

MOSAIC SCHOOLS LEARNING TRUST



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BEHAVIOUR POLICY

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:

Head Teacher

Date of Review:

September 2024

Date of Next Review:

September 2025

SUMMARY OF CHANGES

Date	Change
September 2024	New policy

Contents

1. Aims	
2. Legislation, statutory requirements and guidance.....	
3. Definitions of misbehaviour.....	
4. Bullying.....	
5. Roles and Responsibilities	
6. School Behaviour Curriculum	
7. Responding to Behaviour	
8. Serious sanctions	
9 Responding to misbehaviour from pupils with SEND.....	
10. Responding to pupils following a sanction	
11. Pupil transitions.....	
12. Training.....	
13. Monitoring.....	
14. Links to other policies.....	
Appendix 1: Levels of Behaviour	

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining good behaviour and relationships that reflect the values of the school
- Outline the expectations, positive reinforcements 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
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy takes into account:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions of misbehaviour

The lists below provide the definitions and examples of different levels of behaviour which are considered to be misbehaviour. Whilst these have been drawn up to cover most examples of different behaviours, they are **not exhaustive**, and any misbehaviour which differs from these examples will be considered in its own right and categorised appropriately.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Examples of some **misbehaviours** are:

- Frequent or constant chatting
- Calling / shouting out in classrooms or around the school
- Unfinished or unacceptable work due to time wasting

- Not looking after resources, equipment or furniture carefully
- Not sharing or co-operating
- Thoughtless “rough” play
- Interrupting the teacher / teaching
- Running in the classroom / corridor /through the school
- Name calling

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Tobacco and cigarette papers, vapes or vaping/smoking equipment
 - Stolen items
 - Fireworks
 - Pornographic images
 - Any article a member of staff 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)

Some examples of **serious misbehaviours** are:

- Persistent refusal to accept school, class or playground rules, or authority of adults
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Spitting, biting and other forms of violent behaviour towards other children
- Physical or verbal aggression towards a member of staff/ adult
- Repeated bullying, identity-based bullying or prejudice-related incidents including religious intolerance, transphobia, biphobia, etc.
- Serious damage of property
- Possession of any prohibited items.
- Inappropriate online behaviour e.g. any type of recording / taking photos of children or adults on own devices in school premises, inappropriate messaging to peers.

4. Bullying

Bullying is defined as, “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017) This can happen both on-line and offline

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">○ Racial○ Faith-based○ Gendered (sexist)○ Homophobic/biphobic○ Transphobic○ Disability-based (disablism)○ Misogynistic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which can be found on our website.

5. Roles and responsibilities

If we want to achieve consistency it is imperative that staff, children and parents and carers have a shared understanding of our school expectations.

Pupils

We expect all pupils to demonstrate an understanding of the school's values and:

- show strong learning behaviours
- behave well in school and when travelling to and from school and on school trips
- recognize that the school is part of the wider community
- take responsibility for their own actions
- respect difference and individuality
- ask questions to further knowledge and curiosity

Pupils will be made aware of the following:

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

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

Staff

Staff will:

- be positive role-models
- develop positive relationships with every child
- treat pupils as individuals and get to know pupils and respect them
- understand the nature and impact of trauma and negative life experiences
- develop an understanding of what children are trying to communicate through their behaviour
- ensure all children have a voice and that their opinion is respected
- engage positively with parents/carers
- be consistent, reflective and adaptable
- ensure that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording and report behaviour incidents according to agreed procedures
- Challenging pupils to meet the school's expectations

The Head Teacher

The Head Teacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring 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

Parents and carers

We ask parents and carers to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and uniform policy (including PE kit)
- Ensure their child arrives to school on time and ensure optimal attendance
- Be a positive role model for their children
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend any scheduled meeting regarding their child and take part in any meetings or pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Work in partnership with the school to share concerns and resolve issues and raise any concerns about the management of behaviour with the school directly.
- Be respectful to school staff and the school's policies and procedures

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.

The Local Governing Body

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

6. School Behaviour Curriculum

Through our curriculum and particularly the PSHE schemes of work we promote strong values to good behaviour within the school.

We expect children to:

- Behave in an orderly and self-controlled way
- Show respect to all members of staff, visitors and each other
- In class, behave in a way that makes it possible for all pupils to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and online

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

Mobile phones and Smart watches

Pupils in Year 6 may bring in a mobile phone. Pupils who bring in a phone must hand it to the class teacher on arrival at school. The phones will be held in a box in the school office until the end of the day. Mobile phones for pupils in younger year groups will be considered on a case by case basis.

Any inappropriate use of mobile phones will mean this privilege is removed.

Pupils are not allowed to wear Smart watches are not allowed in school.

In specific instances, mobile phones are allowed for medical reasons, for example diabetic monitoring, in which case the pupil will keep the phone with them at all times. A medical care plan will be in place and agreed by staff, parents or carers.

The school accepts no responsibility for any mobile phone which is brought into school.

