

# Behaviour Policy

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## **Vision and Values**

At Welbourne Primary Academy, our approach to behaviour management has been inspired by Cambridgeshire Steps. Steps prioritises the prosocial feelings of everyone within the dynamic. We aspire for all pupils to develop internal discipline and create long lasting behavioural change. We believe that positive relationships with clear expectations are essential to establishing and maintaining effective learning environments. Behavioural expectations are made explicit and adults in school model positive, responsible behaviour to empower children with the skills and values to respect themselves, others and their community.

This policy outlines the purpose, nature and management of behaviour in our school and applies to all school staff, parents/carers, children and all visitors to the school.

At Welbourne, we teach and model behaviour based on a set of core values which guide all members of the school community:

### **Honesty**

Be truthful to ourselves and others

### **Excellence**

Be motivated and strive to be the best in all that we do

### **Aspiration**

Aim high and dream big

### **Respect**

Respect for ourselves, each other and the environment

### **Teamwork**

To work together and be supportive of each other

## **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

## **Key Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and physical handling are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The academy committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Responsibilities**

### **The Governors Academy committee will:**

- Monitor the behaviour policy's effectiveness and hold the headteacher to account for its implementation.
- Monitor that the school's behaviour policy is implemented fairly and consistently and is reviewed regularly.

### **The headteacher will:**

- Review and approve this behaviour policy
- Ensure that the school environment encourages pro social behaviour and that staff deal effectively with unsocial and anti-social behaviour
- Monitor how staff implement this policy to ensure that it is applied consistently.
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Provide staff with training and support
- Ensure this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Support the team in responding to incidents
- Ensure that the behaviour data logged on My Concern is reviewed regularly and reported to staff and the academy committee.

### **The Senior Leadership Team will:**

- Ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school.
- Model respectful behaviour in front of pupils
- Guide and support staff
- Act as a point of call where behaviour has escalated.
- Provide additional targeted support for some children
- Work alongside parents and carers to secure and promote positive behaviour

### **The SENCO will:**

- Support the principal as part of the Senior Leadership Team
- Ensure that pupils with an identified special educational need have a personalised plan to support them with managing their behaviour.
- Provide staff training to deliver personalised plans
- Monitor the effectiveness and impact of personalised plans for pupils with Special Educational Needs
- Report on the impact to the principal.

### **All Staff will:**

- Implement the behaviour policy consistently
- Create a calm and safe environment for pupils
- Model prosocial behaviour and build positive relationships
- Establish and maintain clear boundaries
- Praise and promote prosocial behaviours through providing positive experiences.
- Celebrate prosocial behaviour
- Focus on de-escalation and preventative strategies rather than reactive strategies.
- Work in partnership with parents and carers to promote prosocial behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils

- Work in partnership with the school SENCO to implement personalised plans for children with identified special educational needs
- Record behaviour incidents promptly using My Concern

#### **Parents will:**

- 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
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unsocial or anti-social behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

#### **Pupils will:**

- Follow the behavioural expectations that have been set by the school
- Make prosocial behavioural choices
- Know the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- Know that pastoral support is available to them to help them meet the behavioural expectations
- Share any concerns regarding behaviour with an adult in school.

#### **Pro-Social Behaviour**

At Welbourne, we recognise the importance of establishing pro-social behaviour. This refers to social behaviours that are intended to help others and behaviours that conform to rules and/or are socially acceptable. Our emphasis is on promoting the positive and teaching children how to behave 'pro-socially.' The whole school community will teach behaviour through:

- Building good relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive Phrasing
- Praise and encouragement
- Planning and the explicit teaching of pro-social behaviour.

#### **The School Rules**

The school rules are linked to our school values. We explicitly teach the children how follow the school rules by teaching the pro-social behaviours that they will need to exhibit. This will be achieved through whole school assemblies and time within the classroom. A strapline is used to support each rule and all staff will use terminology below to frame our conversations regarding behaviour with both children and parents.

- **Be kind (Bucket Filler)**

Respect and Team Work

- **Be ready to learn (Knock someone's socks off)**

Excellence and Aspiration

- **Be responsible (With great responsibility comes great power)**

Honesty

### **Supportive classroom environments**

The climate of the classroom is an important factor in preventing difficult, disruptive or dangerous behaviour and in keeping children motivated and engaged. The relationships that adults have with children, the layout of the classroom, access to resources and displays can all influence children's behaviour.

