



# Tibberton CE First School and Hindlip CE First School

## Behaviour and Bullying Policy



The Executive Headteacher: Mr. A. Gromski

Chair of Governors: Mr. A. Clarke

Date of Adoption by the Governing Body - Autumn 23

Date of Review - Autumn 24

### Contents

1. Aims .....	1
2. Legislation, statutory requirements and statutory guidance.....	1
3. Definitions.....	2
4. Bullying.....	2
5. Roles and responsibilities.....	4
6. School behaviour curriculum .....	5
7. Responding to behaviour.....	6
8. Serious sanctions .....	9
9. Responding to misbehaviour from pupils with SEND .....	10
10. Supporting pupils following a sanction.....	11
11. Pupil transition.....	11
12. Training .....	11
13. Monitoring arrangements.....	11
14. Links with other policies.....	11
Appendix 1: written statement of behaviour principles.....	12
Appendix 2: behaviour log .....	13

### 1. Aims

Our school federation is deeply committed to continuing to work to maintain the highest standards of behaviour. Our policy is based upon three rights for *everyone* involved in our school:

- **The right to feel safe and be safe**
- **The right to learn**
- **The right to be treated with respect, free from any form of discrimination**

This will help us to safeguard our community, maintain a happy, respectful atmosphere and a safe environment for everybody in our schools; it will help us promote fairness and equality at all times and reflects the strong Christian ethos of our schools. As a Church of England School, we are committed to enabling every person to flourish and live out 'life in all its fullness'. We want our children to grow in wisdom; to cultivate a wide-ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community, whilst preparing them for the opportunities, responsibilities and experiences of future life.

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

### 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, 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 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 including vapes
- Racist, sexist, homophobic or discriminatory behaviour
  - Possession of any prohibited items: 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

**Rationale:** Children are entitled to a childhood that is free from fear and uncertainty. We are committed to taking an active role in helping children who have problems, either physical, mental or emotional. The interest and safety of the child will always be paramount. Our Christian values are [perseverance, respect, love, friendship, courage and truthfulness](#). These values are explored through daily school life, worship and opportunities for reflection. They are vital to fostering the 'family' atmospheres of our schools where every child is supported to achieve their very best in every way possible. The absolute value of each and every child drives our determination that every child has; the right to feel safe and be safe, the right to learn, and the right to be treated with respect.

**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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites <i>See Responsible Computer and Internet Usage document.</i>

Increasingly our children can face cyberbullying and unfortunately prejudice based or discriminatory bullying remains a societal issue. We are deeply committed to challenging such behaviours in our schools. We aim to challenge such extreme behaviour:

- To ensure the safety and happiness of all our pupils;
- To address the needs of both the victim and the bully;
- To enable all our pupils to achieve their educational potential;
- To ensure that all are staff are vigilant and responsive to bullying behaviour;
- To define for all staff and parents procedure in any cases of bullying that may occur;
- To maintain and celebrate our reputation as a caring school.

We try to ensure that all our staff are vigilant and responsive to bullying behaviour.

**Preventative Steps:**

- We promote the caring Christian ethos of our school in assemblies and collective worship through values such as friendship and love;
- We take discussion opportunities offered through storybooks and bible stories;
- Staff provide positive role models;
- We encourage cooperative behaviour as outlined in our Behaviour Policy i.e. rewarding positive behaviour, giving jobs of responsibility and a weekly "Celebrations and Achievements" assembly.
- Circle Time and PHSE/RSE help to equip children with the social skills needed to deal with difficult situations;
- In the Autumn Term we will use the SEAL resources to promote an anti-bullying week.
- We try to motivate positive peer pressure so that pupils can take an active stand against bullying behaviour. i.e. not allowing a peer to be deliberately left out, not laughing when someone is being bullied, telling a member of staff, telling the bully to stop.
- Multi-cultural understanding is celebrated to help tackle misconceptions.

**Procedures - If an incident of bullying is reported:**

- Listen carefully, calmly and take seriously. Remain neutral.
- Investigate immediately – the investigation and discussion process can itself be used to teach pupils about what behaviour is bullying and what is not. Avoid direct, closed questions which may be perceived as accusatory or interrogational. Give each pupil involved the opportunity to talk, and keep the discussion focussed on finding a solution and stopping the bullying reoccurring. The adult involved must be seen by all children to be fair.
- Inform the Class Teacher. It is the responsibility of the Class teacher to advise the Headteacher of any concerns and recurring incidents. It is sometimes possible for the Class Teacher to build on their special relationship with individual pupils to encourage honest and direct discussion.
- In proven cases, teaching staff are responsible for recording the incident on a behaviour form, and informing the Headteacher. Written records should contain where and when the incident occurred, what happened, what action was taken and any follow up. One copy of this should be given to the Headteacher, another placed in the child's individual record folder in the office. Records should be based on fact rather than speculation. Written records may be required for Ed. Psych, Police, Social Services, etc.
- If proven bullying incidents result in damage to property or person, the child's parents will be involved at the earliest opportunity.
- Non-teaching staff will inform teaching staff of any incidents that concern them. Teaching staff are responsible for ensuring that significant incidents are recorded in the file, although the actual recording of an incident may be delegated.

Suspension and exclusion remains a last resort, as does the involvement of Police, LA and Social Services.

**Parental Complaints:** When parents complain about bullying by another child, or have a child who is accused of bullying, we:

- Listen to their perception of the problem and discuss the situation.
- If necessary, follow up and deal with any alleged incident.
- Record the discussion
- Inform the parents of the outcome

**Monitoring:** The Headteacher is responsible for monitoring the "Behaviour Record". This record allows us to be aware if patterns of anti-social behaviour are emerging. It also forms a record for outside agencies, parents and other schools should it be required. Our monitoring system will be reviewed periodically as a decline in the number of incidents recorded could mean that:

- Our anti-bullying policy and procedures are effective.
- The system is not being thoroughly implemented.

### **Behaviour, Bullying and Safeguarding**

As part of our commitment to safeguarding we teach our children the skills they need to seek help, and are committed to protecting our pupils when help is needed. We know that bullying has enduring impact on children and young people right through to their adult life and should be taken as seriously as other allegations of abuse or neglect.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **5.2 The headteacher**

The headteacher is responsible for:

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

### **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 (see appendix 3 for a behaviour log)
- 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 taught:

- 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 extra support where needed.

### **6. School behaviour curriculum**

Our school spiral curriculum has been carefully designed for the context our schools, our intent is to provide a carefully planned framework of education, unique and evolving to meet the specific needs of our setting and the pupils in our care, which enables every person to flourish in the widest sense.

We run 'vertical drivers' alongside our core curriculum. Linked to our contextual needs we explore opportunities for Courageous Advocacy; Our Values, Diversity; The Environment; Staying Safe and Our Place in the World, in all our core topics in every year group. The Christian Values of Love, Respect, Friendship, Truthfulness, Courage and Perseverance help teach the children how to act in their everyday lives. The skills, knowledge and understanding gained at each stage of school supports high expectations for behaviour and makes our pupils ready for their next stage of learning and life.

All pupils will be supported to reach their potential and are exposed to a wide range of experiences, skills and knowledge to shape them into successful learners. Our high expectation of our pupils encourages them to be ambitious and to persevere to achieve their full potential. We develop a sense of pride in self, in our accomplishments and in our schools which shapes us all.

This is supported by our Christian ethos, our British Values, and the SMSC and PSHE & RSE curriculum, all of which threads through the wider curriculum and is reflected by our attitudes to learning and each other. We ensure that all children have access to the curriculum at an appropriate level regardless of gender, ability, special needs and ethnicity.

Pupils are expected to

- 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
- Behave in an orderly and self-controlled way
- 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**

- Pupils are not allowed to bring mobile phones to school.

## 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 school rules and 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

### 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.

### 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.

Rewards:

- Are more effective if given immediately.
- Should be seen by the child as a reward.
- Are used consistently.
- The reason for giving the reward is made explicit.

We may use the following rewards:

- A smile, verbal praise or stickers.
- Inviting other children / adults to acknowledge the achievement.
- Sticker / certificates during our "Celebrations and Achievements" assemblies, which acknowledge special effort, behaviour or manners.
- Class teachers have their own class incentive charts / rewards.
- Lunchtime Supervisors contribute by nominating children each week who have been especially well behaved or sensible for "fine diners" award.
- A note home for a star pupil every day.
- Informing parents verbally of positive behaviour.

We endeavour to reward those children who are *always* well behaved too.

### 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
- 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
- Time out 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
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered 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

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**

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

#### **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 that 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 or head of school themselves, and there will be another member of staff present as a witness to the search. 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 headteacher / designated safeguarding lead to try and 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 from causing disorder.

#### **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**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

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

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **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. 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 and Child on Child abuse policy.

### **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 and policy for allegations against teachers/staff for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Time out**

Pupils can be issued with time out during break times. The school will decide whether it is necessary to inform the pupil's parents. When imposing a time out, the school will consider whether doing so would:

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

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

- Use of teaching assistants
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

### **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. Please refer to our exclusions policy for more information.

## **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 consider the specific circumstances and requirements of the pupil concerned.

This may include:

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

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

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.

## **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.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- Personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards in our schools.

### **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**

Staff training supports behaviour management, and the behaviours which can exhibit as challenging behaviours. Examples include: training on PACE; Trauma; Emotion Coaching; Autism; ADHD and Neurodiversity, proper use of restraint etc. This continues to grow our staff skillset and support individual needs. A school staff training log is maintained in the school offices.

## **13. Monitoring arrangements**

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

The school monitor:

- 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 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 by the SLT.

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

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

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

### **13.2 Monitoring this policy**

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB annually.

## **14. Links with other policies -This behaviour policy is linked to the following policies:**

- Safeguarding and Child Protection
- Child on Child Abuse
- Online Safety Policy
- Home-school agreement

Exclusions

## Appendix 1: written statement of behaviour principles



### Tibberton CE First School and Hindlip CE First School

'Give and it will be given to you' Luke 6:38

#### Expectations of Children's Behaviour



High expectations of behaviour are maintained at all times. We agree that all the children and adults in our school communities have:

- **The right to feel safe and be safe**
- **The right to learn**
- **The right to be treated with respect, free from any form of discrimination**

Please help us reinforce those rules so that everyone can have an enjoyable and rewarding school life. At the start of the school year the children learn the school rules and in each class are involved in agreeing class rules which reflect the key points above.

In addition, each class also has its own individual behaviour management and reward systems, for example: A 'Zone Board' system is used, which is on display in the classroom. Children can move up the zones for exceptional behaviour or down the zones should their behaviour be unacceptable. In all classes additional rewards include stickers, stamps and lots of praise!

Children can also earn house points from the adults in school for living our Christian values of perseverance, respect, love, friendship, courage and truthfulness. They are given to support positive behaviour, attitudes, manners, kindness and care towards each other.

Throughout the school day the children can also visit the executive head or head of school / senior staff for either persistently unacceptable behaviour or for exceptionally positive behaviour. On occasion it may be appropriate for parents to be informed. Family involvement in behaviour incidents helps to foster good relationships between school and pupils' home life.

An incident involving physical violence, racism, persistent bullying or refusal to follow staff instruction will result in the child going to see the executive head or head of school who will discuss the matter with the child's parents.

Each week pupils from each class receive a Headteacher's award. This is announced in celebration assembly and then at the end of each half-term they receive a certificate in a 'Headteacher's awards' assembly. They also go into the newsletter celebrating their achievement. Positive reinforcement of excellent behaviour, inviting children/adults to acknowledge achievements, praise and a smile are also used widely. We also like to celebrate a child's achievement outside of school. If a child has been awarded a certificate, badge, trophy or any other form of recognition for their achievements from an outside club, they can bring it to school to share.

We all work together as Church-School communities and want every child to flourish in their time at school. As such we have an open door policy to allow you to discuss and share, with school staff, any difficulties which may arise so we can work together to find a way forward. Pupils are supported to take responsibility for their actions and suspension and exclusions will only be used as a last resort.

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



## Appendix 2: behaviour log



PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS: [sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	