Behaviour Policy

Approved by	Sacred Heart Catholic Primary School Academy Council
Review date	17/07/2023
Next review	04/07/2024

Contents

1. Intent

Sacred Heart Catholic Primary School believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We acknowledge Christ as the centre of our community and believe that the Behaviour Policy cannot be separated from this principle. We believe that a positive approach to behaviour management based on love and forgiveness reflected in our mission statement, *Together, We Learn and Grow in God's Love*, will equip children with the necessary skills to make appropriate behaviour choices. This will in turn create a more effective teaching and learning environment, promoting desired learning behaviour and formation of character.

We are committed to:

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour is a form of communication and can sometimes be the result of educational needs, mental health issues, other needs or vulnerabilities and will address these needs via an individualised graduated response. In responding to unacceptable behaviour staff will attempt to understand what the motivation is for each pupil.

Four Main Goals of Misbehaviour

Adler and Dreikurs put forward the idea that the causes of misbehaviour are driven by four main goals:

- The need to gain attention
- Looking for opportunities to exhibit power and control
- Seeking to avoid specific situations - often rooted in feelings of inadequacy
- Seeking revenge

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Special Educational Needs (SEND) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour

2. Legislation and statutory guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headstaff and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Trust Behaviour Statement

3. Roles and responsibilities

The academy council will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring of this policy and of the behaviour procedures at the school.
- Acting in accordance with the statement of behaviour principles made by the MAT, and having any regard to guidance provided by the MAT on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules in consultation with staff, pupils and parents.

- Publicising this policy in writing to staff, parents and pupils at least once a year.

The deputy headteacher, as Behaviour Leader, will be responsible for:
- The implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Providing induction training for all staff on the reporting and recording procedures for behaviour.
- Identifying and coordinating training needs and implementing and effective CPD program for staff.
- Reporting to the academy council on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring there is relevant support and information for parents and carers.

The SENDCO will be responsible for:
- Collaborating with the academy council, headteacher and the Inclusion Team, as part of the SLT, to determine the strategic development of behaviour and SEMH provisions in the school.
- Supporting staff in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The Behaviour Support Worker will be responsible for:
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with the Behaviour Leader, parents, the SENDCO, staff and where appropriate, the pupils themselves.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH processes to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting staff to implement effective behaviour strategies for all pupils and implementing specific interventions where appropriate.
- Reporting behaviour incidents in line with this policy.

Teaching staff will be responsible for:
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Reporting behaviour incidents in line with this policy.

All members of staff, including teaching and support staff, and volunteers will be responsible for:
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant leaders up-to-date with any changes in behaviour. The relevant leaders include:
    – Behaviour Leader
    – SENDCO

- Headteacher
- Designated person
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:
- Supporting their child in adhering to the school rules and policies and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. Definitions

Low-level unacceptable behaviour

Any behaviour which may disrupt the education of the pupil and/or other pupils, including, but not limited to, the following:
- Low-level disruption and talking in class
- Refusal to complete classwork
- Rudeness
- Graffiti
- Vexatious behaviour (deliberately acting in a manner so as to cause annoyance or irritation)
- Damage to property

Low-level unacceptable behaviour may be escalated to serious unacceptable behaviour, depending on the severity of the behaviour.

Serious unacceptable behaviour

Any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Abuse relating to religion or belief
- Any behaviour that seriously inhibits the learning or safety of pupils

Discrimination

Not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Harassment

Behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.

Bullying

A type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.

Cyberbullying

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

5. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

6. Managing behaviour

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:
- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

School rules and routines

Our school rules define what is acceptable behaviour.

I will conduct myself around the school premises in a safe, sensible and respectful manner.
I will follow reasonable instructions given by staff.
I will behave in a reasonable and polite manner towards all staff, pupils and visitors.
I will show respect for the opinions and beliefs of others.
I will complete classwork as requested.
I will hand in homework at the time requested.
I will report unacceptable behaviour.
I will show respect for the school environment.

Staff will inform pupils of school rules and routines at the beginning of the academic year and revisit these daily. They will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Staff will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of the school rules and routines, staff will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Staff will also ensure that school rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the school rules have been reviewed, pupils will be provided with a school rules agreement which they are required to read and sign.

The classroom environment
Staff understand that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, staff avoid standing with their backs to pupils and ensure they have full view of the room at all times. Staff will employ strategic seating arrangements to meet pupil's needs and inline with personal behaviour plans where relevant.

