Behaviour Policy

This is a Whole School Behaviour Policy including those in the EYFS (Early Years Foundation Stage)

Statement of Intent

It is a primary aim at Caversham Preparatory School to have a Behaviour Policy to promote good behaviour effectively amongst our pupils. We want and expect every member of our School Community to feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels, and is happy, safe, and secure.

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

Expectations

The Proprietors expect:

- Every member of the School Community to behave in a considerate way towards others.
- To treat all children fairly and apply this behaviour policy in a consistent way.
- To help children to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.
- To reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- This policy must be read in conjunction with other related school policies – below.

Staff Behaviour

Please refer to the **Staff Code of Conduct.**

Reporting to the Board

The Head Teacher will keep the Board informed if there is any child in the school who is not following the School's Behaviour Policy or has been involved in an incident where the incident

has been physical, swearing, bullying or cyber-bullying. There is a Safeguarding 'Standing Item' at every Board Meeting.

Appeal

There is an Appeals Process that can be accessed by parents if they feel they or their child has been badly or inappropriately challenged and dealt with. Details are available in the School's Exclusion Policy and the Complaints Policy and Procedures.

Definitions

We define misbehaviour as:

- Disruption in lessons, clubs and after school care; when moving around the school between lessons; at break and lunchtimes
- Deliberate non-completion of classwork or homework
- Poor attitude to work

We define serious misbehaviour as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images

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

Roles and Responsibilities

The Role of the Governors

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Role of the Head Teacher

- It is the responsibility of the Head Teacher to:
    - safeguard all of the children in the school.
    - implement the School Behaviour Policy consistently throughout the school.
    - ensure the health, safety, and welfare of all children in the school.
    - review and approve this policy in conjunction with the Andrew Lawson
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour. Ensuring that staff deal effectively with poor behaviour
- 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 this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Role of the Class Teacher

Class Teachers must use their professional judgement when dealing with their class's behaviour.

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom behaviour code consistently.

- The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner.
- If misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.
- The class teacher liaises with external agencies, if such advice has been sought, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent, informally, if there are concerns about the behaviour of a child. The class teacher must inform the Head Teacher that they have spoken to the parent.

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

The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's behaviour.
- If the school has to use reasonable sanctions to manage a child's behaviour, parents are asked to support the actions of the school.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Head Teacher.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

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 Role of Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn 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 meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

School Behaviour Curriculum

Pupils are taught and expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or 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.

School Rules are taught in class, PSREE, Circle Time and Assemblies

- The class teacher discusses the school rules with their class.
- The class teacher negotiates class rules with their class to encourage ownership.
- If there are incidents of anti-social behaviour, the class teacher will discuss these with the whole class and/or the child/ren involved, in the first instance.

The Caversham Prep Code of Conduct

The Code of Conduct is visible throughout the school and is referred to daily in class and in assemblies.

The Code of Conduct is discussed and understood by the children in all classes at the start of the academic year ensuring that every child in the school knows the standards of behaviour that is expected in our school:

- **Be a good role model**
- **Be respectful and kind**
- **Try your best and persevere**
- **Take responsibility for your actions**
- **Believe in yourself**

Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in 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

Responding to Good Behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- House points or 'gold coins' to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Star of the Week certificates to celebrate achievement and positive behaviours.

Responding to misbehaviour

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

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

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

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.

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

Sanctions

To ensure a safe and positive environment, the staff employ a number of sanctions in the event of pupils' misbehaviour. We employ each sanction appropriately to each individual situation. For example:

- Not listening in lessons: we ask them either to move to a place nearer the teacher, or to sit on their own.
- Not trying their best in all activities: we may ask them to redo a task.
- Disruptive behaviour in class: we move the child away from the rest of the class for a time until he/she calms down and is in a position to work sensibly again with others.
- If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that lesson.
- If a child threatens another pupil, the child will be escorted immediately to the Head Teacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the Head Teacher will contact the child's parents and seek an appointment to discuss the situation, with a view to improving the behaviour of the child.
- **The school does not tolerate bullying of any kind.** If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour and follow our **Anti-Bullying Policy**.

The Proprietors confirm that no corporal punishment of any kind is used or that children are threatened with corporal punishment at Caversham Preparatory School. The prohibition of corporal punishment: **The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989.**

Register of Sanctions

- The school keeps a variety of records of incidents of bad behaviour. The class teacher records minor classroom incidents. If a pattern is emerging, the Head Teacher will take steps to deal with it.
- The Head Teacher records those incidents that a teacher discusses with him/her.
- The Head Teacher records those incidents where a child is brought to him/her on account of bad behaviour.
- Break and lunchtime supervisors will report any playground incidents to the teacher in the first instance.
- If the class teacher thinks that it is a more serious incident, he/she will advise the lunchtime assistant to give written details of the incident in the Incidents Folder and the teacher will report this to the Head Teacher, who records the incident.

