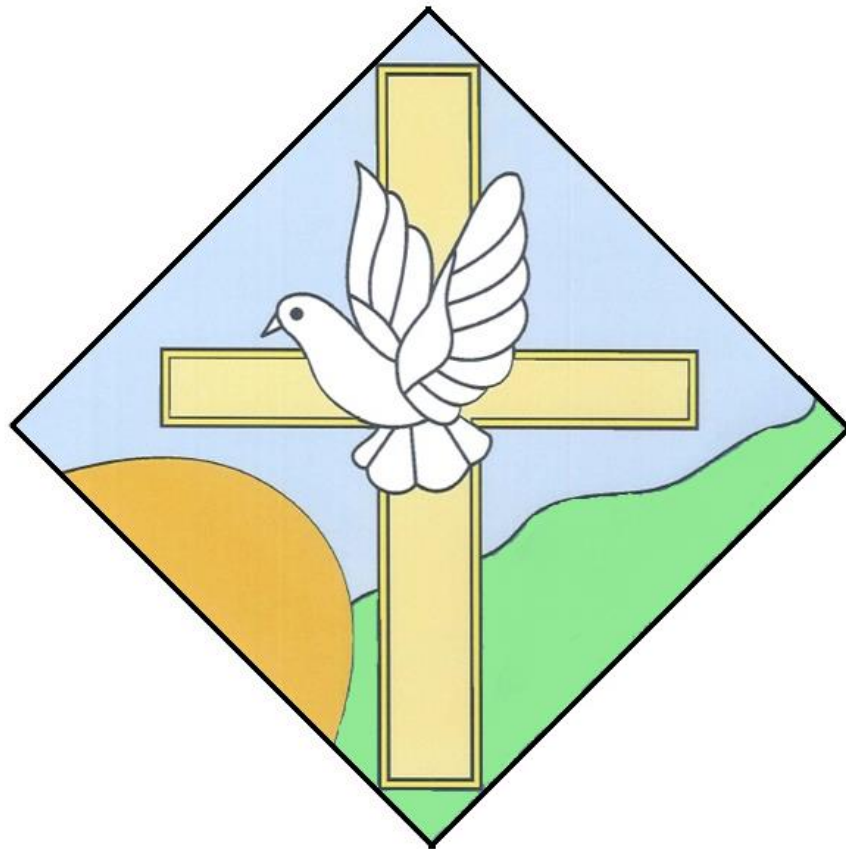




# BEHAVIOUR MANAGEMENT AND EXCLUSION POLICY



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| Approved by:        | St Peter and St Paul<br>Governing Body | Date: September 2023 |
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## Contents

|  |    |
|--|----|
| 1. Aims .....  | 2  |
| 2. Legislation, statutory requirements and statutory guidance.....     | 2  |
| 3. Definitions.....  | 3  |
| 4. Bullying .....  | 4  |
| 5. Roles and responsibilities .....                                    | 6  |
| 6. School behaviour curriculum.....                                    | 8  |
| 7. Responding to behaviour .....                                       | 9  |
| 8. Serious sanctions .....   | 17 |
| 9. Responding to misbehaviour from pupils with SEND .....              | 19 |
| 10. Supporting pupils following a sanction.....                        | 20 |
| 11. Pupil transition .....   | 20 |
| 12. Training .....   | 20 |
| 13. Monitoring arrangements .....                                      | 21 |
| 14. Links with other policies .....                                    | 21 |
| Appendix 1: Behaviour Examples and Approaches.....                     | 22 |
| Appendix 2: letters to parents about pupil behaviour - templates ..... | 24 |

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### 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 high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of all 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

### 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 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#)
- › [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.