We endeavour to develop positive and supportive classroom environments by ensuring that the adults:

- Show that they care
- Establish clear expectations in their classroom
- Give children a high level of challenge along with a high level of support

Adults will also ensure that the classroom's physical environment:

- Is organised to encourage independence and initiative
- Is designed to aid accessibility for all learnings including those with Special Educational Needs and disabilities.

### **Learning Behaviours**

Alongside our shared values, pupils are taught the McKie Mastery learning behaviours. These are consistent throughout the school from EYFS to Year 6 and ensure that children understand how to become effective learners. The learning behaviours are:



Children work collaboratively to earn points for their teams linked to the learning behaviours. Concise expectations are set for each learning behaviour as the children move through the school.

### **Classroom Management**

A consistent approach to classroom management is achieved using non-verbal signals across the Academy. These are:

- Silence (Hands up in the air)
- Active Listening (Cup your ear)
- Job Done (Thumbs up and placed on their chest)
- Teacher turn, your turn (teacher places own hand on their own chest then gestures with the same hand in the air to the child)
- 1-2-3 Go (Hold hand in the air, gesture 123 to the children)
- Cheers – create your own team cheer

### **PHSE & RSE**

We follow the Cambridgeshire PSHE Programme to deliver our PSHE and RSE lessons. These are highly valued areas of the curriculum and are taught across all year groups on a regular basis, as well as through assemblies. These lessons include explicit teaching of pro-social behaviours and includes self-esteem and confidence building, thinking independently and making assessments of risk based on the children's own judgements. These sessions will also cover important issues such as bullying and online safety.

The RSE curriculum focusses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

### **Playground Behaviour**

Play and lunchtimes should be a positive experience for children. We have a range of positive measures in place to help ensure that play and lunchtimes are fun for all:

Sports leaders: A range of organised sports activities are in place for children to take part in.

Play Leaders: Year 5 and 6 playleaders support children to join in with games and will lead activities for younger pupils.

Lunchtime club: An opportunity for children to remain inside with a range of activities to take part in.

### **Recognising and Promoting Pro-Social Behaviour**

In order to support the children's awareness of pro-social behaviours and to show them how much they are valued, we use several systems:

- \*Team points are awarded to recognise learning behaviours. The best team will win a trophy and a 'dip in the tub'.
- \*Class dojo is used to share achievement with parents. This could be a quality piece of work or related to our core values.
- \*Class dojo will be used to award points related to our school rules. Each week, the dojo winners will attend the headteachers tea party.
- \*Class dojo points will be accumulated over the course of the year and bronze, silver and gold awards will be given for those children reaching certain milestones throughout the year.
- \*Postcards home to recognise quality pieces of work or behaviours related to our core values – these are also recognised with house points.
- \*Stickers to recognise core values that have been demonstrated.
- \*Celebration assemblies whereby children are recognised for quality pieces of work, demonstrating learning behaviours or core values. Children will then be invited to a headteachers treat on Monday afternoon.
- \*Attendance trophies and rewards to recognise the best attendance and the most improved attendance. Extra playtime will be given for the successful class.

No reward should be removed once it has been given.

### **Rewards**

Our aim is to provide children with rewards which celebrate pro social behaviour choices or outcomes already achieved. We distinguish this from bribery which is the act of withholding something positive until the child has complied with a request.

### **Unsocial and Anti-Social Behaviour**

Whilst we endeavour to promote prosocial behaviour at Welbourne, we recognise that at times unsocial and anti-social behaviour can occur:

#### **\*Unsocial Behaviour**

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

#### **\*Anti-social behaviour**

- Difficult Behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context EG Jill continually shouting out is difficult within a group teaching activity.
- Dangerous Behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was of an age of criminal responsibility, such as racist abuse.

### **Responding to difficult or dangerous behaviours**

We have grouped behaviour across 4 levels from low level to dangerous. An overview of this can be found in (appendix one). This summarises the types of behaviour and how staff will respond.

When a child is demonstrating unsocial or anti-social behaviour staff will use the overview grid to ensure there is a consistent approach to behaviour across the school. Further information about each response can be found below.

### **Planned Responses**

When a child is demonstrating unsocial behaviour, staff will manage each situation as discreetly as they can to reduce anxiety and make the situation better. Staff will focus on the ways of de-escalating the behaviours and are expected to ensure that everyone's wellbeing is being respected. It is the aim that the child can then return to a calm state of mind as quickly as possible. Planned responses may include:

- Use of tactical ignoring or distraction techniques
- Using positive phrasing (saying what behaviour you want to see)
- Giving a limited choice
- Checking the task set and altering or adapting if needed
- Working alongside the child briefly, using positive reinforcement methods.
- Disempowering the behaviour (reducing attention for difficult behaviours)
- Use of de-escalation scripts
- Use of reflect, repair and restore and educational and protective consequences as appropriate.

(Appendix 2)

### **Emotional Recovery**

Once the situation has been made safe, if the child is still feeling anxious or angry, they will be given some time and space to recover emotionally. This will vary for different children but an adult will always be present or watching from nearby. Spaces that may be used are:

- \*Quiet corner of classroom
- \*Calm rooms
- \*Family room

### **Reflect, Repair and Restore**

All people affected by an incident are able to revisit the experience by re-telling and exploring the story with a changed set of feelings. The purpose of this restorative process focusses on the harm that has been done and how it can be repaired. It considers the experiences, feelings and needs of the individuals involved. In doing so, plans can then be made to ensure that conflict is less likely to happen in the future.

### **Protective Consequences**

The removal of a freedom to manage harm. Examples include: increased staff ratio, limited access to outside space, being escorted in social situations or exclusion.

### **Educational Consequences**

The reflecting, learning, rehearsing and teaching so the freedom can be returned. Examples include: completing tasks, rehearsing, educational opportunities, conversation and exploration. Use of social stories, comic strip conversations and emotion coaching techniques may also be used.

All consequences that have no relation to a behaviour must be avoided. Withdrawing pupils from any school curriculum area when it does not relate to the behaviour is not appropriate.

### **Personalised Behaviour Plan –**

Stage 3 behaviours – predict and prevent plan implemented (See Appendix 5)

Stage 4 behaviours – require Risk Reduction Plan and protective consequences (See Appendix 6)

Some children may find it continually difficult to behave in a pro-social way and will therefore need an individualised approach to support them. If this is the case, the SENCO will call a behaviour review meeting involving relevant staff and the parents of the child. We understand that behaviour is often a form of communication and as such we aim to work with children and their families to find out what experiences and feelings might underlie difficult or dangerous behaviours. The possibility of an underlying special educational need must also be explored. We use a range of tools to aid our understanding of what the possible causes might be. We use the Steps Flowchart guide (appendix 3) to

help us assess whether we should write a personalised plan for that child which will be shared with parents and carers. We work closely with external agencies to ensure that children and their families receive support where it is needed.

The child's class teacher will manage the plan and it will be the responsibility of the teacher to brief and deploy support staff effectively. Any questions about the day-to-day management of the plan will be directed to the class teacher in the first instance.

The SENCO will make any decision about accessing external agency advice.

A personalised behaviour plan is a working document and will be updated as and when needed as well as being formally reviewed on a termly basis by the class teacher with the support of the SENCO.

It may also be appropriate to complete one or more of the following:

- Early Help (if multiple agencies are needed to support the child)
- Individual Alternative Education Plan (if the child is on a reduced timetable.)
- Individual Support Plan (for children with Special Educational needs and for any child at risk of exclusion.)

### **Recording Behavioural Incidents**

Behavioural incidents that need to be recorded (see overview grid) will be done so using my concern. A factual and accurate account of the behaviour that was exhibited will be made.

### **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

\*Deliberately hurtful

\*Repeated, often over a period of time

\*Difficult to defend against

Bullying in any form will not be tolerated. Please see our separate anti-bullying policy for more detailed information – [Anti-Bullying Policy](#).

### **Mobile phones**

We understand that some parents may want older children to bring their mobile phones into school as they walk home on their own. If this is the case, then the following protocol must be followed:

- Parents must complete a form to inform staff that they intend for their child to bring in a mobile phone and that they support the school protocol for doing so.
- As the child enters school in the morning, they may bring in their mobile phone, but it must be turned off.
- On entering the classroom, the phone must be placed in the allocated cash box.
- Once all phones have been collected, the class teacher will check the listed children that are allowed mobile phones on site to ensure that they have all been placed in the box which will then be locked.
- The locked box will then be taken down to the school office where it will be kept secure for the day.
- At the end of the day, the child will receive their phone as they leave the classroom whereby they will be able to turn on their phone as they leave site.