7. Responding to behaviour

Classroom management

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

- Teachers aim to know the children as individuals, their personalities and interests and who their friends are.
- They promote a positive classroom and learning atmosphere.
- Teachers and children have high expectations of themselves and each other, displaying positive role models
- Staff model the standards of courtesy that we expect from the children
- We aim to praise the positive actions of children more frequently than commenting on the negatives.

They will:

- Develop their own classroom rules
- Develop, maintain and restore positive relationships with pupils which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines including routines for all transition points
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

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

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

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

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

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.

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 one or more of the following sanctions in response to unacceptable behaviour:

- A restorative justice conversation including an apology (See Appendix 2)
- A verbal warning and reminder of the expectations of behaviour
- A letter of apology
- A change of environment
- Expecting work to be completed at home, or at break or lunchtime
- Thinking / Reflection Time (or similar) at break or lunchtime
- Referring the pupil to a senior member of staff
- Letter, emails or phone calls home to parent /carer s
- Agreeing a consistent Behaviour or Pastoral Support Plan
- Internal Isolations
- Removal from the classroom
- Suspension
- Permanent exclusion in the most serious of circumstances

Appendix 1 defines levels of misbehaviour and details appropriate sanctions at each stage.

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

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Staff may use reasonable force to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

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

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. (See Positive Handling policy)

Searching and confiscation

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

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. Prohibited items are set out in section 4 of this policy.

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present?

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

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

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

Care after a strip search

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

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

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, 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.

Off-site misbehaviour

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

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

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

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

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

Online misbehaviour

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

- It poses a threat or causes harm (including emotional 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.

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, a member of the senior leadership team will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

Malicious Allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

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

8. Serious sanctions

Removal from classrooms

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

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

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to de-escalate calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team or family worker.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher or SLT working on their behalf.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

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

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort. Refer to Exclusion Policy

9. Responding to misbehaviour from pupils with SEND

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We will try to anticipate and remove triggers of misbehaviour for example by:

- 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 / medical needs
- Training for staff in understanding conditions such as ASC or ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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
- The pupil was unable to act differently at the time as a result of their SEND

- The pupil was likely to behave aggressively due to their particular SEND

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

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

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.

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

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

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

The school will liaise with Bromley or Croydon local authority depending on where the EHC was issued.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
- Daily contact with a member of the senior leadership team
- A plan with personalised behaviour goals

11. Pupil transition

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

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

12. Training

All staff are provided with training on managing behaviour, for some, this includes positive handling training. Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of alternative provision and managed moves

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

This behaviour policy will be reviewed annually by the Head Teacher and local Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Positive Handling Policy
- Anti- Bullying Policy
- Acceptable Use policy
- SEND policy
- Staff Code of Conduct

Appendix 1- Levels of Behaviour

The chart below outlines examples of behaviours and responses

	Behaviour	Approach	Follow up
Low Level	<p>Example:</p> <ul style="list-style-type: none"> • Out of seat • Calling out • Interrupting other pupils • Silly noises, actions • Fiddling with resources • Talking to other pupils • Pushing in line • Running in school 	<ul style="list-style-type: none"> • Praise of other children • Eye contact (stern stare, raised eyebrow etc) • Assertive body language • Name/pause technique • Frown • Being close and whispering a firm reminder • Direct to seat • Quiet, unobtrusive ‘can you show me your learning/ other distracting conversation?’ • Reassuring touch • Humour <p>Distracting and deflect away from the behaviour. ‘Jo can you pass me...’ Reminding the pupil what they should be doing, using positive phrasing.</p> <ul style="list-style-type: none"> • Walking, thank you. • Stay seated in your chair, thank you. <p>Limited choice</p> <ul style="list-style-type: none"> • Put the pen on the table or in the box. • Are you sitting on your own or in a group? <p>Tactical ignoring.</p>	<p>Logging of incident not required</p> <p>Discussion and conversation away from the incident to determine any underlying causes for the behaviour</p> <p>If repeated several times behaviour may move to mid-level response</p>

The chart below outlines examples of behaviours and responses. Whilst the aim is to provide some degree of clarity, it is important to remember that we are dealing with individuals in unique situations. The relationships you develop with children will enable you to know how to best intervene with them in a fair and consistent way.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mid level</p>	<p>Beginning to Challenge - Example:</p> <p>Continuing low level behaviours from step despite warnings</p> <p>Not completing reasonable amount of learning in a set time due to behaviour</p> <p>Deliberate disruption, creating a disturbance, e.g., trying to distract other pupils</p> <p>Lying or refusing to take responsibility for actions when they have been witnessed ·</p> <p>Deliberately throwing small objects to cause disruption</p> <p>Late back to class without reasonable explanation</p> <p>Being silly in the toilets.</p> <p>Refusing to follow adult instructions.</p> <p>Leaving the classroom without permission (once).</p> <p>Swearing (not directly at an individual)</p>	<p>Use strategies as above Plus:</p> <p>Disempowering the behaviour. You can listen from there.</p> <p>Come and find me when you are ready to talk</p> <p>Ask the child to spend a short period of time in parallel class to reflect</p> <p>Time away from game if playtime</p>	<p>Behaviour recorded</p> <p>Inform class teacher and relevant staff members.</p> <p>Discussion and conversation away from the incident to determine any underlying causes for the behaviour (this could be pupils or parents/carers).</p> <p>Restorative conversation</p> <p>Class teacher to notify parent/carer by telephone or in person.</p> <p>Possible discussion with SENCo/Inclusion lead</p> <p>Agree appropriate consequence</p> <p>Complete missed learning in own time (if required)</p>
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High level	<p>Serious and deliberate Example: ·</p> <p>Recurrent medium level behaviour</p> <p>Deliberately throwing objects with the intention of causing harm. ·</p> <p>Deliberately hurting someone</p> <p>Damaging school/other child's property</p> <p>Leaving class without permission – repeatedly.</p> <p>Repeated refusal</p> <p>Verbal abuse</p> <p>Prejudice related incident.(First occurrence)</p> <p>Bullying (first Occurrence)</p> <p>Directed offensive language, including swearing.</p> <p>Stealing.</p>	<p>Use strategies as above.</p> <p>Seek support from senior leadership team.</p> <p>Use the de-escalation strategies</p>	<p>Behaviour recorded</p> <p>Report to Senior Leader</p> <p>Restorative conversation once the child is calm after the incident.</p> <p>Senior leader to agree and implement a meaningful consequence.</p> <p>Senior leader to notify parent/carer by telephone or in person.</p> <p>Possible referral to the SENCo.</p> <p>Consideration of Individual behaviour support plan or risk assessment</p> <p>Review individual behaviour support plan if already in place</p>
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Crisis Level	<p>Very Serious - Behaviour is creating a health and safety risk Example:</p> <p>Running out of school and leaving the school grounds.</p> <p>Intentional physical harm to other children ·</p> <p>Throwing/kicking large objects at someone or around the room to cause harm or damage</p> <p>Serious damage to school property or someone else's belongings.</p> <p>Verbal abuse to any staff</p> <p>Serious theft, e.g. taking money or a mobile phone from an adult's bag ·</p> <p>Persistent bullying ·</p> <p>Intentional prejudice behaviour</p>	<p>Use strategies as above. Plus</p> <p>Seek support from the senior leadership team</p> <p>·</p> <p>Use the de-escalation strategies</p> <p>Encourage the pupil to move to a "safe place".</p> <p>Watch the pupil from a distance if they are safe</p> <p>Change of adult</p> <p><i>If the children is at risk of immediate danger to self or others and is not responding to other strategies, Physical intervention may be required. This must only be used as a last resort. See Positive Handling Policy</i></p>	<p>Behaviour is recorded</p> <p>Must involve Head Teacher or AHT immediately</p> <p>Restorative conversation once the child is calm after the incident.</p> <p>Headteacher/AHT to agree appropriate sanction Internal class suspension at the very least</p> <p>Possible suspension</p> <p>Consideration of Appropriateness of school placement</p> <p>Headteacher/SLT member to meet with parent or carer</p> <p>You may consider a temporary timetable reduction – this would need to be agreed in line with the Local Authorities procedures</p>
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Appendix 2 Restorative Justice

Establishing the past	What happened? (<i>where, who was present, what was said or done</i>) What were you thinking/feeling at the time?
Establishing the present	What do you think and feel about it now?
Reflection and establishing the future	Who else has been affected? (explore all possible affected people, parents and carers, peers in class, teachers, etc) What do you need to happen in order to fix this and move on? How can we repair your relationship?

Additionally, where any mediation is to take place adults should ensure the following structure:

- The harmer admits their wrong doing
- Ask all parties if they wish to participate
- Risk assess if it is safe to bring all participants together
- A private and safe room must be used
- Consider how to bring children to the meeting (all together, harmer(s) first or harmed first)?
- Consider seating arrangements, especially if it is a large group
- Reflective sheets should be filled and discussed prior to group conference
- Mediators must remain impartial during the whole process

Explain rules / format

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents and carers if required)
- Be aware of any matters regarding safeguarding
- If young people do not follow rules or are still/become angry, stop mediation!

Restorative Conversations:

This is the starting point for all restorative processes. The conversation will involve one-to-one dialogue. The role of the adult is to demonstrate good active listening, helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves, using 'RJ questions' as a guide for the dialogue. In this type of conversation, as with others e.g. mediation, it is important for the adults to remain impartial, with a positive active listening and body language.

Restorative Conferences:

These occur in response to issues in a whole class or as a resolution chosen during a restorative conference. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator (e.g. SLT / another teacher) to resolve conflict, repair relationships and move forward. The conference follows 'RJ Questions'. Teachers should make SLT aware that they want to have a class conference and they will either facilitate the conference or

provide cover to enable another teacher to facilitate the conference. Written agreements may be developed to summarise the agreements set out at the conference

Problem Solving Circles

These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.