### 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in the corridor, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

**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 like 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 items. These are:

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

## 4. 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 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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)  |
| Sexual  | 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   |

| TYPE OF BULLYING | DEFINITION  |
|------------------|---|
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

## Our Approach to Bullying

### Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem-solving approach
- The staff are made aware of our approach to bullying by the Senior Leadership Team and has access to this.
- Explore issues through the curriculum by PSHCE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour
- Provide information through posters.
- Provide support through playground pals, friendship group and peer support.
- Our approach to bullying is discussed with the children in class so they are informed of the procedures
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encourage parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory. (see Remote Learning Online Safety policy)

### Reporting

- Children should report bullying incidents to available staff or someone who they can trust. In cases of serious bullying, the incidents will be recorded by staff on CPOMS.
- Parents must report any bullying incidences by emailing the Academy or speaking directly with the class teacher. In serious cases parents will be asked to come into a meeting to discuss the problem.
- Staff should report bullying incidents via CPOMS. Staff should select to alert the class teacher. The system will automatically alert the DSLs. Staff can speak directly with the class teacher; however, the concerns will still need to be logged on CPOMS.

### Investigating

- Reports of bullying will be investigated initially by the class teacher.
- If an incident is not resolved in this way the following individuals will continue to investigate – family worker, inclusion leader (SENCO), deputy headteacher and ultimately the headteacher.
- The bullying behaviour or threats of bullying will be investigated, and the bullying addressed.

- A clear account of the incident will be recorded and discussed with the headteacher.
- A member of staff will interview all concerned and will record the incident.
- Appropriate feedback will be given in a timely manner.
- If necessary and appropriate, external agencies will be consulted to provide support.

### **Bullying Online and Off School Premises**

In the event of cyber bullying or bullying occurring offsite, the school will action the above bullet points.

To minimise the risk of cyber-bullying, pupils and parents are informed about online safety and the 'report button' that is on social websites. Pupils and parents are made aware of the age children should be to access social media sites.

See section 7.7 and 7.8 for further information.

### **Recording**

The school uses CPOMS to monitor incidents of bullying. Monitoring takes place weekly during the DSL meeting and analysis is carried out termly and reported to the governing body.

### **Sanctions**

Please refer to section 7 and 8 of this policy

### **Support**

#### **Pupils who have been bullied will be supported by:**

- Offering them an immediate opportunity to discuss the experience with a member of staff
- Staff reassurance
- Offering them continuous support

#### **Pupils who have bullied will be helped by staff to:**

- Discuss what happened with them
- Discover why they became involved
- Reflect on their actions

### **Training**

Training for staff and governors occurs annually or when changes occur. Training will ensure:

- That everyone in the school community understand what bullying is and how the school will deal with incidences of bullying
- Staff and governors understand their role in preventing and responding where a child is at risk
- Everyone is made aware of the anti-bullying approach
- Training is relevant to our school community

## **5. Roles and responsibilities**

### **5.1 The governing body**

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

### **5.2 The headteacher**

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › 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 (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and staff

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 their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on CPOMS
- › Challenging pupils to meet the school's expectations

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

### 5.4 Parents and carers

Parents and carers, where possible, should:

- › 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 misbehaviour (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
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## 5.5 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural 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.

## 6. School behaviour curriculum

At St Peter and St Paul, we promote and follow the Five Bs which underpin our Catholic values. These are:

- Be Respectful
- Be Kind and Gentle
- Be Careful
- Be Responsible
- Be the Best You Can

Pupils are introduced to these at the beginning of each academic year where the class defines what these behaviours look like in their classroom and the rest of the school. A class charter of the Five Bs is displayed in the classroom to remind the children of what successful behaviour looks like. To this end we expect pupils 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
- Wear the correct uniform at all times
- 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.

## 6.1 Mobile phones

Year 5 and 6 are permitted to bring mobile phones into school if they travel independently. They will be collected into a class box and kept in the office until the end of the day.

Please refer to our mobile phone policy for further information.

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class charter on the Five Bs clearly in their classroom
- 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

### 7.2 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 (found on the website)

### 7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- › Verbal praise
- › Communicating praise to parents
- › Certificates, prize ceremonies or special assemblies
- › Positions of responsibility, such as being entrusted with a particular responsibility
- › Whole-class or year group rewards, such as a popular activity

### 7.4 Responding to misbehaviour

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

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

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

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

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

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

- › Sending the pupil out of the class to another class or adult
- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour contract
- › Removal of the pupil from the classroom – in school suspension

- Suspension
- Permanent exclusions, in the most serious of circumstances

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.

### 7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- 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

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.

### 7.6 Confiscation, screening and searching

#### Confiscation

Any prohibited items (listed in section 3) 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 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 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 - also of the same sex.

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 is 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. Care should be taken to minimise or eliminate undue embarrassment to the pupil being searched. 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 and what item(s) are being searched for
- 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 / 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 3, 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.

‘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:

- Trays
- 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 3) 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 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), 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 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 if 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 headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

## Care after a strip search

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

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

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

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

## Screening

We do not screen pupils on entry to the school.

### 7.7 Off-site misbehaviour

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

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

### 7.8 Online misbehaviour

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

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

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

### **7.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the headteacher 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.

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

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

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

The school's response will be:

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

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

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

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

### **7.11 Malicious allegations**

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



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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation 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 for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Detention**

Class teachers have been authorised by the headteacher to give pupils detentions.

Pupils can be issued with detentions during break or lunchtimes, we do not implement after school or weekend detentions.

The school will decide whether it is necessary to inform the pupil's parents.

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

- Compromise the pupil's safety
- Conflict with a medical appointment
- Interrupt the pupil's caring responsibilities

### **8.2 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 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 a member of school staff and will be removed for a minimum of half a day to a maximum of 3 days.

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 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 inclusion lead/family worker
- 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.

### 8.3 Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Sometimes it may be necessary to apply a fixed term exclusion if a child:

- Is verbally abusive to children or adults after an agreed number of warnings
- Is physically harmful to children or adults after an agreed number of warnings
- Continues to be disruptive in class after reasonable strategies have been applied.

#### **Suspension procedure**

1. As soon as the incident is under control, the child will be asked to collect their belongings, under adult supervision and will sit with the adult in a space away from the rest of the children e.g., headteacher's office or outside the school office ready to be collected.
2. The parents will be contacted and told that because of an incident that occurred, the school has imposed a suspension and they must come and collect their child. The parents will be told the length of the suspension and the child will be given work to complete. Parents will be told that their child must not return until the date and time specified. A reintroduction meeting will be held at a date and time specified by the headteacher before the child is allowed back into class.
3. The headteacher writes formally to the parents on the same day as the suspension. It can be hand delivered or emailed and then posted out as a hard copy.
4. At the reintroduction meeting, the headteacher will set out the expectations for the child's behaviour, with the parents present and will warn them that any further incidents could result in a longer exclusion. After 3 exclusions then a permanent exclusion may be actioned.

Throughout the process the LA will be kept informed, and they will give guidance should a permanent exclusion be necessary and alternative placements will be discussed with the LA. No child can be given an exclusion without the permission of the Head teacher.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

Our approach to anticipating and removing triggers of misbehaviour are:

- › 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 possible) in which pupils can regulate their emotions during a moment of sensory overload

### 9.2 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 behave aggressively due to their particular SEND?

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

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

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

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

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

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

#### **9.4 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.

Bromley SEND contact information can be found [here](#).

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

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

We will use the following measures:

- Reintegration meetings
- Daily contact with the family worker/inclusion lead
- A behaviour chart with personalised behaviour goals

### **11. Pupil transition**

#### **11.1 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.

#### **11.2 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.

### **12. Training**

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 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 support units, off-site directions 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 the Senior Leadership Team.

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.

### **13.2 Monitoring this policy**

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

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- › Child protection and safeguarding policy
- › Mobile phone policy
- › Online safety policy
- › SEND policy

## Appendix 1: Behaviour Examples and Approaches

| Severity                  | Examples  | Sanctions – based upon age of child  | Adult Responsible |
|---------------------------|---|--|-------------------|
| <b>Minor</b>              | Talking at inappropriate times<br>Interrupting<br>Shouting out<br>Bad manners<br>Inappropriate gestures and language<br>Teasing/winding up others<br>Name-calling<br>Not putting equipment away<br>Running in corridors/classroom<br>Pushing in line            | Disapproval / redirect / tactical ignoring / rule reminder.<br>I saw/heard you choose to ...<br>Encourage to make good choices and reminder of previous good behaviour.<br>You now have the choice to make the right choices.<br>Thank you for listening.<br>Provide time for reflection or restitution, such as note of apology.<br>Child to stand next to MDS for a given period of time (minutes = age).<br>In the dining hall – move the child to a designated table where they can be supervised by a MDS.<br>If repeated incidents over time, make contact with the parent/carer.<br>MDS staff hand over to class teachers about any incidents verbally.   | Class Teacher     |
| <b>Moderately Serious</b> | Lack of respect for staff<br>Questioning authority<br>Answering back<br>Refusing to comply with requests<br>Swearing/muttering under breath<br>Temper outbursts<br>Derogatory comments, e.g. re. family members<br>Not caring for equipment/academy environment | This is a written warning (recorded on whiteboard Rule reminders / thinking / reflection time).<br>I saw/heard you choose to ...<br>Make good choices; if not, consequence – time out, if appropriate, with timer / miss 5 minutes of the next playtime.<br>Think carefully about your next choice, you are in charge of your behaviour and can make good choices. Thank you for listening.<br>If behaviour continues and is repeated:<br>Behaviour repeated 1st time (in a half term) = 1ST Incident Warning<br>Behaviour repeated 2nd time (in a half term) = 2ND Incident Warning<br>Behaviour repeated 3rd time (in a half term) = 3rd Incident Warning<br>All incidents are recorded on CPOMS and then speak to parents.<br>Repeated level 2 behaviours result Incident Warning being given, which are to be recorded on CPOMS. Behaviour Letter 1 is sent home upon 3rd Incident Warning being given.<br>MDS staff hand over to class teachers about any incidents verbally. | Class Teacher     |

|                     |  |   |                 |
|---------------------|--|---|-----------------|
| <b>Serious</b>      | Blatant rudeness to an adult<br>Hitting or fighting between children, including retaliation<br>Open defiance<br>1st incident of bullying<br>Swearing directed at a child<br>*1st incident racial name-calling<br>Inappropriate use of sexual language Homophobic name-calling<br>Deliberate damage to property<br>Stealing of items.   | I saw / heard you choose to ...<br>Teacher / TA investigate incident.<br>You have chosen to lose time for this lesson. (Students name) do you remember when ... (model of previous good behaviour)? That is the standard of behaviour I expect from you. Think carefully about your next choice, I know that you can make good choices.<br>Thank you for listening<br>Child sent to senior member of staff with 3rd Incident Warning. This is recorded on CPOMS.<br>In all cases, work to be completed somewhere outside the class eg, parallel class unless in bubble.<br>Class teacher contacts home.<br>Repeated level 3 behaviours result in a discussion with the Deputy Headteacher and Headteacher. Behaviour letter 2 is sent home.<br>*1st racial incident – letter home to victim parent and letter of apology written. | SLT/Deputy Head |
| <b>Very Serious</b> | Deliberate aggression, e.g, intimidation<br>Physical abuse towards adults, e.g. spitting, violence<br>Repeated open defiance<br>Repeated bullying<br>Swearing directed at an adult<br>Repeated racial name-calling<br>Racial name-calling<br>Repeated homophobic name-calling<br>Repeated damage to property<br>Repeated stealing of items.<br>Malicious allegations<br>*Leaving academy premises without permission | I saw / heard you choose to ...<br>Teacher /TA investigate incident<br>Child sent to Headteacher (Deputy Head if head is not available).<br>Incident Warning (straight to 3rd) given and behaviour logged on CPOMS.<br>Parents / carers contacted<br>1st occurrence at Stage 4, 3rd behaviour letter is sent home.<br>For a repeat at stage 4, possibility of reduced timetable / fixed term exclusion / permanent exclusion in line with statutory guidance.<br>*Call the police<br>Behaviour letter 3 sent home for first time at stage 4.<br>Repeated occurrence at Stage 4, Headteacher contacts home.  | Headteacher     |

## Appendix 2: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear parent/carer,

Recently, your child [child's name] has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date:



## Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of [child's name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please contact the academy office via email or telephone to arrange a meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

### Third behaviour letter

Dear parent/carer,

I am sorry to report that, despite meeting and creating a behaviour contract, [child's name] has continued to misbehave.

[child's name] would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Please contact the academy office via email or telephone to arrange a meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: