

Behaviour policy and statement of behaviour principles



Willerby Carr Lane Primary School

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1. Aims

This policy aims to:

- Ensure that our school provides a caring, safe, secure and happy environment in which every child can achieve their highest standards both socially and academically.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault

Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, jokes or taunting; physical behaviour such as interfering with clothes or online sexual harassment

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. In school with the pupils, we define bullying using the acronym STOP (Several Times On Purpose).

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The Full Governing Board is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governors
- Giving due consideration to the school’s statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated support sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils are permitted to bring their mobile phones to school at their parents'/carers' discretion.

Mobile phones must not be used by pupils inside the school grounds and should be handed in on arrival to their class teacher.

Mobile phones will be kept in secure location by the class teacher and they will not have access to them throughout the school day.

Pupils are responsible for collecting their phone from their class teacher at the end of the school day.

Whilst on the school site mobile phones should not be used, seen or heard.

If pupils do not respect the rules relating to mobile phones then they may have their phones stored at the school office and school may request that parents collect the phone at the end of the day.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Further details on this can be found in the Managing Behaviour in the Classroom appendix.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Additional Support - ELSA

The school employs a full-time emotional literacy support assistant (ELSA). Our ELSA is a member of staff who has had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work.

Our ELSA delivers individualised support programmes to meet the emotional needs of children and young people in our care; we recognise that children learn better and are happier in school if their emotional needs are also addressed. The role of the ELSA is to develop children and young people's emotional literacy, positive mental health, social skills, and emotional well-being. The ELSA isn't there to 'fix' the child. For pupils with complex or long-term needs, it's unrealistic to expect ELSA support to resolve all their difficulties. Change is a long-term process that needs everyone's help.

Our ELSA also supports parents with challenges they are facing whether they are in the area of behaviour, relationships, attendance, sleep, eating etc.

7.4 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Dojo Points
- Communicating praise to parents/carers via a positive note home on Class Dojo or conversation at the end of the day.
- Certificates in special assemblies

- › Positions of responsibility
- › Whole class or year group rewards, such as a popular activity

7.5 Responding to misbehaviour

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

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

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

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

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

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

- › A verbal reprimand and reminder of the expectations of behaviour
- › Sending the pupil out of the class
- › Expecting work to be completed at home, or at break or lunchtime
- › Missed break time
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents/carers
- › Agreeing a behaviour contract
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.6 Reasonable force

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

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.7 Searching and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or deputy, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

Informing parents/carers

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

- What happened

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

If it is thought that a strip search is required, then staff will seek appropriate advice.

7.8 Off-site misbehaviour

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

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

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

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

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

7.10 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.12 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break time.

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

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by another member of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

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

- Regular breaks from the classroom
- Use of teaching assistants
- Short-term behaviour plans
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log on CPOMs, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort and in accordance with the DfE guidance.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

The approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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

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

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This could include measures such as

- Reintegration meetings
- Daily pastoral support
- A personalised behaviour card

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

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

Behaviour management will also form part of continuing professional development through meetings, individualised training plans and time to access online or face-to-face courses. Staff will be given support from members of the SLT when needed.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

A whole school behaviour log is maintained on-line using the CPOMS system.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

'Significant incidents' include:

- repeatedly making poor choices e.g. not getting on with work after multiple reminders
- single incidents where the misbehaviour merits it e.g. defiance very disruptive behaviour, insolence, assault, fighting, damage to property, verbal abuse, bullying, racism etc.

The data will be analysed every half-term by the Headteacher and/or DSL.

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

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

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

13.2 Monitoring this policy

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

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Positive Handling policy
- Mobile phone policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by governors of Willerby Carr Lane Primary School annually.

Appendix 2: Managing Behaviour in the Classroom

It is essential that ALL staff create an environment in which ALL students feel they belong and feel safe; an environment that allows all students to thrive as individuals and as learners. This requires establishing appropriate learning-focused relationships where expectations are set high and where everyone knows the routines and boundaries.

