

## Behaviour Policy and Statement of Behaviour Principles

Thorpe Acre Infant School

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### 1. Introduction

At Thorpe Acre Infant School we believe all children have the right to learn in a happy, supportive, nurturing and secure environment. Good behaviour underpins effective teaching and learning, the delivery of a stimulating curriculum and positive relationships between staff and pupils help foster our expectations.

We encourage and challenge all learners to:

- Develop a love for learning
- Fulfil their potential
- Be inspired to explore the wider world

Staff and pupils work together to help children develop as responsible, caring and successful members of our own and the wider community. Through this policy, we aim to provide a clear framework in which the children understand how they are expected to behave in and around school.

## **2. Aims**

This policy aims to:

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

## **3. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE), including the SEND Code of Practice and Education Act 2002.

## **4. Definitions**

At Thorpe Acre Infant School we follow the Good To Be Green system which is a visual way of reminding children of the behaviours we expect to see. It is also a reminder to children that if they do not behave well then there will be consequences for their actions. The system also allows children to modify their behaviour and return to being “Green”.

Green behaviours are defined as:

Be ready:

- To learn
- To listen
- To participate

Be respectful:

- Be kind to others
- Look after school’s and other people’s property
- Allow others to work and play in peace

Be safe:

- Walk and move around classrooms and the building sensibly and quietly
- Use equipment properly

The following behaviours, not an exhaustive list, are Blue Behaviours which will warrant a “Stop and Think” card:

- Not tidying up
- Not working
- Shouting out
- Not sitting on the carpet/chair
- Interfering with other people’s property
- Interrupting the adults
- Talking at an inappropriate time
- Distracting others from their learning
- Not listening
- Not paying attention
- Not lining up
- Running indoors.

#### Yellow Behaviours

These are defined as a continuation of Blue behaviours as outlined above. A Yellow Warning Card is given.

#### Level 1 Red Behaviours

These are when a child has been given a Yellow warning Card and is continuing with Blue Behaviours, despite reminders.

#### Level 2 Red Behaviours

These behaviours are when a child is continuing with blue behaviours and already has a Red Warning Card. If the following behaviours are displayed, the child will be given a Red Consequence Card immediately:

- Play fighting or playing in a rough manner
- Damaging school items such as rulers and pencils on purpose
- Deliberately annoying others
- Encouraging others to misbehave
- Pushing or shoving in the line
- Avoiding telling the truth when asked about an incident
- Telling lies to get others into trouble
- Leaving the room or playground without permission

- Refusing to go in to the lesson
- Refusing to come in from the playground after break or lunch time.

### Level 3 Red Behaviours

These are defined as continued display of blue and other red behaviours. Behaviours that warrant an immediate Level 3 sanction are as follows:

- Deliberately and persistently disrupting other children's learning
- Swearing or using bad language
- Misbehaving for a different teacher or visitor
- Destroying own or someone else's work
- Calling someone names
- Insulting someone or their family
- Threatening to hurt someone
- Hurting someone on purpose
- Leaving the school building.

### Level 4 Red Behaviours

These behaviours are defined as a continuation of behaviours outlined above. Behaviours that warrant an immediate Level 4 sanction are as follows:

- Deliberately vandalising school property or equipment such as damaging school furniture or breaking a window
- Stealing valuable school equipment
- Using racist, homophobic or other prejudice-based language or gestures
- Attacking someone on purpose
- Putting oneself or others in danger
- Leaving the school site.

## 5. Child-on-child abuse

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. We will therefore take positive action to create a culture of support and to ensure that all vulnerable groups such as LGBT and pupils from ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences. Our safeguarding and Child Protection Policy details the school’s procedures to address and minimise these concerns.

### Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online (Source: Anti-Bullying Alliance).

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, hiding possessions, making threatening gestures, humiliating others.
Physical	Hitting, kicking, pushing, taking another’s belongings, poking, biting, pinching and any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate material.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, belittling.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

The measures we have put in place to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying) are outlined in our Anti-Bullying Policy. These are extracts from the policy:

### **5. Prevention**

*The systems in school encourage expected behaviour and this is supported in our Personal Social Health Education (PSHE) lessons and through assemblies. Anti-bullying procedures are also in place to prevent, detect and manage such unacceptable behaviour effectively.*

### **8. Procedures**

*Pupils are encouraged to report/discuss any incidents in school. Staff will deal with this in a supportive manner.*

*The following procedure will be used progressively to address the problem:*

- *Formal, noted talk with the pupils concerned (parents/carers notified verbally to allow any queries to be raised)*
- *Parents informed of all incidents*
- *Parents/carers of the pupils involved asked to attend a formal meeting at school*
- *Targets of bullying will be supported*
- *Support will be given to help the perpetrator/s change their behaviour.*

*Desired outcomes of such action:*

- *The perpetrator/s will be expected to apologise.*
- *Consequences will be in place*
- *If possible, the pupils will be reconciled*

- *Staff will monitor the situation.*

## **6. Roles and responsibilities**

### **6.1 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
- Approving this policy.

### **6.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding Policy and Trauma-Informed Policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).



### **6.3 Teachers and staff**

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Modelling expected behaviour and positive relationships
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour within the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Supporting pupils to meet the school's expectations.

The leadership team will support staff in responding to behaviour incidents.

### **6.4 Parents and carers**

Parents and carers are responsible for:

- Getting to know the school's behaviour policy and reinforcing it at home where appropriate
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Positively taking part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. It is unacceptable, unhelpful and potentially damaging for parents/carers to post or comment on social media sites and messaging apps anything detrimental about the school and its staff.

## **6.5 Pupils**

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

- The expected standard of behaviour and their duty to follow the behaviour policy
- The school's rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't follow the school rules and expectations of behaviour.
- The pastoral support that is available to them to help them behave well.

Pupils will be supported to meet the behaviour standards through our rewards system and the Good To Be Green system.

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

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

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

## **7. School behaviour curriculum**

In school, we have three simple rules that cover all the positive choices that we expect to see:

- Be ready
- Be respectful
- Be safe

We promote the following learning behaviours and celebrate them in All Stars weekly assembly:

- Be determined
- Be proud
- Be kind and caring
- Be independent
- Reach high

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

## **8. Mobile phones**

Children are not permitted to bring mobile phones into school for any reason.

## **9. Responding to behaviour**

### **9.1 Classroom management**

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the school rules
- › Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in a variety of ways
  - Highlighting and promoting good behaviour
  - Concluding the day positively
  - Starting the next day afresh
  - Praising positive behaviour.

### **9.2 Safeguarding**

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

### **9.3 Responding to good behaviour**

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

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

Positive behaviour may be rewarded with:

- Verbal praise
- Monster Points
- A nomination for All Stars Assembly
- An animal sticker on the class reward chart
- Feedback to parents/carers
- A visit to see the Deputy or Executive Headteacher

#### **9.4 Responding to misbehaviour**

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

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

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

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Blue Stop and Think card
- Yellow Warning card
- Red Level 1 sanction: sit on own to work in classroom for 5 minutes
- Red Level 2 sanction: sit on own to work in classroom for 10 minutes
- Red Level 3 sanction: sit on own to work in another classroom for 10 minutes. Parents will be contacted by the teacher
- Red Level 4 sanction: work on own in another room sitting away from other children for half a day. Parents to have meeting with Class Teacher and Deputy Headteacher. The Executive Headteacher may give a lunchtime exclusion, a fixed term suspension or a permanent exclusion.

Personal circumstances of the pupil will be taken into account when choosing the suitability of sanctions and decisions will be made on a case-by-case basis. The school recognises that a small number of pupils may need a differentiated approach. The Trauma-Informed Policy outlines this differentiated approach.

Occasionally, the school will need to seek support in managing pupil behaviour from outside agencies. Individual cases may be referred to the local Primary Inclusion Forum for further advice. Oakfield school-to-school support may provide a practitioner for a period of time to support individual pupils. Parents/carers will be involved in the referral process.

## **9.5 Reasonable force**

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

- Causing disorder
- Hurting themselves or others
- Damaging property

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

Some pupils may have a Personal Handling Plan and Risk Assessment which parents/carers will be consulted on. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **9.6 Confiscation, searches, screening**

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

### **9.6.1 Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

### 9.6.2 Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher. If the Headteacher is not contactable, advice will be sought from the Deputy Headteacher who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will contact the Headteacher.

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

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

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

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

### **9.6.3 Searching pupils' possessions**

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

- Desks
- Lockers
- Bags

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

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

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

### **9.6.4 Informing the Designated Safeguarding Lead (DSL)**

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- 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.

### **9.6.5 Informing parents**

Parents will always be informed of any search for a prohibited item. A member of the Senior Leadership Team (SLT) 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

### **9.6.7 Support after a search**

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

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

### **9.6.8 Strip searches**

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

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

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

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



### **9.6.9 Communication and record-keeping**

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

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

### **9.6.10 Who will be present**

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

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

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

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

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

The appropriate adult will:

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

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

### **9.6.11 Care after a strip search**

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

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

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

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

### **9.7 Off-site misbehaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of the school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

### **9.8 Online misbehaviour**

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

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

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

### **9.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the Headteacher or authorised 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.

### **9.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

### **9.11 Malicious allegations**

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the

allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

## **10. Serious sanctions**

### **10.1 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 and only as a last resort.

Please refer to our Exclusions Policy for more information.

## **11. Responding to misbehaviour from pupils with SEND**

### **11.1 Recognising the impact of SEND on behaviour**

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

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

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

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

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

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

We anticipate and remove triggers of misbehaviour by making reasonable adjustments for pupils with SEND. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

### **11.2 Adapting sanctions for pupils with SEND**

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

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

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

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

### **11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

### **11.4 Pupils with an Education, Health and Care Plan (EHCP)**

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

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP. The school would contact SENA (Assessment of SEN) at County Hall.

## **12. Supporting pupils following a sanction**

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

This could include measures like:

- Reintegration meetings with the class teacher and a member of SLT
- Visual prompts to support the pupil to follow the school rules and behaviour expectations

## **13. Pupil transition**

The school has a Transition Policy which aims to support pupils as they go through the school and transfer to other settings.

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

## **14. Training**

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

- The proper use of restraint, if applicable
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour (see Trauma Informed Policy)
- Behaviour management will also form part of continuing professional development.

## **15. Monitoring arrangements**

### **15.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents for Red Level 3 and 4 incidents
- Attendance, permanent exclusion and suspension
- 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 school behaviour culture

The data will be analysed every term by SLT and the Governing Body.

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

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

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

### **15.2 Monitoring this policy**

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

The Written Statement of Behaviour Principles (Appendix 1) will be reviewed and approved by the Governing Body annually.

### **16. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

## Appendix 1: Written Statement of Behaviour Principles

### STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

- All children, staff and visitors have the right to feel safe at all times at school
- Thorpe Acre Infant School is an inclusive school. All members of the school community should be free from discrimination of any sort (in accordance with the Equalities Act, 2010). Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use their discretion in their application. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEN, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

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The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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