

# Trust Policy

## Primary Behaviour and Conduct Policy



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## Management log

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# A TRANSFORMATIVE BEHAVIOUR CULTURE

## 'Everyone in our Trust is a leader of behaviour'

As a Trust, our aspiration is to create schools that are truly transformational. Securing exceptional behaviour and attitudes is imperative. All our schools will be calm, safe, purposeful, and positive places to learn. We will strive to set the highest of standards; ambition and aspiration will underpin everything that we do. Teachers will teach highly effective lessons in disruption-free classrooms, children and young adults will engage in high quality learning that is free from disruptions and distractions — this is their entitlement.

Children and young adults will receive both recognition and rewards with our approach to positive framing being routed in our Attitudes to Learning structures. The balance between equality and equity will be harnessed in fairness for everyone associated with our Trust family — no one will be left behind as we strive to develop the whole person.

Our approach will be centred around partnership, with this supporting our drive for fairness and mutual respect. Our on-boarding will support all stakeholders to understand the value of exceptional behaviour and the responsibility that everyone has in securing this. Clear, concise, and timely communication supports our drive to listen more, as we positively and proactively work in harmony with children and young adults, their parents, staff, and other stakeholders to do what is best to support them. We strive to be truly inclusive.

Our approach is grounded in research with the pillars of our strategy being taken directly from the EEF research. Our Pillars are shown below.

# Behaviour and Attitudes



*"Everyone is a leader of behaviour."*

## The highest of expectations and standards

This behaviour strategy is owned by our trust family, but led strategically at both trust and whole school level to support our approach to developing inclusive schools. It will be applied proactively using a partnership approach that embodies the principles of mutual respect. Systems will be used consistently but the aim is for these to become largely invisible.

<b>Proactive Element 1</b> <b>Know the learner</b> <ul style="list-style-type: none"><li>• Know each learner and their influences, including their name</li><li>• Know each learner's needs and adjust your approach accordingly</li><li>• Manage influences and context, use these to frame responses</li><li>• Be supportive and build positive relationships</li></ul>	<b>Proactive Element 2</b> <b>Conditions for learning</b> <ul style="list-style-type: none"><li>• Developing a highly ambitious curriculum for all</li><li>• Teaching incredibly well planned lessons that meet the needs of all learners</li><li>• Explicit teaching of learning dispositions through ATL</li><li>• Developing metacognition</li></ul>	<b>Proactive Element 3</b> <b>Classroom management strategies</b> <ul style="list-style-type: none"><li>• Use positive framing to set the tone</li><li>• Reward significantly positive learning behaviours</li><li>• Recognition sits alongside positive framing in supporting learning habits</li><li>• Explicit teaching of learning routines</li></ul>	<b>Proactive Element 4</b> <b>Simplicity, consistency, communication and mutual respect</b> <ul style="list-style-type: none"><li>• Ensure routines are simple, consistently applied and regularly</li><li>• It is good to talk! Look for any opportunity</li><li>• Always ensure any approach to discipline is carried out calmly and respectfully — 'We are the adults'</li></ul>	<b>Reactive Element</b> <ul style="list-style-type: none"><li>• Tailored bespoke provision/support will be provided because all proactive measures are not having an impact. Individual schools will contextualise their approach to ensure they are supporting each learner effectively</li><li>• Training for staff will support the child if the provision falls outside of universal expectations</li></ul>
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## 1. Aims

Our behaviour and conduct policy is central to ensuring that our school communities are safe, positive and purposeful, where teachers can teach in disruption free classrooms and our children can learn free from any form of disruption.

This policy aims to:

Provide a consistent approach to behaviour management across all of our primary schools

Define what we consider to be unacceptable behaviour, including bullying and discrimination

Outline how pupils are expected to behave

Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

Outline our system of rewards and sanctions

## 2. Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[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 88-94 of the [Education and Inspections Act 2006](#), which require 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

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 online

This policy complies with our funding agreement and articles of association

This policy is based on statutory guidance from the Department of Education: [Exclusion from maintained schools, academies, and pupil referral units \(PRUs\) in England](#).

### 3. Definitions

**As a Trust, 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

When misbehaviour occurs it should be dealt with consistently using the approach and sanctions that the schools have in place. Restorative work should be undertaken to ensure that misbehaviour does not escalate.

**As a Trust serious misbehaviour** is defined as:

Repeated breaches of the school rules

Any form of bullying

Vandalism

Fighting

Smoking and vaping

Racist, sexist, homophobic or discriminatory behaviour (all linked to protected characteristics)

Serious malicious allegations

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

Sexual violence, such as assault by penetration, or sexual assault (intentional sexual touching without consent)

Possession of any prohibited items. These are but not limited to:

- Knives or weapons
- Alcohol
- Over the counter, prescribed and 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)

If serious misbehaviour occurs schools will investigate the incident fully, they will treat each case individually using a balanced and proportionate approach. Schools have a range of sanctions available to them, the individual Head Teachers will decide the best course of action. Sanctions available are detailed in section 7.1.

Schools are free to use internal seclusion external seclusion (based at another school) managed moves, alternative provision, fixed term exclusion and permanent exclusion as part of their sanctions.

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one 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

Details of our Trust's approach to preventing and addressing bullying are set out in our Anti-bullying policy.



## 5. Behaviour and Attitudes

### **Our classrooms supports transformative behaviour and a positive culture for learning**

Strong behaviour systems and structures are pivotal to achieving what we expect to see in our classrooms and when learning is taking place. Our aim is for all lessons to be free from disruption. For behaviour in lessons we expect:

- Teachers to know their pupils and their learning needs well
- Pupils to be happy and secure, they are able to experience a sense of achievement every day
- That there is a culture of high expectation
- That everyone is included and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively, all students' self- esteem and needs taken into consideration

**It is not however not just about behaviour in our classrooms and during learning, we expect positive behaviour at all points of the school day. For behaviour outside of lessons we expect all learners to:**

- Be proud to be part of their school community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the school community
- Walk calmly but purposefully around the school following the movement structures that schools have implemented. Other people's physical space will be respected
- Talk politely using developed language and will not shout
- Actively engage with staff and visitors- good morning and good afternoon is the standard response that should be expected all

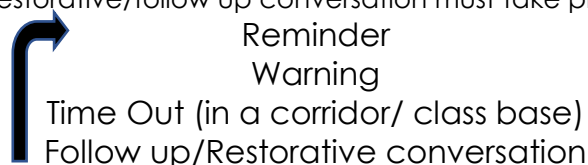
### **5.1 Systems used to manage Behaviour**

Behaviour incidents and sanctions are logged and monitored through our MIS system - Bromcom system. Bromcom is used to track behaviour patterns and incidents to support strategic intervention and reporting.

### **5.2 Behaviour systems in lesson (the pathway)**

We expect all lessons to be calm and extremely purposeful. Our children will be highly engaged and have a thirst for learning. There will be true working and collaboration partnership. Our aim is for all lessons to be free from disruption. To support this notion all schools within the trust use a consequence system which is a sequential system of defined consequences to behavioural actions within the classroom.

The consequences system is designed to provide a consistency of approach across all lessons and to prevent persistent low-level disruption. Teachers will at all points aim to use positive framing to support their approach, but our ambitious standards must be adhered to. In this system children will get one chance to correct their misbehaviour (C1- the reminder). The teacher at this point will intervene to support the correction point by providing a scripted reminder. If the misbehaviour continues or escalates this will lead to a C2 (the warning) which will warn the child of the consequences and remind them of our expectations. Continuation of the misbehaviour and/or serious misbehaviour will result in an immediate C3 (time out) and a removal from lesson. When a C3 is enacted a restorative/follow up conversation must take place





This system should not be used for uniform. As a Trust we recognise that all colleagues are professionals however to help with consistency we have provided some examples of misbehaviour which would warrant the issuing of a correction. This list is not exhaustive:

- Intentionally talking when the teacher
- Intentionally disrupting others
- Shouting out
- Not engaging with work purposefully
- Being overtly negative
- Refusal to follow instructions
- Displaying a poor attitude

At times of crisis threats and punishments should never be used. The phrase 'I am here when you are ready to talk' should be used by all staff.

<b>Stepped Approach for Correction of Behaviour –</b>	
<b>Gentle Approach, use child's name, child level, eye contact, deliver message</b>	
<b>C1. Reminder</b>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is a REMINDER that we need to be ready, respectful, safe. You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
<b>C2. Warning</b>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table) (learner's name).</p> <p>Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
<b>C3. Time-out</b>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to another table / Go to sit with another class) for two/five minutes</p> <p>If it the playground: You need to .....(Stand by me / Sit on the picnic bench, etc)</p> <p>I will speak to you in two/five minutes</p> <p>Example - 'I have noticed you chose to use rock on your chair/hurt your friend. You are breaking the school rule of being safe. You will now have time-out. I will come and speak to you in two/five minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
<b>4. Follow up-restore and</b>	<p>1.What happened? (Neutral, dispassionate language.)</p> <p>2. What were you thinking/ feeling at the time?</p>

<p><b>repair</b> (This should only be done after time out)</p>	<p>3. What have you thought/ felt since?  4. How did this make people feel?  5. Who has been affected?  6. What should we do to put things right?  7. How can we do things differently?</p>
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During step 1, 2 and 3 if a child turns away, mimics a member of staff or refuses to listen while the script is being delivered this will **not** stop the process. All staff will continue to deliver the script.

Examples of positive framing to be used during the stepped approach to correcting behaviour can be found in appendix 5

### **Outside of lesson and during unstructured times**

We expect all children to be proud of being part of their school community and treat everyone with respect. They will be always courteous and respectful. We expect them to engage positively with everyone within the school community. Our children will walk calmly but purposefully around the school following the movement structures that schools have implemented. Other people's physical space will be respected. Our children will talk politely using developed language and will not shout out. All children are expected to actively engage with staff and visitors, good morning and good afternoon is the standard response that should be expected.

During unstructured times (break and lunchtime) our high expectations for behaviour will be consistent, as will how these will be implemented. It is the expectation that our lunchtime support staff will also address any misbehaviours calmly and use positive framing when discussing behaviour.

## **6. Responsibilities**

### **'A shared responsibility for all'**

Promoting outstanding behaviour and attitudes in our children is a shared partnership responsibility between home and school. Parents/carers are a major influence on their children's behaviour and we at school reinforce the attitudes, courtesies, and disciplined behaviour that children begin at home.

We expect all members of our school communities:

- To jointly share the responsibility for securing and maintaining a positive learning environment
- To be courteous and show consideration for others.
- To show respect and be respectful
- To care for their own and others' safety, property, and well-being always

We aim to ensure that:

- Positive behaviour is recognised as the norm and is recognised/rewarded
- Misbehaviour and Serious Misbehaviour is dealt with promptly, firmly, fairly, and consistently
- Parents/carers are provided with feedback about their child's behaviour, communication should be highly effective

### **Behaviour Responsibilities 'Everyone is a leader of behaviour'**

## **Working as a team**

'The standard you walk past is the standard you accept' Lt General Morrison.

**Our pupils** are expected to:

- Be proud of their school community
- Behave in an orderly and self-controlled way
- Arrive on time, every time
- Bring their own equipment, in-line with school expectations and be ready to learn
- Be courteous and show consideration for others
- Show respect and be respectful
- Respect other people's physical space
- Care for their own and others' safety, property, and well-being always
- Talk politely using developed language and not shout out. All learners are expected to actively engage with staff and visitors- good morning and good afternoon is the standard response that should be expected, at the least
- Move quickly and quietly around the school, treat the school buildings and school property with respect
- Maintain the physical environment of the school to the highest standard
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school
- Ensure mobile phones are off, and stored away in-line with school procedures when on the school site

**Parents / Carers** are expected to:

- Actively assist and support the school to help their child grow, personally and socially
- Be responsible for their child's health, welfare and well-being
- Jointly share the responsibility for securing and maintaining a positive learning environment and show an interest in their child's development
- Engage with parents' evenings, information meetings and other relevant meetings, seeking support where necessary
- Talk regularly to their child about school
- Let the school know of concerns, problems or changes of circumstance which may affect their child's work or behaviour
- Support the behaviour policy of the school

**All Staff** are expected to:

- Be friendly, open, fair but firm and communicate professionally at all times
- Model positive behaviour at all times
- Challenge incidents of poor behaviour in a calm and professional manner – reporting incidents when necessary
- Undertake supervisory duties as and when required, whilst undertaking these pro-actively communicate with learners effectively
- Provide effective passive supervision for all learners at all times
- Provide a personalised approach to the specific behavioural needs of particular pupils, when needed
- Ensure the building is clean and tidy
- Commit to their own professional development

Responsibilities of wider staff are referenced in appendix 2, (Responsibilities of Teachers & Middle Leaders) appendix 3, (Responsibilities of Leaders) appendix 4 (Responsibilities of the Trust and Governance)

To support this shared responsibility each school will have a 'Home School agreement' which can be found in the Home-School Diary (an example can be found in appendix 1).

## 7. Rewards and sanctions

### 7.1 Sanctions

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

- A verbal reprimand
- Sending the pupil out of the class if this allows the situation to be diffused
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the child to a member of the leadership team
- Phone call or letter to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- We may use the internal seclusion in another part of the school in response to serious or persistent breaches of this policy. Referral may be made to this area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class
- Schools are also free to use external seclusion (based at another school) managed moves, alternative provision, Fixed Term Exclusion and Permanent Exclusion although this should be an ultimate last resort and will require CEO (Chief Executive Officer) approval

### 7.2 Rewards

Positive behaviour will be rewarded with:

- Praise (Verbal or Written)
- Letters or phone calls home to parents
- Special responsibilities/privileges being issued
- Awards ceremonies (certificates and verbal)
- Recognition boards

### 7.3 Exclusion and suspension detail and the decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will only be taken as an ultimate last resort. The summary guidance provided in this section should be read in conjunction with the DFE guide to exclusion from academies.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

For the purposes of exclusions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

### **7.3a Informing parents**

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a suspension (fixed-term exclusion) or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If an alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where an alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

### **7.3b Informing the CEO, governing board, and local authority**

The headteacher will immediately notify the Trust CEO, followed by the governing board and the local authority (LA) of:

- A permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil missing a statutory assessment, such as an end of key stage SAT

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

***The headteacher will without delay notify the Governing Body (Chair or Sub Committee) of any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term.***

For all other exclusions, the headteacher will notify the governing board of these through the Headteacher report.

### **7.3c Returning from a suspension (fixed-term exclusion)**

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of the senior leadership team and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

The points below are suggestions only and should be adapted to your school's specific circumstances.

- Agreeing a behaviour contract and associated targets
- Agreeing a follow-up review

### **7.4 Permanent Exclusion - Considering the reinstatement of a pupil**

The governing body will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term

If requested to do so by parents, the governing body will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a statutory assessment, the governing body along with the Headteacher will consider the reinstatement of the pupil before the date of the assessment. If this is not practicable and/or not safe to do so, the governing body along with the Headteacher will consider the exclusion and an alternative solution to accessing the public assessment in an appropriate alternative location.

In reaching a decision, the governing body will consider whether the exclusion was lawful, reasonable, and procedurally fair and whether the headteacher followed their legal duties. They will decide whether a fact is true 'on the balance of probabilities,' which differs from the criminal standard of 'beyond reasonable doubt,' as well as any evidence that was presented in relation to the decision to exclude.

The governing body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The governing body will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the governing body decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
  - The date by which an application for an independent review must be made
  - The name and address to whom an application for a review should be submitted
  - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
  - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Academy Trust to appoint an SEN expert to attend the review
  - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
  - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
  - Those parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

If parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

#### **7.4a Permanent Exclusion - An independent review**

If parents apply for an independent review, the Academy Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision not to reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor's category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision



- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

#### **7.4b Permanent Exclusion - School registers**

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

## **8. 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
- Any outcome 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
  - Refer to CAMHs
  - Report to the police

It is the school's legal responsibility under Keeping Children Safe in Education (2022) to support both the victim and perpetrator when investigating and managing a concern of this nature. Please refer to our child protection and safeguarding policy for more information.

## 9. Behaviour away from the school site

On a school day, every one of our pupils represents the school on their journeys to and from school and are therefore expected to observe the basic principles of the behaviour policy and the school's code of conduct. In situations where they have brought the school into disrepute, school sanctions will be applied.

This means when the pupil is:

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

Sanctions may also be applied where a child has misbehaved off-site at any time including being on-line, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school and damage the reputation of the school
- Poses a threat to another learner or member of the public
- 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 the staff member e.g., on a school-organised trip.

## 10. 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 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 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, 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.

## 11. Behaviour Management

### 11.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and the pupil code of conduct
- Develop a positive relationship with pupils, which should always include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear and simple routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting positive behaviour
  - Concluding the day positively and starting the next day afresh
  - Consistently implementing the school's approach for dealing with low-level disruption
  - Using positive reinforcement

### **11.2 Use of reasonable force and positive handling**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force and positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### **11.3 Right to search and confiscation**

The return / destruction of any item should be handled in line with the DFE (Department for Education) guidance on searching, screening, and confiscation. The police may be requested to dispose of the item or seize should it be deemed necessary.

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.

Confiscated items will be kept in the school safe until an agreed date and time for return to a parent/carer of the child. This is unless the item is unsafe, required as part of an ongoing investigation or prohibited, and will therefore be stored appropriately until such time a collection is made, and/or a means of disposal is agreed, where appropriate.

A Headteacher or a member of staff authorised by the Headteacher, Vanessa Farr – Headteacher, Michael Cohen – Deputy Headteacher, can carry out a search for prohibited items where there are

reasonable grounds for suspecting that a pupil is in possession of a prohibited item. There is no requirement for this authorisation to be provided in writing.

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

## 12. Pupil support

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

For further information please refer to our SEND policy.

## 13 Safeguarding

The Trust recognises that changes in behaviour may be an indicator that a pupil needs 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.

## 14. Training

Each school has their own school specific behaviour implementation guide. Our staff are provided with training on managing behaviour that links to this guide. Relevant staff will also have specific training on the proper use of restraint. As part of their induction process and as part of individual schools CPL offer, we will ensure that all staff understand their responsibility for leading behaviour standards across the school.

## 15. Monitoring arrangements

Our schools are committed to ensuring that this policy has a positive impact of pupils' education, behaviour, and welfare. When reviewing the policy, the Trust and School will take into account:

- Feedback from parents and pupils
- Feedback from teachers
- Records of behaviour and safeguarding incidents across the trust
- Relevant advice from the Department for Education, the local authority, or other relevant organisations

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

## **16. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy (2022)
- Educational Trips and Visits (2022)
- Safeguarding Policy (2022)
- Mobile Phone Policy (2022)
- Uniform Policy (2022)
- Use of reasonable force Policy (2022)
- Acceptable use policy (2022)
- Attendance Policy (2022)
- Complaints Policy (2022)

## Appendix 1: Home School agreement example

We would recommend that you talk through the bullet points with your children and sign the form. Children can sign the second section of the form themselves, following discussion with you, or if you prefer, you may sign on their behalf.

At \_\_\_\_\_ Primary School we expect pupils to follow our school rules:

- Be ready
- Be safe
- Be respectful

### School – We will:

- provide a safe, caring and well-ordered environment.
- value each child as an individual.
- encourage pupils to work to the best of their ability.
- develop children's independence by giving your child increasing responsibility for his/her own learning, behaviour and belongings.  
make each pupil's education as meaningful and enjoyable as we can.
- prepare your child to become a valued member of society.
- promote kindness, courtesy and good manners.
- recognise and reward success and achievement.
- provide current information about your child's education and school activities.
- meet with you at mutually convenient times to discuss progress, success and concerns.

Signed: ..... Date: .....

### Pupil - I will:

- work as hard as I can and take pride in my work at school and at home.
- be kind and helpful to others.
- tell a grown-up if I am upset or unhappy.
- behave in the correct way and follow the school rules
- try to be a reliable messenger between home and school.
- set a good example to younger pupils by my word and actions.
- arrive on time with the right clothing and equipment for the day at school.
- try my best with my homework and complete it on time.
- respect other people's belongings and school property.
- be responsible for my belongings and for my actions in and around school.
- read at least 3 times per week.

Signed: ..... Date: .....

### Home - We/I will:

- support \_\_\_\_\_ Primary School in maintaining high standards in all areas.
- ensure that our/my child arrives at school on time, appropriately dressed in uniform, equipped and ready to benefit from a day at school and is collected promptly at the end of the day.
- inform the school about things which may affect our/my child's education or welfare.
- encourage our/my child to show good behaviour, politeness and respect for others and their property.
- respect all staff
- support and encourage our/my child with both schoolwork and homework.
- share books and read regularly with our/my child at least 3 times per week.
- attend meetings/open evenings to discuss our/my child's progress.
- support school in sanctions and consequences, along with praise & rewards.
- if unhappy we/I will discuss first and foremost with the class teacher and if still unhappy then make an appointment to see a member of the Senior Leadership Team.

Signed: ..... Date: .....

## Appendix 2 Responsibilities of Teachers & Support Staff

**Teachers** are expected to:

- Own your space. On entry stand at your door to meet and greet pupils, be enthusiastic and fair. On exit stand at your door to control the exit and manage the flow of pupils into the corridors, be pro-active and fair
- Know the names and roles of any other adult in the class
- Ensure the consequence system is understood and that all learners know how it works
- Be clear and consistent with the school rules, have high expectations and ensure everyone understands these
- Know the rewards system and ensure you use this when required
- Take responsibility for pro-actively managing the behaviour of pupils in the classroom and around school and follow the behaviour policy consistently
- Ensure the classroom is a clean and tidy learning environment, that manages pupil movement and activities effectively and safely
- Use positive framing effectively to support classroom management practice
- Stay calm and not react to any form of antagonism
- Support other colleagues to pro-actively develop transformative behaviour and standards

Learners

- Know the names of the children you teach
- Know the needs of all of your children, especially those who have SEND needs

Teaching

- Plan and prepare highly engaging purposeful knowledge rich lessons that are ambitious and will make the pupils think
- Praise the behaviour that you want to see more of
- Teach learners classroom routines, that re consistently implemented
- Have clear routines for transitions and for stopping the lesson
- Differentiate the work effectively and appropriately

Communication with Parents

- Give feedback to parents about behaviour, let them know about the good days as well as the bad

**Middle Leaders** are expected to:

- Take ownership for securing transformative behaviour and attitudes standards in their areas, outside of their classrooms
- Understand, lead and model the vision and expected high standards for behaviour and attitudes in their area and across the school
- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Commit to supporting others to grow and develop as excellent leaders of behaviour
- Model the behaviours you would expect to see from your staff
- Support supply teachers to teach in disruption free classrooms
- Are expert leaders of behaviour in their own classrooms and beyond, including keeping up to date wider reading to ensure they have a secure knowledge of behaviour theory, research and evidence-based approaches.
- Provide a high-quality CPL programme that enables their teams to develop their behaviour and attitudes expertise

Communication with Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.



## Appendix 3 Responsibilities of Senior Leaders and Head Teachers

### Head Teachers and Senior Leaders are expected to:

#### Policy

- Shape, lead and model the vision and expected high standards for the Behaviour and Attitudes culture in their school.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Ensure all staff and pupils are clear on the sanction and reward systems within the school
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

#### Leadership

- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Have a plan for the continual improvement of behaviour that is regularly evaluated
- Ensure that all staff have access to ongoing, relevant Behaviour focused CPL
- Model the behaviours you want to see from your staff.
- Reframe behaviour expectations and celebrate successes at regular opportunities

#### Physical environment

- Be the face of their schools in the community. Every day you, the Head Teacher, will ensure that you are outside the school at the start and end of the day
- Ensure that other Senior Leaders are a visible presence around the school.
- Check that pupils are moving around the school site in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

#### Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Ensure that staff and pupils are supported to behave to the highest level. Underperformance should be challenged and work to improve behaviour practice instigated and led.

#### Children

- Know your children's names.
- Praise good behaviour.
- Celebrate successes.

#### Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and attitude to their learning and the outcomes.
- Ensure that staff understand special needs of pupils, as well as individual pupils
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

#### Communication with Parents

- Build positive relationships with all parents but specifically those parents / carers whose children are experiencing behaviour difficulties.

## **Appendix 4 Responsibilities of the Trust and Governance**

### **Executive Leaders are expected to:**

- Ensure all of our schools are supported and challenged to deliver on our commitment to provide disruption free learning environments
- Commit to their own continued professional learning
- Ensure all schools provide a safe, secure, inclusive and inspiring learning environment that enables the development of all staff and students
- Prioritise and support the professional development of all staff to ensure outstanding practice and provision
- Work with Head Teachers to challenge any underperformance in Behaviour and Attitudes practice. Provide relevant support to ensure that work to improve is rapidly instigated and effectively led.
- Commit to sharing excellent practice across the trust and wider education sector

### **Governors are expected to:**

- Support, challenge and hold to account the Head Teacher as part of their monitoring of school provision
- Scrutinise behaviour data as one measure of the impact and quality of a school's overall provision
- Ensure that the school makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Pupil Premium and CLAs
- Visit the school in session in order to understand, support and challenge the quality of behaviour provision
- Are committed to their own learning to enable them to discharge their role effectively.

### **Directors are expected to:**

- Support, challenge and hold to account the CEO as part of their monitoring of Trust provision, including behaviour and attitudes, for all students
- Scrutinise behaviour data as one measure of the impact and quality of the Trust's work
- Ensure that the Trust makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Pupil Premium and CLAs
- Are committed to their own learning to enable them to discharge their role effective

## **Appendix 5: Example of Positive Framing stem sentences**

All of the following have been taken or adapted from *When Adults Change Everything Changes* by Paul Dix

They are to be used to provide additional support during the stepped approach for correcting behaviour (C1, C2, C3)

### **Reminder stem statements:**

- I noticed you chose to ..... (noticed behaviour)
- It was the rule about .... that you broke
- You have chosen to ...
- Do you remember last week when .... That is who I need to see today

### **Assertive stem sentences that will set a positive tone:**

- You need to ...
- I need to see you...
- I expect...
- I know you will...
- Thank you for
- I have listened to what you said, now you must...
- We will ...

### **Positive scripts that could be used during the time-out conversation:**

- You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to work, then this will happen... I'll leave you to make your decision
- Do you remember yesterday when you (identify a right choice)? That is the (name of child) I need to see today, that is the (name of child) that you can be all the time.
- Your choice of behaviour today is below our expectations. It is disruptive, damaging and dangerous to others. I do not like your behaviour choice but I believe that you can be a success and make right choices.
- I am not leaving, I care about what happens. You are going to be brilliant.
- What do you think the poor choice was that caught my attention?
- (name of child) it's not like you to ...

### Words that can be used to reassure a child during a point of crisis

All of the following have been taken or adapted from *After the adults change-Achievable Behaviour Nirvana* by Paul Dix

I'm sorry you're upset. When you're ready, let me know what's going on and I will help you	I remember the other day when you ...It was incredible	It's okay to feel this way. Let's talk more about it and put a plan together
I'm listening. I care	I'm here for you	You talk. I'll listen
What can I do to help you right now?	It's Ok. Come and talk to me when you're ready	I've noticed you are struggling today. How can I help you?
I'm here if you want to talk.	You're always welcome here and have a safe place.	Are you ready to share how you are feeling?
How about we go outside and talk a bit?	Let's go and do ... then come back inside when you are ready	I can see you are struggling today. I am proud of how you are pushing through this.

## Appendix 6: Example of Behaviour Log when recording serious incidents

PUPIL'S NAME:	
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):	

## **Appendix 7: Letters to parents about pupil behaviour - templates**

### **First behaviour letter**

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our high expectations and behaviour policy, and I would appreciate it if you could discuss their behaviour with them.

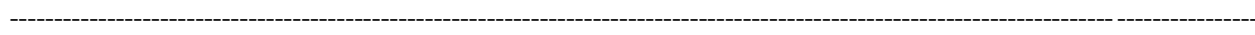
If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_



**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,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

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

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

\_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ 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.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 8—example individual behaviour plan

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
<p>Date of birth:</p> <p>Date plan starts:</p> <p>Date of next review:</p>	<p>Medical conditions/needs:</p> <p>Staff working with the pupil:</p>
<p><b>Challenging behavior (take from records of repeat offences)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Targets</b></p> <p>What are we working towards?</p> <p>Reduce number of incidences on the play ground</p> <p><b>How do we get there?</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Strategies for positive behaviour</b></p> <p>How do we maintain positive behavior?</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Early warning signs</b></p> <p>How do we prevent an incident?</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Reactive strategies</b></p> <p>How do we diffuse the situation?</p>	<p><b>Support after an incident</b></p> <p>How do we help the pupil reflect and learn from the incident?</p>
<p><b>Agreement:</b></p> <p>Parent name</p> <p>Parent signature</p> <p>Date</p>	<p>Staff name</p> <p>Staff signature</p> <p>Date</p>

**BEHAVIOUR PLAN**

PUPIL NAME:

CLASS:

YEAR GROUP:

**Skills and Talents****Achievements****Likes****Dislikes****Log of incidents:****Date****Description of behaviour****Trigger for incident****Action taken****IBP evaluation and next steps:**