



Carlisle & Hampton Hill Federation



CARLISLE INFANT SCHOOL AND HAMPTON HILL JUNIOR SCHOOL

POSITIVE BEHAVIOUR POLICY

This policy was reviewed:	Summer 2023
Responsibility:	Headteachers
Statutory Policy?:	Yes

CARLISLE INFANT SCHOOL

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.

(Paul Dix, Pivotal Education)

Carlisle Infant School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

As an infant school, we have moved to a model of just five simple rules which we expect most children to be able to recall and apply in various different situations -

‘We are kind and helpful, ‘We listen’, ‘We are honest’, ‘We work hard’ and ‘We look after property’.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aims of the policy

- ★ To create a culture of exceptionally good behaviour: for learning, for community for life.
- ★ To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- ★ To refuse to give learners attention and importance for poor conduct.
- ★ To help learners take control over their behaviour and be responsible for the consequences of it.
- ★ To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- ★ To promote community cohesion through improved relationships.
- ★ To ensure that excellent behaviour is a minimum expectation for all.

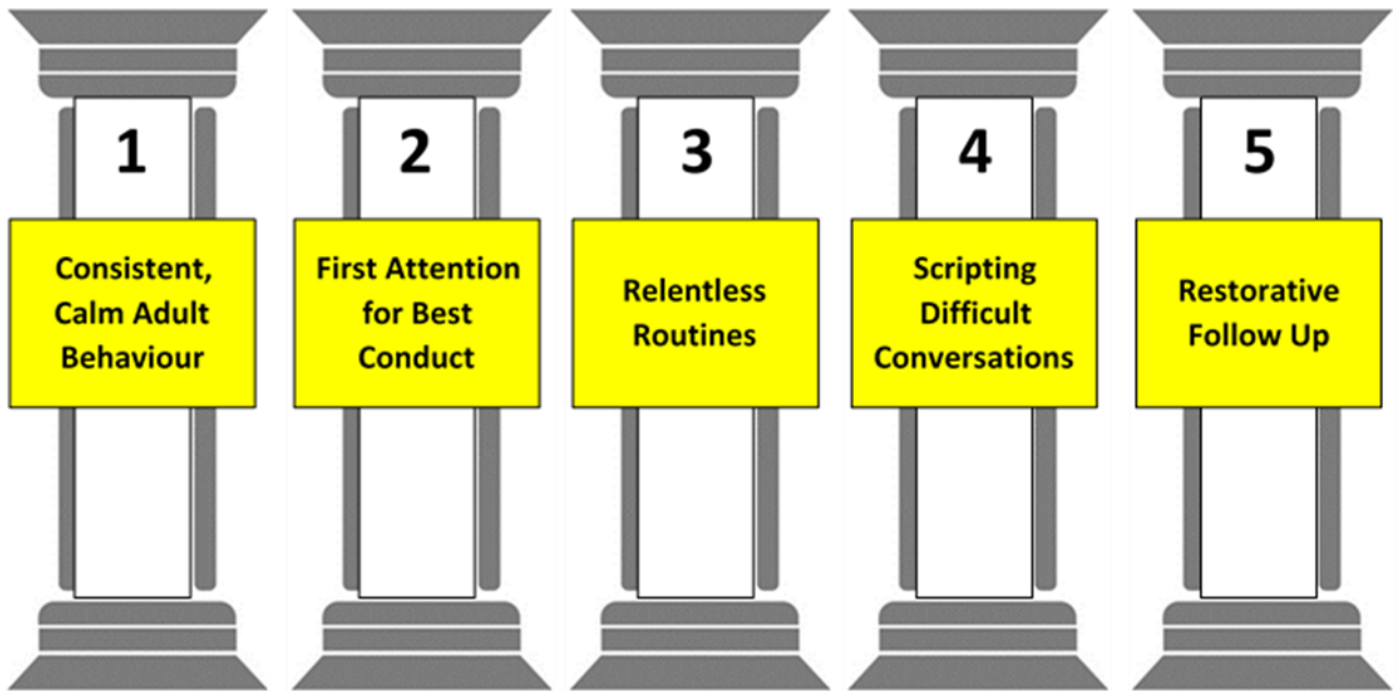
Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- ★ Recognise behavioural norms
- ★ Positively reinforces behavioural norms
- ★ Promote self esteem and self discipline
- ★ Teach appropriate behaviour through positive interventions



Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**:



Expectations of Adults

Consistent adult behaviour will lead to children consistently conforming to our expectations.

We expect every adult to:

- ★ Meet and greet at the door.
- ★ Refer to the 5 Rules:
'We are kind and helpful, We work hard, We are honest, We look after property' and 'We listen'.
- ★ Model positive behaviours and build relationships.
- ★ Plan lessons that engage, challenge and meet the needs of all learners.
- ★ Use a visible recognition mechanism throughout every lesson (e.g., Recognition boards)
- ★ Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- ★ Follow up every time, retain ownership and engage in reflective dialogue with learners.
- ★ Never ignore or walk past learners who are behaving badly.

Year Group Leaders

Year Group Leaders will:

- ★ Meet and greet learners at the beginning of the day.
- ★ Be a visible presence around school to encourage appropriate conduct.
- ★ Support staff (where needed) in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- ★ Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- ★ Encourage use of agreed rewards.
- ★ Ensure staff training needs are identified and coaching is offered accordingly

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- ★ Take time to welcome learners at the start of the day.
- ★ Be a visible presence around the site and especially at transition times.
- ★ **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- ★ Regularly share good practice.
- ★ Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- ★ Regularly review provision for learners who fall beyond the range of written policies.

Children want adults to:

- ★ Give them a 'fresh start' every lesson
- ★ Help them learn and feel confident
- ★ Be just and fair
- ★ Have a sense of humour

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Carlisle Infant School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form a positive note home, a phone call or a face to face chat.

Children who demonstrate the Golden Rules will be acknowledged with achieving a smile token. Other rewards and recognition of achievement include stickers, Headteachers Awards and certificates.

Managing Behaviour

Engagement with learning is always our primary aim at Carlisle Infant School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps (Step 1: Reminder, Step 2: Caution, Step 3: Last Chance, Step 4: Time out, Step 5: Repair – outlined in detailed below) in behaviour for dealing with poor conduct.

It is the aim that learners should be kept at Steps 1 and 2 for as long as possible.

Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes **micro-scripts** for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps for dealing with poor behaviour

Reminder, Caution, Last Chance, Time out, Repair.

Step 1: Reminder - of the rules, and the three step routine, delivered privately.

Step 2: Caution - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues eg having time out.

Use phrase ***"think carefully about your next step"***

Step 3: Last chance (includes a 2 minute "inconvenience" after class)- Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice to do and **use the microscript** (see Behaviour Blueprint).

The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed, reduced or substituted.

Step 4: Time out –(Yellow Card) If the child hasn't engaged after the third reminder he/she needs a **5 minute time out** this is a few minutes for the child to think about him/her behaviour and calm down.

Followed by:

Step 5: Repair - this might be a quick chat at breaktime in the playground or more formal meeting. (See restorative questions)

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Persistent Poor Behaviour



Repeated poor behaviour (More than one Time Out and Restorative Conversation in a day) results in a “yellow card.” This results in parents being notified either by a phone call or direct conversation. Yellow Cards should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teacher’s will work in conjunction with parents/carers, SLT, SENDCo and the Pastoral Mentor to devise an individual support plan.

Serious (Red Card) Behaviour Incidents



Red Card Behaviours include;

- **Violence (i.e. physical contact made with the intention to harm)**
- **Defiance / rudeness towards any adult**
- **Persistent taunting, teasing and bullying behaviour**
- **Stealing**
- **Spitting**
- **Swearing**

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

Red Card incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT) All red card incidents should be recorded on CPOMS

Carlisle Infant School Behaviour Blueprint

Relentless Routines

1) Calm Corridors 2) Use manners wherever possible 3) 1,2,3, Eyes on Me

<p style="text-align: center;">Stepped Sanctions</p> <p>Reminder - 3 Rules, and the three step routine, (delivered privately wherever possible) Caution - (delivered privately wherever possible) Last chance give child final opportunity to engage. Offer positive choices and use the CIS Microscript. Time out/Repair (Yellow Card) 5 minute time out - Reflect on behaviour/ Calm down. Repair - Restorative Questions</p>	<p style="text-align: center;">C.I.S. Microscript (30 second Scripted Intervention)</p> <p><i>"I have noticed that you are...(e.g. having trouble getting started, wandering around, making noises that are distracting people) ...right now"</i> "At Carlisle Infant School, we expect you to follow our Golden Rules" <i>"Because of that you need to... (refer to an action to support the expected behaviour[s] e.g. focus on your learning, go to your seat)</i> "Do you remember when/yesterday/last week you... (refer to previously demonstrated positive behaviour) ?" <i>"That is what/who I need to see today."</i> "Thank you for listening to me." Give the child some 'take up' time.</p>	<p style="text-align: center;">Restorative Questions</p> <p>→ What happened? → What were you thinking at the time? → What are you thinking now? → Who has been affected? → What should we do to put things right? → What could be done differently in the future?</p>
<p style="text-align: center;">Visible Adult Consistencies</p> <ul style="list-style-type: none"> ★ Meet and Greet ★ First Attention to Best Conduct ★ Calm and Caring 	<p style="text-align: center;">Rules</p> <ul style="list-style-type: none"> ★ We are kind and helpful ★ We work hard ★ We are honest ★ We look after property ★ We listen 	<p style="text-align: center;">Over and Above</p> <ul style="list-style-type: none"> ★ Values ★ Effort ★ Initiative

The Power to search without consent

Staff will operate this (if required) with reference to DFE Prohibited items list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items on the list (such as weapons and knives and child pornography) will be handed over to the police.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Physical interventions are used positively, minimally and as a last resort to keep pupils and staff safe. Individual staff are trained in positive handling techniques. Physical interventions will normally form part of a child's individual behaviour support plan. Any instance of physical intervention will be documented and communicated with parents.

The school will follow LBRuT's guidance as to disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Safe Space (Calm Corner) Intervention

Pupils demonstrating dysregulated behaviour may be guided to the calm corner away from other pupils for a limited period in order to calm and to keep themselves or others safe.

This space may also be used upon pupil request in order to enable time and space to re-regulate. (See Appendix 1 for further Calm Corner Guidance)

Temporary, permanent and lunch time exclusions

A decision to exclude a pupil should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for a headteacher to take.

Whilst an exclusion may still be an appropriate sanction, headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Headteachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, headteachers should consider whether exclusion is providing an effective sanction.

(from Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion (DFE))

A number of options are available in response to a serious breach of behaviour policy;

- a) **restorative justice**
- b) **mediation**
- c) **internal exclusion**
- d) **managed move** (to another school)
- e) The length of a fixed –term exclusion will depend on the severity of the behaviour. If repeated exclusions prove necessary, a permanent exclusion may need to be considered. Any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.
- f) When a child returns from a fixed-term exclusion, a reintegration meeting is set up. This will involve the parents, the child, the Local Authority Inclusion Officer and the Headteacher.
- g) As per the DfE directive, where an exclusion does not take a pupil's total number of excluded days above five per term, the governing body must consider any parental representations but does not have the power to overturn the Head teacher's decision.

Any incidents will be documented and reported to Governors by the Headteacher in the termly report; serious incidents will be reported to the local authority.

NOTIFICATION OF EXCLUSION FORMS

We will follow Local Authority templates and guidelines. (Ref: Adrian Bannister, Lead Exclusion & Reintegration Officer, LBRuT).

(Reference: Behaviour and discipline in schools, Advice for headteachers and school staff (DFE))

[Link to Safeguarding and Child Protection Policy – Child on Child Abuse](#)

Reference to the procedures for dealing with child-on-child abuse from our Safeguarding and Child Protection Policy can be found from page 18 of this school policy document.



Carlisle Infant School Guide for our Calm Corner



We are lucky to have a 'safe space' at Carlisle Infant School that we refer to as our Calm Corner. This is a place of safety with soft padding on walls. A safe space can provide a low stimulation area, which pupils can use to settle in, or have quiet time away from a busy classroom. Pupils can use the safe space as a means of managing their own behaviour, by requesting time in it when they recognise their stress levels are rising.

This room is a multi-purpose room and used for a variety of reasons;

- If a child is dysregulated and needs a sensory free space.
- To provide a quiet space for children who are feeling overwhelmed with the busy school environment.
- To provide a space for sensory play and support.



There are times when children need to access to a quiet and calm space. The Calm Corner is a sensory controlled calming area. The purpose of this space is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills. Sensory toys are located outside the Calm Corner for children to access to support their self-regulation skills (if appropriate). In the majority of cases the pupils will ask to access the Calm Corner if they are feeling dysregulated often using the 'Zones of Regulation' to support their understanding of their emotions.

The Zones of Regulation



Blue Zone	Green Zone	Yellow Zone	Red Zone
sad tired sick tired	happy calm feeling ok focused ready to learn	frustrated worried silly/wiggly excited loss of some control	mad/angry terrified yelling/hitting elated out of control

Positive Handling and Physical Restraint

In optimum circumstances the pupil will choose to access the Calm Corner, sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Calm room using positive handling strategies. Positive handling is the positive application of force with the intention of protecting the child from harming him/herself or others or damaging property. The Calm Corner (in this instance) should only be used after in-class strategies have failed to calm the pupil. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the categories below. The Calm Corner could be used in the event of the following circumstances:

- Self-harming
- Injury to other children or staff
- Damage to property

In these instances the Calm Corner can be used as a means of

- Helping the pupil to manage their own emotional state
- Reducing the danger to self/other pupils/staff
- Reducing the need for prolonged physical intervention.

Restraint may be necessary to safeguard the individual and or other from serious injury or harm. A decision to use physical intervention should only be made after all alternative strategies have failed to calm the pupil and never used to punish. All staff have been trained in de-escalation strategies (techniques can be used to help prevent further behaviour issues arising) and ensure techniques used to restrain or restrict liberty of movement are reasonable and proportionate to the circumstances, risk and seriousness of harm; and are applied with the minimum force necessary and no longer than necessary. After any incident involving restraint staff fill out a 'significant incident record' and share it with a member of the senior leadership team on the same day. Parents and carers will be informed of this and the senior leadership team will review the records regularly.

Procedure for the Calm Corner

1. When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunities to calm, using the strategies outlined in the school's behaviour policy.
2. If the pupils' behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff. Staff should suggest 'This is a good time to use the Calm Corner.
3. Other staff should be alerted for support where appropriate.
4. If the pupil continues not to comply, staff may consider it necessary to escort the child to the Calm Corner using an approved physical intervention in line with the DFE guidelines.
5. Once in the Calm Corner and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the child spending the minimum time necessary in the Calm Corner.
6. When the Calm Corner has been used (for the above purpose) the incident must be recorded appropriately in line with school policy and must be shown to a member of the senior leadership team on the same day.
7. While a child is in the Calm Corner, senior staff should ensure that appropriate staffing is available to support the child.

Written by SENCo July 2021

HAMPTON HILL JUNIOR SCHOOL

Introduction

“Good behaviour in schools is central to a good education” (Behaviour in Schools DFE Sept 22)

This policy defines our commitment to ensuring behaviour that is fully supportive to a consistent and caring environment with positive learning outcomes for all.

Behaviour principles

- Promote a positive and inspirational ethos and climate that supports pupils to achieve and progress.
- Create a consistent environment that encourages and reinforces good behaviour.
- Emphasise the importance of rules and why we follow rules.
- Encourage and expect consistency of response from all staff and adults operating within the federation.
- Promote self-esteem, self-discipline and behaviours that are supportive to positive relationships and sustained friendships.
- Encourage the involvement of both home and school in the implementation of the policy.
- Ensure a thorough and informed pupil transition procedure that is supportive to positive outcomes.

To achieve these behaviour principles as a staff we will:

- Model high standards of behaviour in our interactions with children, colleagues and the wider community.
- Create and maintain a calm, safe, happy and purposeful learning environment.
- Foster positive, kind, caring attitudes towards everyone.
- Use a wide range of strategies for dealing with difficult behaviours.
- Reward pupils for showing an effort to improve and demonstrating this consistently.
- Use a consistent approach to behaviour management by:
 1. Praising and encouraging children’s appropriate behaviour
 2. ‘Catching them being good’.
 3. Being proactive and striving to pre-empt inappropriate behaviours.
 4. Delivering rules, rewards and sanctions in fair, transparent and consistent ways- taking into account the individual needs of pupils.
 5. Ensuring fair treatment for all and operating fully in line with our equalities duty.

Rules are used to promote and support positive behaviour. These rules are regularly shared with the children and are displayed prominently.

SENCo will:

Work alongside teachers, parents and learners in the behaviour management of pupils with Special Educational Needs and Disabilities (SEND) or those with more complex behaviours by:

1. Lead on liaising with internal and external professionals dependent on need.
2. Putting in place appropriate provision for SEND children.
3. Using data to target and assess provision.

Hampton Hill Junior School Rules

Respect in Our Classroom

Stay seated unless you have permission. Rocking on chairs is not safe. (Try not to fiddle.)

Only call out when requested to do so. No shouting. Be silent/quiet when asked.

Listen to adults and other children.

Follow instructions.

Take pride in your work. No doodling on book covers.

Speak politely and kindly. Speaking politely means in a respectful tone of voice and using respectful body language.

Look after property. Keep things neat and tidy.

Respect in the Playground

Play sensibly and safely.

Be aware of others near you.

Offer to help and play with others.

Be polite and kind.

Speaking politely in a respectful tone of voice and use respectful body language.

Take care of plants and equipment.

Stay outside unless you have permission. (Monitors allowed inside must wear a lanyard.)

Follow instructions on the whistle.

Respect in the Lunch Hall

Be polite and helpful to everyone.

Walk around the hall.

Behave sensibly.

Choose a seat and then remain in that place.

Talk quietly to people on your table.

Leave your table clean and tidy and put all litter in the bin.

Respect in Assembly

Walk in silently in single file and sit down straight away. Try to sit still.

Only speak when requested to do so and stop when the adult claps.

Listen respectfully.

At the end of the assembly, wait silently and walk out silently and sensibly, in single file, with your class

“Respecting ourselves, each other and our environment.”

HHJS Rewards

Individual Rewards:

Praise, Recognition Board

Stickers, Year Group Leader Award, Deputy Award, Headteacher Award

Sit next to a friend for a lesson

Diary comment, phone call, email or postcard home

Whole Class Rewards (Supervised by the teacher):

Outdoor -a class game, time in the playground/adventure playground/garden.

Indoor – a class game, choosing time.

Year Group Reward (Supervised by the teachers):

Y3 and Y4 film

Y5 and Y6 film or trip to Holly Road Recreation Ground.

NB. In addition to the above, teachers may use other reward systems at their discretion that are supportive to positive outcomes (such as Dojos, crowns and raffle tickets).

HHJS Consequences for inappropriate behaviour:

- **Reminder**
- **Warning**
- **2 mins owed – kept back by their teacher at break/lunch**
- **Reset (see below)**

Instant Reset for the following unacceptable behaviours:

Open defiance / consistently ignoring instructions

Swearing/inappropriate language. Any discriminating language or behaviour (racism, sexism, sexual, homophobic language etc)

Verbally or physically threatening, aggressive or violent behaviour

Bullying (refer to anti-bullying policy)

Deliberate damage to school property

Stealing

Any situation where a member of staff feels threatened or belittled by a pupil.

If a child gets a **Reset**, they are required to miss part of their lunchtime break (15 mins) and a Reflection Sheet is completed with a member of SLT to help them reflect upon and learn from their mistake.

Children are required to reflect upon the following 6 questions:

What happened?

What were you thinking?

What have you thought since?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

This process is informed by the language of Zones of Regulation- and in line with our Attachment Aware Schools Award.

The children are aware of this system through assemblies, posters around the school and through verbal messages. The vast majority of our pupils never get a Reset.

Report Card:

If a child receives 3 Resets during a half term (6-7 weeks) they will be required to move onto a Report Card for 5 school days. Their class teacher will take them to visit the Headteacher for a meeting and parents will

be informed by the SENCo, in her capacity as part of the Leadership Team. It will be explained to them how the Report Card works and about the possibility of internal suspension as the next stage if necessary. In most cases this is successful in improving the child's behaviour and the SENCo will email/phone home at the end of 5 days. When a child comes off the report card they may move to a consolidation card to help them stay on track, if this is requested by the parent and/or teacher.

NB. Very few children need to go on a Report Card.

Internal suspension:

If the child's scores on the Report Card do not meet the success criteria, then an internal suspension becomes necessary. Parents are informed. An internal suspension involves the child being removed from their class into another class and alternative supervised breaks are scheduled away from peers, for one school day. Assuming this is successful, then a reintegration meeting will be held the following morning and the child has a fresh start back in their usual class.

Fixed Term External Suspension:

If there is significant poor behaviour during the day of the internal suspension, then parents will be called to attend a meeting and a fixed term external suspension will be issued.

On return from the external suspension we will hold a reintegration meeting and a Personal Support Plan will be drawn up with specific strategies to address the child's needs and support a successful return to school.

The SENCo will lead on this. External advice may be sought as necessary.

Permanent exclusion: is a last resort only (see 'temporary, permanent and lunch time exclusions' section below).

The Curriculum and the Learning Environment

We believe that an appropriately planned curriculum and effective teaching and learning contribute to positive learning behaviours. We plan for the needs of individual pupils and involve pupils in their own learning. The classroom and school environment is an important influence on children's behaviour and should give a clear message about the extent to which the children and their efforts are valued.

Pupil Learning Outcomes

- Know and understand it is not acceptable to bully, name call or use inappropriate language.
- Know that they can and should talk to an adult about any concerns they have in regard to behaviour.
- Know that they will be treated in a fair and friendly way.
- Begin to solve social problems in an independent way.
- Understand that they have choices with regards to behaviour.
- Understand that behaviour can have consequences.
- Have respect for self and others.
- Take responsibility for own actions.

Monitoring and Evaluation of the policy

The effectiveness of this policy is monitored on a regular basis.

Behaviour records are kept- to inform and track the positive impact of responses and interventions.

Staff development and support

All staff are made aware of the high standards of behaviour expected of all pupils at all times and their role in helping to maintain this. Staff development, training and support is included in our annual programme and informed by staff, parent and pupil surveys.

Pupil Wellbeing

When pupil behaviour or response gives cause to suspect that a child is suffering, or might suffer harm, staff follow the schools' Safeguarding Policy.

A multi-agency assessment or other external input may be considered.

This policy acknowledges the school's legal duties under the Equality Act.

Pupils' conduct outside the school gates

This policy is written with reference to DFE guidance. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

Teachers may discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school, or if they pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Carrying out searches and confiscation of inappropriate items

The Head teacher or members of SLT can carry out searches of pupils if this is deemed as necessary. If a search of a pupil is required, the member of SLT who carries out the search should be the same sex as the pupil. Another member of staff will be present during the search. Detail of the search will be recorded on CPOMs. The child's parent/ carer will be informed.

A member of staff can confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Power to search without consent

Staff will operate this (if required) with reference to DFE Prohibited items list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items on the list (such as weapons and knives and child pornography) will be handed over to the police.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Physical interventions are used positively, minimally and as a last resort to keep pupils and staff safe.

Individual staff are trained in Team-Teach positive handling techniques. Physical interventions will normally form part of a child's individual behaviour support plan. Any instance of physical intervention will be documented on CPOMs and communicated to parents.

The school will follow LBRuT's guidance as to disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Seclusion / isolation requirements

Disruptive pupils can be placed in an area away from other pupils (such as our safe space) for a limited period. This is a decision that staff will ordinarily make in consultation with colleagues. The reason and procedure will be made clear to the individual pupil. The school will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

Temporary, permanent and lunch time suspensions and exclusions

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for a headteacher to take.

Whilst an exclusion may still be an appropriate sanction, headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.

Headteachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

Where a pupil has received multiple suspensions, the headteacher will consider whether this is providing an effective sanction and respond accordingly.

A number of options are available in response to a serious breach of behaviour policy;

a) restorative justice

b) mediation,

c) internal suspension

d) managed move (to another school)

e) fixed term external suspension- the length of a fixed term external suspension will depend on the severity of the behaviour. If repeated suspensions prove necessary, a permanent exclusion may need to be considered. Any child suspended for more than 5 days will be provided with tuition following discussions with the LA. Where shorter temporary suspensions are concerned, homework will be provided. When a child returns from a fixed-term suspension, a reintegration meeting is set up. This will involve the parents, the child, the local authority and the Headteacher. As per the DfE directive, where a suspension does not take a pupil's total number of excluded days above five per term, the governing body must consider any parental representations but does not have the power to overturn the Head teacher's decision.

Any incidents will be documented and reported to Governors by the Headteacher in his termly report; serious incidents will be reported to the local authority.

NOTIFICATION OF SUSPENSION AND EXCLUSION FORMS

We will follow Local Authority templates and guidelines.

(Reference: Behaviour and discipline in schools, Advice for headteachers and school staff (DfE))