- The school has a Sanctions Register for serious misbehaviour which includes the nature and date of the offence and the sanction imposed.
- The SMT monitors the register regularly to identify patterns of behaviour.
- If a pattern emerges for one or a group of children, strategies will be discussed and implemented to deal with the findings.

Mobile phones

Our children are not allowed mobile phones in school. Year 6 children may begin to walk home towards the end of Year 6 with the permission of their parents and school. In such circumstances, a Year 6 child may bring their mobile phone to school for safety reasons. The phone must be handed in to the office at the start of the day and picked up at home time.

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.

Please refer to our child protection and safeguarding policy for more information.

Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- 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 (see appendix 3 for a behaviour log)

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. Please refer to our **Reasonable Force Policy.**

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.

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 headteacher, or by the headteacher themselves.

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and 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 headteacher, 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 Head Teacher, 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, (see list) but not to search for items that are only identified in the school rules.

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

'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:

- Drawers
- 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 (as listed) 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
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items including incidents where no items were found, will be recorded 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 3). 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 Search

Strip searches will not be carried out in this school. If a member of staff suspects that the child is carrying something that they should not be, the child's parents will be called to attend and help to deal with the situation.

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 one 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.

Screening

We do not screen pupils on entry to the school

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).

Misbehaviour Online

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

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

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

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of the facts. If a decision is made to report the matter to the police, the Head Teacher will make the report.

The school will endeavour to preserve any relevant evidence to hand over to the police.

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.

The parents will be informed.
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

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.

Please refer to our child protection and safeguarding policy and allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

Sanctions for Recurrent or Extreme Behaviour

Please also refer to the School's **Exclusion Policy**

- Hurting another child deliberately, physically will not be tolerated, no matter the provocation. The child will be asked to be removed by the parents for a number of days, depending on the severity of the incident and whether remorse is shown.
- Ditto, hurting another child by any sort of bullying when monitoring is already in place.
- If all strategies fail to sort the problem, including a Behaviour/Emotional Individual Plan, support from the SENDCo or intervention of outside agencies (if appropriate), a written warning will be given of possible permanent removal from School.
- If there is a second digression that is deemed severe by the Head Teacher in consultation with the staff, Chairman, and the child's parents, then permanent removal will be imposed.

Detention

Only the Head Teacher can issue a detention. Pupils can be issued with detentions during break or after school. The Head Teacher will **always** inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

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 regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Head Teacher and will be removed for a maximum of one hour.

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

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, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans

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 headteacher and Chair of Governors only as a last resort.

Please refer to our exclusions policy for more information.

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 and may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces) where pupils can regulate their emotions during a moment of sensory overload
- Spending time in the EYFS (for a KS2 child) to have some time 'playing' and decompressing

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.

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.

Strategies for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension. This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

Pupil Transition

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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Staff Training

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

- The school's behaviour expectations
- Our whole school behaviour management strategies
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development2.

Monitoring Arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed annually by Andrew Lawson.

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

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

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

Monitoring this Policy

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

Policy Administration

Linked Policies

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies:

- Anti-Bullying Policy
- Equal Opportunities Policy
- Inclusion Policy
- Exclusion Policy
- Special Educational Needs Policy
- Complaints Policy and Procedures
- Violence Against Staff Policy
- Safer Handling Policy

Quoted Legislation and Guidance

- The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989 Independent School Regulations (S. 1, Part 3, Para 9)
- 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Education (Independent School Standards) Regulations 2014

Review Schedule

This policy is reviewed by the Head Teacher annually or if needed to respond to a situation. Changes to this policy are reviewed approved by the Board of Governors at their next meeting.

Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	Historical Updates	June 2013 (V2), June 2014 (V3), June 2014 (V4), Aug 2015 (V5), Aug 2016 (V5)
N Williams	Dec 2020	Update relating to Code of Conduct
Board of Governors	April 2020	Review and Approval
N Williams	Sept 2021	Review Board Approval Sep 2021

J Lawson	August 2022	Review of Behaviour Procedures in consultation with the Acting Head Teacher before the start of the Autumn Term 2022. Some minor changes in recording incidents have been implemented. Board Approval Sep 2022
J Lawson A Lawson	August 2025 September 2025	Reviewed for staff training. Online behaviour added. Governor Review