## **Physical handling**

In all situations, staff are expected to use de-escalation strategies that are relevant to the child and appropriate for the situation. In exceptional circumstances and where de-escalation strategies have been unsuccessful, physical handling may be required. This covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use physical handling, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence (deemed criminal offence if legal age)

Incidents of physical handling 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 (My Concern) and reported to parents

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

Staff training in the use of physical handling will be delivered annually by the school SENCO.

## **Searching, screening and confiscation**

Any prohibited items (appendix 4) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

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

## **Off-site unsocial or anti-social behaviour**

Sanctions may be applied where a pupil has exhibited unsocial or anti-social behaviour off-site when representing the school. This means 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 exhibited unsocial or anti-social behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

- 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 unsocial or anti-social behaviour**

The school can issue behaviour sanctions to pupils for online behaviour 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.

### **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 principal 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

Please refer to our child protection and safeguarding policy for more information [Safeguarding and Child Protection Policy](#)

### **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.

### **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 that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious difficult and/or dangerous behaviour). 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 regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the school principal.

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

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

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

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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

NB: Removal from the classroom should be distinguished from the use of separation spaces and calm rooms. This type of separation space is used to help children regulate their emotions and should not be seen as a sanction.

## **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 school principal and only as a last resort.

Please refer to our exclusions policy for more information - [Exclusions Policy](#).

## **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. This 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 (calm rooms or family room) where pupils can regulate their emotions during a moment of sensory overload
- Use of social stories, comic strip conversations and emotion coaching to plan for potentially triggering situations
- Use of support plans to plan for and review the impact of any adaptations or interventions used.
- Seeking support and advice outside agencies, as appropriate

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

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- 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 display difficult or dangerous behaviours 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.

### **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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Inducting incoming pupils**

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

### **Preparing outgoing pupils for transition**

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

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

### **Training**

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

- The proper use of physical handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Annual Step On Tutor Training
- Annual Step On Refresher Training

Behaviour management will also form part of continuing professional development.

A staff training log can be found on My Concern.

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

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil referral units, alternative educational provision and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Tracy Lawson (Principal) and from a variety of perspectives.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

### **Monitoring this policy**

This behaviour policy will be reviewed by the principal and academy committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Carrie Trounce (Chair of the Academy Committee).

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy
- Anti-bullying policy
- Responding to prejudice related incidents policy

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

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

## Appendix 1

### Response and Consequence Grid – All Children

Level	Description of Behaviour	Adult Responsible	Key Actions (including consequences)	Recording and Reporting
1 Low level Unsocial Behaviour	<p>*Not following the school expectations but not to the detriment of others.</p> <p>*Not doing as instructed but not to the detriment of others.</p> <p>*First time it has happened/one off</p>	<p>*Class teacher</p> <p>*TA</p>	<p>*Discrete warning</p> <p>*Reminder of the school expectations/boundaries and choices.</p> <p>*Attempt to re-include the child and specific praise for the good behaviour as soon as the child re-engages.</p>	No recording necessary.
2 Persistent Unsocial Behaviour	<p>*Persistently not following the school expectations.</p> <p>*Persistently not doing as instructed.</p> <p>*Beginning to have an impact on other children and the teacher's capacity to teach.</p>	*Class teacher	<p><u>Planned response:</u></p> <p>*Continue rest of learning session at allocated withdrawal space in the classroom or complete age-appropriate time out (timer to be used).</p> <p>*After time out, re- integrate child to ensure that they can join in with the class and complete tasks.</p> <p>*If child finds it difficult to re-integrate within the classroom setting it may be necessary to use a separation space or calm room. This type of separation space is used to help children regulate their emotions and should not be seen as a sanction.</p> <p><u>Post-incident reflection</u></p> <p>*At the end of the session, discuss causes of the behaviour and the consequences of breaking the rules on themselves/others/environment.</p> <p>*Teacher to consider possible triggers for the behaviour so that adaptations can be made to prevent further incidents</p>	<p>Speak to the parents of the child involved (class teacher)</p> <p>If the child struggles to reintegrate into the classroom setting it may be necessary to record on my concern.</p>
3	Disruptive behaviour that has an impact on	*Class	<u>Planned response:</u>	Recorded on

Difficult Anti -Social Behaviour	<p>others which could include:</p> <ul style="list-style-type: none"> <li>*Shouting out/name calling</li> <li>*Throwing objects that are likely to cause harm</li> <li>*Leaving the classroom</li> <li>*Being under the table and disturbing others.</li> <li>*Verbally abusive to staff or other pupils</li> <li>*Running around the school building</li> <li>*Walking around the school building whilst supposed to be in lessons.</li> <li>*Sitting in spaces outside of the classroom</li> <li>*Standing at door to indicate wanting to leave.</li> </ul> <p><b>(No physical harm to others)</b></p>	teacher (inform and discuss with SLT).	<p>*De-escalation techniques used</p> <p>*Child encouraged to use a calm space.</p> <p>*Emotional Recovery time.</p> <p><u>Post-incident reflection</u></p> <p>*Reflect, Repair and Restore conversation – carried out by class teacher and SLT member.</p> <p>*Educational Consequence</p> <p>*Further protective consequences potential not able to play outside, not sit with other children</p> <p>*SLT informed of the incident</p> <p>Teacher to consider possible triggers for the behaviour so that adaptations can be made to prevent further incidents.</p> <p>School SENCO may become involved to support in the implementation of a personalised plan. (Predict and Prevent)</p>	<p>my concern</p> <p>Parents informed by class teacher</p>
<p><b>4</b></p> <p>Dangerous Anti-Social Behaviour</p>	<p>Persistent level 3 behaviours or behaviours that could do significant emotional or physical harm to others. Usually conscious choices.</p> <ul style="list-style-type: none"> <li>*Persistent name calling, bullying, racism, homophobia.</li> <li>*Hitting another person</li> </ul>	*SLT	<p><u>Planned response:</u></p> <p>*SLT called for - potentially using red card system</p> <p>*De-escalation techniques used</p> <p>*Immediate protective consequence - Child to be taken to a safe place or made safe where they are. This may include physical intervention to prevent harm to child or others.</p>	<p>Recorded on my concern</p> <p>Parents informed by SLT</p>

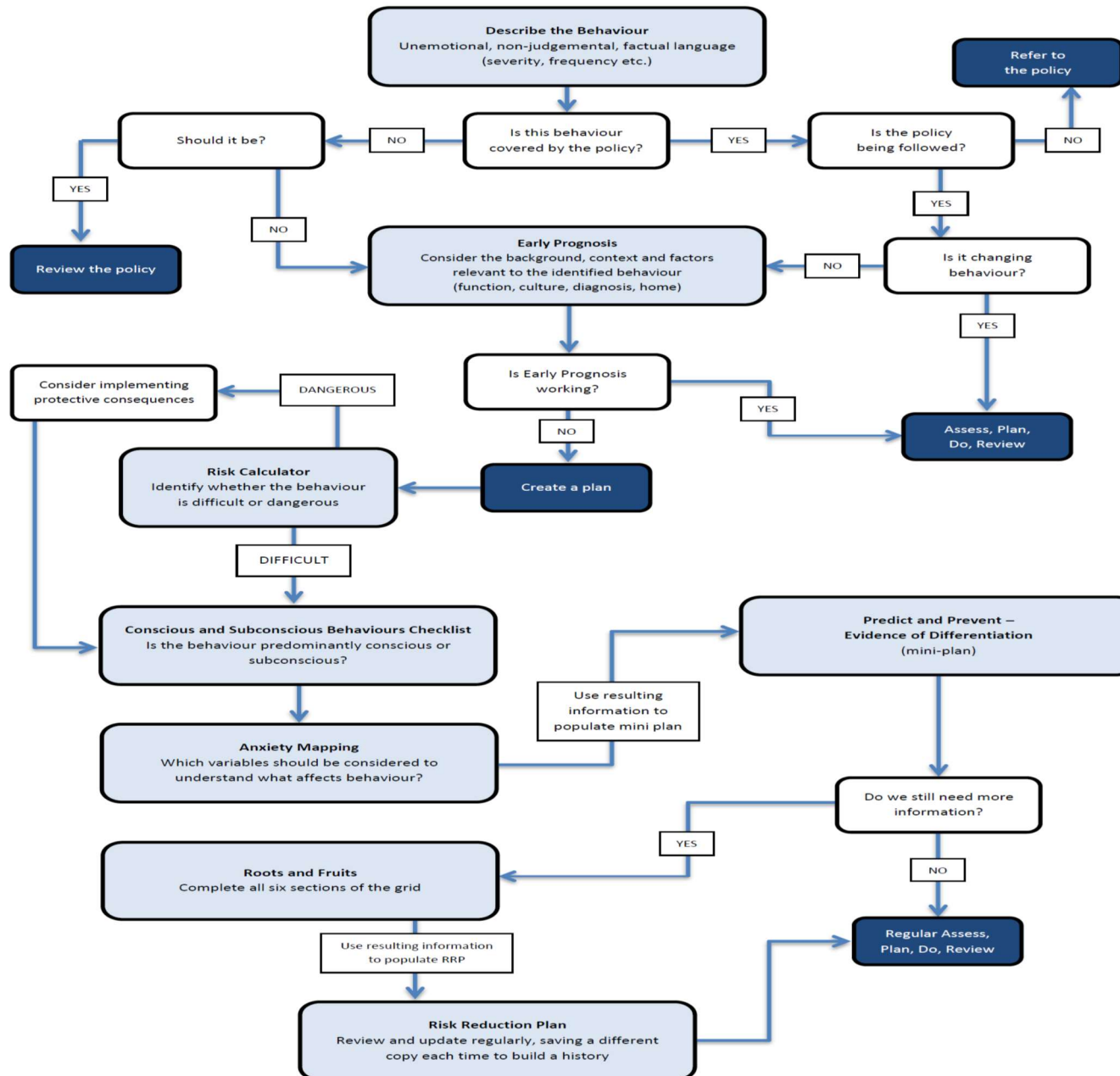


	<ul style="list-style-type: none"> <li>*Biting another person.</li> <li>*Kicking another person.</li> <li>*Leaving the school grounds, or attempting to climb school gates</li> <li>*A one-off incident causing significant physical harm.</li> <li>*Persistent verbal abuse to an adult.</li> <li>*Deliberate behaviours that put others at risk of harm.</li> </ul>		<p>*Emotional Recovery time.</p> <p><u>Post-incident reflection</u></p> <p>*Reflect, Repair and Restore conversation – carried out by class teacher and SLT member.</p> <p>*Educational Consequence</p> <p>*Further protective consequences. SLT to make decision could include working away from peers until they are able to follow the rules may need to have playtime indoors.</p> <p>Will include personalised behaviour plan (risk reduction) and the involvement of the school SENCO and or other agencies to support in the identification of a special educational need.</p> <p>Possible suspension.</p>	
Reflect & repair				

## Appendix 2 Planned Response examples

- Use of tactical ignoring or distraction techniques
- Using positive phrasing (saying what behaviour you want to see)
  - \*Stand next to me
  - \*Put the pen on the table
  - \*Walk in the corridor
- Giving a limited choice
  - \*Are you going to sit on your own or with the group?
  - \*When we go inside, will you draw or use lego?
- Check the task set and alter or adapt if needed
  - \*Does the child struggle with a particular subject?
- Work alongside the child briefly, using positive reinforcement methods.
- Disempowering the behaviour (reducing attention for difficult behaviours)
  - \*You can listen from there
  - \*Come and find me when you get back
  - Come back into the room when you are ready
- Use of de-escalation scripts
  - \*Use the person's name – "Jill"
  - \*Acknowledge their right to their feelings – "I can see something is wrong"
  - \*Tell them you are there – "I am here to help"
  - \*Offer help – "Talk and I will listen"
  - \*Offer a 'get out' (positive phrasing) – Come with me and...."
- Use of reflect, repair and restore and educational and protective consequences as appropriate.

## Appendix 3 -Steps Flowchart



#### **Appendix 4**

The list of prohibited items is for searching, screening and confiscation purposes are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

any article specified in regulations:

- tobacco and cigarette papers;
- fireworks; pornographic images.

Cambridgeshire Steps  
Risk Assessment Calculator

Name					
DOB					
Date of assessment					
+					
Harm/Behaviour	Opinion/ Evidenced	Conscious/ Subconscious	Seriousness of Harm A	Probability of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Anxie

	Score	Staff/Location/ Pre
Ra is ed An xi et y	+3	These areas overwhelm the
	-	1.
	+5	2. 3. 4. 5.
	+2	These areas run the risk of c
		1. 2.
	0	
In cr ea se d de pe nd en cy	-2	These areas run the risk of c
		1. 2.
	-3	These areas have developed
	-	1.
	-5	2.



Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

*Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan.*

# Cambridgeshire Steps Risk Reduction Plan

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review Date:</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro-social/positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety/DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis/DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post-incident recovery and debrief measures</b>	

Signature of plan co-ordinator.....

Date .....

Signature of parent/carer.....

Date .....

Signature of young person.....

Date .....