Praise and rewards
We recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, staff will ensure:
- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from staff, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Staff will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:
- Verbal praise
- Communicating praise to parents
- Dojo points
- Certificates, prize ceremonies and special assemblies

- Positions of responsibility, e.g. being entrusted with a particular project
- Activities for a whole-class or year group

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

A record will be maintained of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Rewards ladder

Level	Traffic light	The choice I make	Reward
4		The majority of the time: • To consistently show outstanding behaviour. • To be dedicated to my learning • To display a positive attitude • To living the virtues.	• I may be chosen to receive a certificate of excellence for at the end of the half term • My parents will be invited to Celebration Assembly.
3		Most of the time: • To show outstanding behaviour. • To be dedicated to my learning • To display a positive attitude • To living the virtues.	• I may receive the weekly special mention award or virtue certificate. • My parents will be invited to Celebration Assembly
2		To follow the school rules. To be: • Polite • Helpful • A good role model.	• I receive verbal praise • I will get a Dojo Point for the Whole Class • My class will receive the Class Dojo trophy if we get the most Dojo Points
1		I am following the school rules	• I receive verbal praise • I will get a Dojo Point myself • I will get the Class Dojo certificate of the day if I have the most Dojo Points

Consequences ladder

Level	Traffic light	Behaviour	Reward
5		• Physical or verbal assault • Racist abuse • Abuse against sexual orientation or gender reassignment • Abuse relating to disability • Abuse relating to religion or belief • Use, or threat of using, of an offensive weapon or prohibited item • Bullying • Vandalism	• See Headteacher. • Parents asked to meet with the Headteacher. • Suspension and exclusion guidance will inform decisions taken.

		• Seriously inhibits learning of pupils	
4		• Reach level 3 twice in a week • Rude responses, swearing, hurting another, dangerous behaviour.	• Pupil meets with Inclusion team member and parents informed by class teacher. • 10 minutes time out in another class in the time out area • Pupil may miss a break time to complete work or reflect on their actions.
3		• Repetition of behaviours in Level 2. • Rude responses, swearing, hurting another, dangerous behaviour.	• Move to red • 5 minutes time out in their own class in the time out area; this will be recorded on Scholarpack
2		• Repetition of behaviours in Level 1. • Not responding to a warning.	• Move to amber
1		• Not following school rules. • Unkindness, misuse of equipment.	• Verbal warning
		• Pupils start the day on green	

Behaviour incidents will be recorded by staff on the school management system in line with Appendix E and monitored by the Behaviour Leader.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing seriously unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Scholarpack is used to ensure relevant members of the SLT and inclusion staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching to the pupil and staff
- Individual behaviour scoring system
- Individual behaviour plan including iceberg and de-escalation plan
- Short-term behaviour home school books
- Engagement with local partners and agencies where appropriate

- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. moving quietly around school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

The behaviour curriculum includes, but is not limited to the following:
- PSHE curriculum
- RSE curriculum
- Zones of Regulation
- Virtues to Live By
- RE curriculum
- Picture news
- Worship and assemblies
- PE and sport curriculum

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to promoting acceptable behaviour. The school prioritises forming positive relationships based on predictability, fairness and trust to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Pupils with SEND

Include a statement /definition of SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.

- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the headteacher will be immediately informed, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:
- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:
- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

Suspension and Exclusion

Where a pupil's misbehaviour is causing significant disruption or is deemed seriously unacceptable by a staff member, the following procedures will be followed:

- The headteacher or, in the headteacher's absence, the most senior member of staff is informed immediately of the incident.
- The appropriate leader investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the incident is deemed to be seriously unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – appropriate leader will determine the period the pupil will be removed from the classroom.
- The appropriate leader will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following actions will be implemented:
- The headteacher will consider whether the pupil should be suspended, in line with DfE guidance, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, additional SEND support will be put in place alongside the Individual Behaviour Plan.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of serious unacceptable behaviour, the headteacher will consider whether a permanent exclusion is necessary, in line with DfE Suspension and Exclusion Policy.

For sanctions to be lawful, the school will ensure that:
- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

8. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

9. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

10. Prohibited and banned items, searching pupils and confiscation

Headstaff and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy.

The prohibited items where reasonable force may be used are:
- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as banned items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:
- E-cigarettes and vapes
- Mobile phones (if brought to school they must be left at the main office for the duration of the day)
- Lighters and matches
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the school rules will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Appendix A: Individual Behaviour Plan

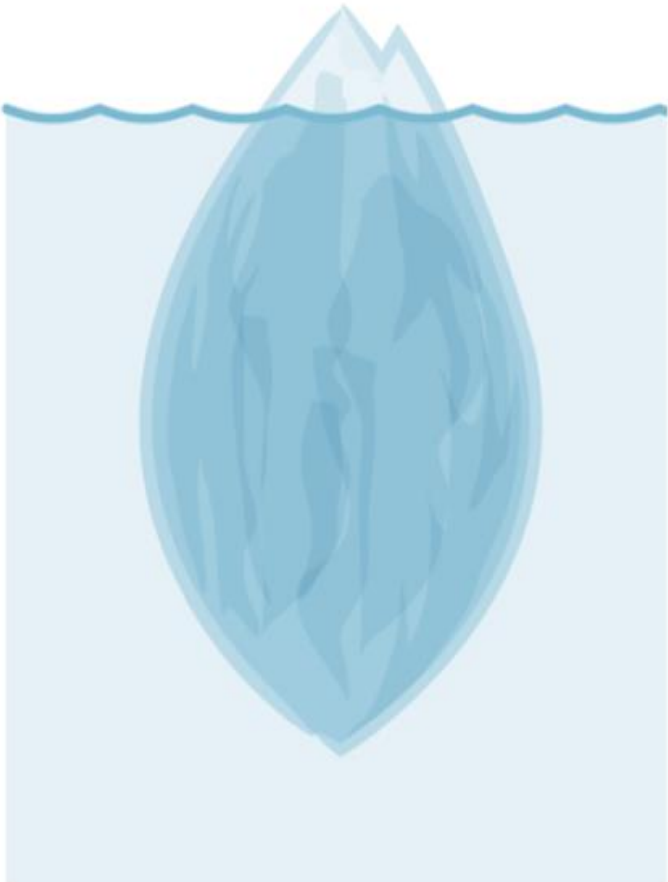| Pupil name:	Class:	Responsible Staff:
Date started:	Review Date:	Present at planning meeting:

Section 1: Pupil's Views

To be completed by the child with a trusted adult using zones of regulation tools, talking mats and other appropriate ways to gather represent pupil's feelings and thoughts before the planning meeting. Upload to Support tab on Scholarpack.

	Feelings	When do I feel this?	What happens to my body?	Good choices
3	angry			
2	cross			
1	happy			

Section 2: Pupil Iceberg

To be completed by the team around the child, including parents. Upload to Support tab on Scholarpack.

Pupil name:		Date:	Review date:		Present:

Observable Behaviours

1.
2.
3.

Underlying Causes

Communication & Interaction	Cognition and Learning
Social, Emotional & Mental Health	**Sensory / Physical**

Section 3: Individual Provision Map (IPM)

To be completed on Scholarpack, Support Tab. **Complete Review and Assess section first** *and* **then complete Plan and Do section**.

Individual Provision Map: PLAN AND DO

Name:	Year:	Date completed:	Primary need:

Professionals involved:

Strengths - include achievements, aspirations and successes	Needs and barriers to learning
Pupil views	Parent views

Universal provision	Targeted and specialist provision
	Current provision only
	Outcomes
Current provision only	

Individual Provision Map: REVIEW AND ASSESS

Who attended / contributed to the review?

Professional meetings or assessments in this cycle:

Updates and new information:

Pupil views (how were these sought?)

What is working well at home?	What is working well at school?
What changes would we like to see at home?	What changes would we like to see at school?

What is currently important for the pupil?

New / amended outcomes for next cycle:

Section 4: Individual Pupil De-escalation Plan

*To be completed by the team around the child after completing the IPM on Scholarpack and in conjunction with the **Pupil's Views, Pupil Iceberg** and the **Individual Behaviour Scoring Chart.** Upload to Support tab on Scholarpack*
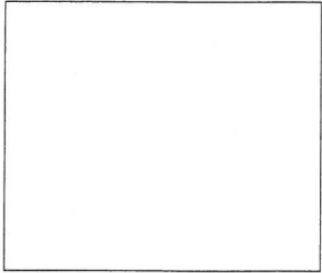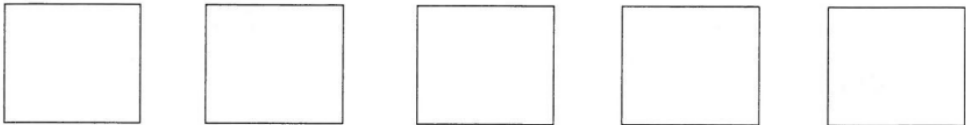
	Presentation (What can we see?)	Staff Response (What will we do?)
3	angry	**Staff agree this is unacceptable and could be dangerous and unsafe:**
2	cross	**Staff agree this may be the start of getting to crisis point:**
1	happy	**Staff agree this is manageable and the response should be:**

Appendix B: Individual Star Reward Chart

Used to support younger pupils or pupils with complex needs work towards their chosen reward for five stars.
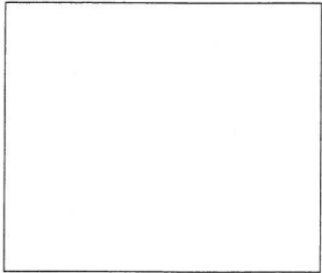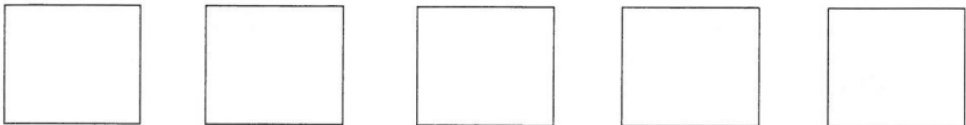
Name _____

I am working for

Name _____

I am working for

Appendix C: Indivdual Behaviour Score Chart

Child's name: Week commencing:

Target 1:

Target 2:

Target 3:

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	**Total**	Reward /Reflection
Monday am											
Monday pm											
Tuesday am											
Tuesday pm											
Wednesday am											
Wednesday pm											
Thursday am											
Thursday pm											
Friday am											
Friday pm											

Scoring: 0 = Unacceptable/ Unsafe no targets met; 1= 1 target met; 2= 2 targets met; 3= 3 targets met

Appendix D: Home-School Behaviour Communication Book

This will be used as an emotional check in at identified times during the day and collated in a book so that positives and challenges can be shared with parents/carers. Adults to change the emotion words in italics to fit with the child's description of how they feel in those zones. Refer to zones of regulation cards for images and words.

Home-School Behaviour Communication Book

Name:
Date:
Morning   Lunchtime   End of Day   At home

1 😠	2	3 😵	4	5 😃
Angry Mad Elated	Annoyed Giddy	Wobbly "I don't know"	Okay Calm	Great Amazing Calm

Things that are going well:

Things that have been tricky:

Appendix E: Recording behaviour incidents on ScholarPack

All behaviour incidents must be recorded in ScholarPack.

The only exception is focus children (e.g. EHCP pupils or SEN pupils in receipt of high needs funding), as named and communicated to staff by the SLT. Behaviour incidents for these children must be recorded on CPOMS and not ScholarPack.

To record an incident, go to the Conduct tab on the pupil's profile.

Select "Incidents", then click the green "Add" button. You will see the following screen.

Enter data as follows.

Zone. This is where the behaviour incident occurred. Select from:
- Breakfast Club
- Bus
- Car Park
- Classroom
- Corridor
- Hall Area
- KS1 Playground
- KS2 Playground
- Link After School Club
- Outside School
- Playing Field
- Toilets

Incident type. The types mirror our consequences ladder. Select from:
- Level 1: Misuse of equipment
- Level 1: Not following school rules
- Level 1: Persistent low level negative learning behaviours
- Level 1: Unkindness
- Level 2: Not responding to a warning
- Level 2: Refusal
- Level 2: Repetition of behaviours in Level 1
- Level 3: Repetition of behaviours in Level 2
- Level 3: Rude response
- Level 3: Swearing
- Level 4: Absconding
- Level 4: Hurting another
- Level 4: Other dangerous behaviour
- Level 4: Reaching Level 3 twice in a week
- Level 5: Abuse relating to disability
- Level 5: Abuse relating to race
- Level 5: Abuse relating to religion or belief
- Level 5: Abuse relating to sexual orientation or gender reassignment
- Level 5: Bullying
- Level 5: Long lasting incident (15 mins+)
- Level 5: Offensive weapon or prohibited item on premises
- Level 5: Physical assault (pupil)
- Level 5: Physical assault (staff)
- Level 5: Seriously inhibits learning of others
- Level 5: Vandalism
- Level 5: Verbal assault (pupil)

- Level 5: Verbal assault (staff)

Details. Enter details of the incident.

Involvement. Enter the pupil's involvement.

Role. Choose from:
- Victim
- Participant
- Aggressor
- Witness
- Reporter
- Perpetrator

Guardian informed. This is a simple Yes/No depending on whether the parent/carer was informed.

Action taken. Select from:
- Level 1: Verbal warning
- Level 2: Move to amber traffic light
- Level 3: 5 minute time out outside class
- Level 4: 10 minute time out outside class
- Level 4: Inclusion team member involved
- Level 4: Missed break time
- Level 5: Parent asked to meet Headteacher
- Level 5: See Headteacher

Additional student(s). Add any pupils associated with the incident. If you do, you will need to choose their role and remember to press "Add".

<p style="text-align:center"><strong style="color:red">Remember to "Save" the incident!</p>

<p style="text-align:center">Save</p>

If you are asked to monitor a student, click the "Start Monitoring" symbol.

Monitoring

You are not monitoring this student.

➕ Start Monitoring

Teachers currently monitoring this student: