive classroom management
- Developing social skills
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The federation's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

Understanding Behaviour

Where pupils frequently display negative behaviour, the federation uses the antecedent-behaviour consequence (ABC) analysis to determine appropriate support – this involves

Antecedent **(A)**: what happens before the behaviour occurs.

Behaviour **(B)**: the behaviour that occurs.

Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?

- How can the pupil's progress be monitored?
-

A [Behaviour Contract](#) is developed by the class teacher for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

For some pupils, longer term support for behaviour may be recognised as necessary. In partnership between the SENDCo and parents, a positive behaviour support plan may be agreed. This plan aims to identify risk reduction measures and support staff with differentiated measures for responding to triggers.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The federation will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the federation will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the federation’s Safe Touch Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging federation property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the head of school and the pupil’s parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. Any physical intervention used will be recorded on CPOMS (category: STEPs incident) and in line with any current behaviour support plan.

Any violent or threatening behaviour will not be tolerated by the federation and may result in a fixed-term exclusion in the first instance. It is at the discretion of the executive headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom for any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The head of school will request that the pupil's class teachers set them appropriate work to complete.

The head of school will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The federation will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the federation can impose detention on a pupil, unless the executive headteacher decides to withdraw this power from any teacher.

Parental consent is not required for detentions and, therefore, the federation is able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

7. Sexual abuse and discrimination

The federation prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The federation's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy.

The federation will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to

stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

The federation will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the federation is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on federation grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The federation has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the federation will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the federation's Safe Touch Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The federation also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Chewing gum

- Liquid correction fluid
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

The federation is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The head of school will always be notified when any item is confiscated.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The federation understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the federation Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The federation uses the three principles of Ready, Respectful, Safe on which to base all rules.

The federation has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are

not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The schools also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The heads of schools ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers establish classroom rules through a class charter on an annual basis in conjunction with pupils and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom charters have been devised, pupils are required to read and sign this agreement. All rules outlined in the Charter are applicable to pupils’ behaviour elsewhere on the federation premises and outside of the schools – teachers will ensure that pupils understand this.

The classroom environment

The federation understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

The Wider School Environment

Expectations are upheld by all staff to ensure children walk quietly around corridors/other indoor spaces to avoid disruption to other learners

In the dining hall, children are activity encouraged to eat quietly and respectfully. They remain seated unless given permission to leave the table by a member of staff. Children clear their own plates, staff being mindful of the number of children at the waste bin at any one time. Children raise their hand to show they are ready to clean their plates. Children remain in the dining hall until the majority of the diners have finished their lunches.

Lunchtime staff provision must ensure a balance of staff monitoring both indoors and outside.

Lunchtime staff must ensure radios are held inside and outside.

Outdoor Morning – no equipment. Adults must be positioned across the area being used for play and engage with the children

Outdoor breaks: Lunch – equipment must be organised and available in zoned areas. Staff should activity support play with the equipment

The Outdoor Play folder available in each class and on the Drive should be used by staff to extend and support a range of play

A visual check of any area to be used by children for play should be undertaken by staff before use

Areas not to be used for free play:

| Infant School | Junior School |
|---|---|
| Long grass area to the right of the all-weather surface | Past waiting area fence line (including behind/around tree) |
| Space behind the multi-purpose goal | Long grass around field edges |
| Behind hedges at the back of the field | Forest School area |
| Long grass area to left of Forest School area | Between sheds and outside staffroom door |
| Pond area (locked) | On concrete walkway in front of classrooms |
| Bike sheds including area directly in front | |

Extent of field use will be dependent on amount of time available and the weather conditions

All outdoor activity will be closely monitored by staff. Staff will lead a variety of games over the course of each week.

Football will only be played on a Tuesday and Thursday when a member of staff is available to referee each match. These can only take place on the field or infant all-surface area. A maximum of 8 players per side with an open goal, or 9 players per side with a goal keeping

wearing football gloves. A maximum of 6 players are permitted at any time in the junior Smooga area.

No other invasion or combat games are permitted outside of PE lessons or after-school clubs. Multisport skill-building games such as shooting at a hoop/dribbling around cones etc are permitted as part of staff led activity.

Staff on duty retain the right to stop any staff led games if supervision of the wider area is compromised, for example due to another staff member dealing with a first aid incident

Praise and rewards

The federation recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the federation understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the federation understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the federation recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The federation has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time.

Teachers may implement different types of rewards as they see fit with approval from the head of school; however, as a general rule, the following rewards are used:

- House points
- Certificates
- Extra break time
- Positions of responsibility, e.g. buddy

- Class celebrations
- Phone calls, emails and Marvellous Me messages home

11. Behaviour outside of school premises

Pupils at the federation must agree to represent the schools in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the federation.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the schools.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The federation will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the federation premises as would be imposed for the same behaviour conducted on federation premises. In all cases of unacceptable behaviour outside of the federation premises, staff will only impose sanctions once the pupil has returned to the federation premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the federation are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The federation will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the schools behaviour culture

The data will be monitored and objectively analysed termly by the DSLs and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform federation policies and practice.

13. Monitoring and review

This policy will be reviewed by the executive headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.


This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Autumn 23.

Managing In-Class Incidents Flowchart


First Steps

Routines, Now/Next boards, Visual timetables
Rewarding positive behaviour
Ignoring negative behaviour



Classroom Sanctions

Verbal warnings 1 and 2:
Stop, Think, Choose, Talking privately with pupil,
Moving places



School sanctions

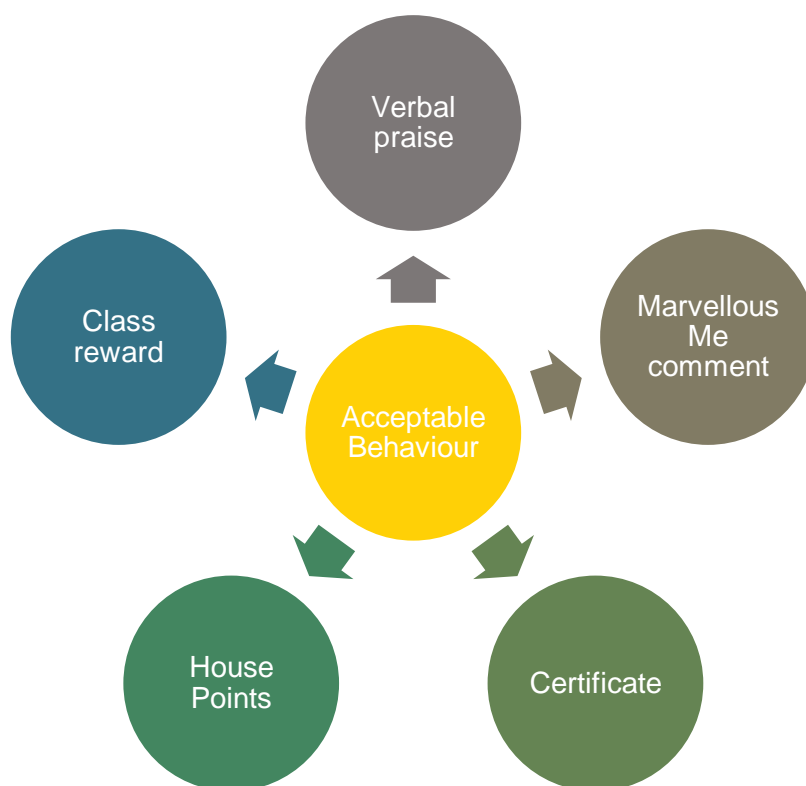
Verbal warning 3:
Time out, Loss of privilege, school leaders and
parents aware



Interventions

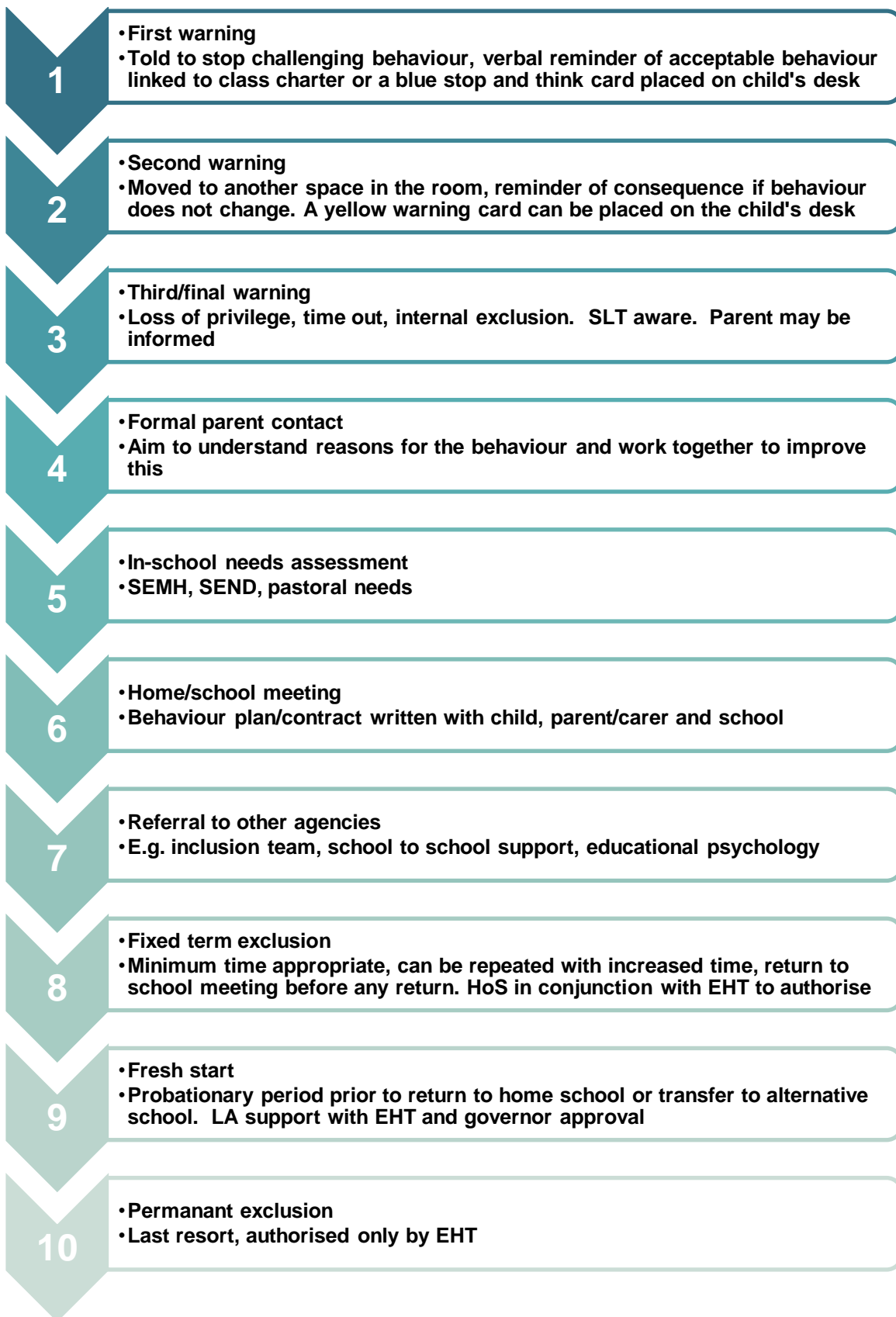
Meeting with parents/carers in school
Behaviour plan/contract
Other professionals involved

Agreed Rewards for Acceptable Behaviour



| Verbal | House point | Marvellous Me | Class reward | Certificate |
|--------------------|---------------------|--|---|--|
| Effort and outcome | Learning behaviours | Individual effort or success beyond verbal | Whole class attitude to learning and learning behaviours | Swimming Times tables Cycling/road safety proficiency Accelerated Reader Achievement Core values Mathseeds |
| Guide to frequency | | | | |
| Regularly daily | As possible | Average 1 per fortnight per child | Earned over time (e.g. 10 marbles in a jar or Mme activity badge) | As possible |

Agreed Sanctions for Unacceptable Behaviour



Stages may be bypassed or run simultaneously

Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals









To prevent my challenging behaviour, I can:

1. _____

2. _____

3. _____



When I demonstrate challenging behaviour, you can help me by:

1. _____
2. _____
3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







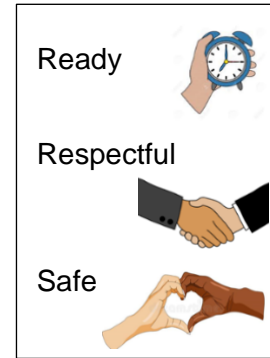
My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

Classroom Charter

Our classroom rules



Our class, class number/name, has created this agreement so that all pupils know how to behave when they are in class and around the school. Together, we have created our rules and agreed that we will stick to them. This will make sure our whole

class is happy and we can get on with our work.

Please read the rules to make sure you understand them – we want to make sure our school is a happy learning environment!

I will:

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher claps their hands twice.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

I understand that if I don't follow the rules there may be consequences:

1st warning: The teacher tells me to stop the behaviour. I should stop doing what I'm doing.

2nd warning: The teacher will speak to me in my own time and I may have to move away to a different place in the class. I must change my behaviour.

3rd warning: I will lose privileges. My parents/carers may be told. I must not continue or repeat this behaviour.

Class name: _____ Date: _____

Behavioural Incident Form (content to be recorded on CPOMS)

| | | | |
|---------------------------------|--|------------------------------|--|
| Name of pupil: | | Year group: | |
| Date: | | Time: | |
| Location of observation: | | Name of staff member: | |

Before the incident: what led to the behaviour?

| |
|--|
| |
|--|

During the incident: what did the pupil do?

| |
|--|
| |
|--|

After the incident: what were the consequences of this behaviour?

| |
|--|
| |
|--|

Additional comments

| |
|--|
| |
|--|

Behavioural Management Observations Review Form

| | | | |
|----------------------------|--|--------------------|--|
| Name of pupil: | | Year group: | |
| Name of key worker: | | Date: | |

Do there appear to be any patterns triggering the pupil's behaviour?

| |
|--|
| |
|--|

Are our existing management systems effective?

| |
|--|
| |
|--|

What achievable targets could we implement for the pupil to work towards?

| |
|--|
| |
|--|

What are the pupil's strengths?

| |
|--|
| |
|--|

What effective strategies could we implement to help the pupil achieve their targets?

| |
|--|
| |
|--|

Additional comments

| |
|--|
| |
|--|

Positive Behaviour Support Plan



(This page will be printed landscape)

| | | | |
|--------------|-------------|--------------|----------------------|
| Name: | DOB: | Date: | Review Dates: |
| | | | |

Risk reduction measures and differentiated measures (to respond to triggers)

-

Notes: Follow the de-escalation script. Do not engage xx in conversation if xx is not where xx should be.

Staff to wear appropriate clothing and limited jewellery

| | |
|---|---|
| Pro social / positive behaviour <ul style="list-style-type: none"> • | Strategies to respond <ul style="list-style-type: none"> • |
| Anxiety / DIFFICULT behaviours <ul style="list-style-type: none"> • | Strategies to respond <ul style="list-style-type: none"> • |
| Crisis / DANGEROUS behaviours <ul style="list-style-type: none"> • | Strategies to respond <ul style="list-style-type: none"> • |

Post incident recovery and debrief measures

If de-escalation is unsuccessful and xxx behaviour presents as a risk to others, parents will collect xxx from school. Social-distancing makes positive handling untenable during the Covid-19 lockdown and the health and safety of all individuals is paramount.

Signature of Plan Co-ordinator:

Date:

Signature of Parent / Carer:

Date:

De-escalation Procedures

3 principles:

- 1. Safety**
- 2. Consistency**
- 3. Repair**

Safety

- Follow Norfolk Steps training
- Act to keep the individual, peers and adults, safe
- Mitten hands for guiding and holding; only if contact is necessary

Consistency

- Follow simple scripts
- Make statements, do not expect a reply (no conversation)
- Make expectations clear

Repair

- When child is calm, begin the repair process
- Use techniques such as 'sorry board', Child Whispering
- Restorative conversation, if necessary with others involved in any incident
- Maintain positive relationship with child
- Fresh start

Going to the calm room:

- "You are going to the calm room because you are... kicking/throwing/spitting..."
In calm room:
- "I will know you are calm when you are sat down, quietly."
- Have restorative conversation and make expectations clear for returning to class/Willow activities.

Restraint:

Only use restraint as a last resort to prevent a child injuring themselves or someone else or causing serious harm to property.

Scripts:

- "We are holding you to keep you/us/X safe"
- "We will let go when your legs are still" (if kicking)
- "We will let go when your arms are still" (if scratching, hitting etc.)
- "We will let go when your head is still" (if biting, spitting)

Once de-escalated, have restorative conversation and make expectations clear for returning to class activities.

Records: Log every use of restraint on **CPOMS**. Select 'Team Teach approach' option every time. **Note how many times you restrained or the duration of restraint, before the child returned to safe behaviour.**

Individual risk assessments and positive behaviour plans will be reviewed regularly.