All staff make use of essential ideas and techniques in achieving this:

- **Building Positive Relationships** – relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. Positive relationships also underpin creating conditions where students and teachers can focus on learning, free from distractions or emotional threats. Finally, positive relationships are key in communicating trustable feedback that students will act on.
- **Establishing Expectations** – ‘you establish what you establish’. If staff tolerate mediocre work, poor punctuality and off-task talking, they establish this as the norm and that is what will follow. Staff should establish that they will not tolerate these things and take action to address them – as a consequence, pupils learn to function within those higher expectations.
- **Signal, Pause, Insist** – one of the most important routines because it is one that teachers will use several times in a lesson. Signals may vary from class to class but should be used consistently.
- **Positive Framing** – maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language. Teachers frame corrective directions through a positive frame.
- **Rehearsing Routines** – Routines are the bedrock of a positive behaviour management system. If everyone knows what to do, what to bring, how to respond and what happens in various situations, then it allows the focus to be on learning because the rest happens more or less automatically, with minimum fuss.
- **Choices and Consequences** – as part of behaviour management systems and routines there will be a set of rules and agreed consequences for various levels of inappropriate behaviour. The emphasis is placed on students making the right choices in full knowledge of the consequences of the choices they make.

Building Positive Relationships

Relationships support the needs and rights of everyone in a classroom and around school to feel safe, respected and valued; to feel they belong.

Positive relationships also underpin creating conditions where students and teachers can focus on learning, free from distractions or emotional threats.

Finally, positive relationships are key in communicating trustable feedback that students will act on.

ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES

- Staff and students are not friends/equals because of staff roles and responsibilities alongside their duty of care.
- Relationships with students should focus on the shared purpose of achieving learning and positive behaviours.
- Once students understand the boundaries for positive, valued behaviours, and that these are consistently and judiciously maintained, they accept them as norms within which everyone co-exists happily.

COMMUNICATE KINDNESS

- All positive relationships have kindness in common.
- Kindness in all interactions – in the things you say and the way you say them.
- Keep kindness at the forefront especially if you have challenging situations to deal with.

LEARN NAMES AND USE THEM

- Take time to learn names early on with a new class.
- Use a seating plan to reference as you ask questions.
- Better if you can say “Michael, what do you think?” or “Aysha, let's have you facing this way thanks”.

COMBINE ASSERTIVENESS WITH WARMTH

- Assertiveness involves expecting compliance with your expectations without using power to demand respect.
- It is possible to be very strict if needed, strongly enforcing a boundary, at the same time as being warm, kind and caring.
- Be firm when needed, consistently and fairly whilst communicating that students are valued and respected.

ALWAYS BE THE ADULT

- However inappropriately students behave, it is vital to remain as calm and rational as possible.
- Respond using adult language and Positive Framing.
- Don't resort to sarcasm, idle threats or personal remarks.

ESTABLISH YOUR EXPECTATIONS

‘You establish what you establish’. If staff tolerate mediocre work, poor punctuality, off-task talking or disrespect, they establish this as the norm and that is what will follow.

If you establish that you will take action, students learn to function with your higher expectations.

“What you permit, you promote”.

DECIDE YOUR EXPECTATIONS

Determine exactly what your expectations are in as much detail as possible:

- what equipment to bring,
- how to move around school,
- how to move between one activity and another,
- how to listen when others are talking,

- how to ask and answer questions,
- how work should be set out.

COMMUNICATE YOUR EXPECTATIONS

- Talk through your expectations with each class.
- Use visual reminders for clarification.
- Use a 'checking for understanding' process to ensure your students know what you mean
- Walk through routines rehearsing how they work.
-

REINFORCE YOUR EXPECTATIONS

- Follow through, routinely and positively.
- If you weaken commitment to your own expectations, this undermines their value.
- Use positive framing to restate your expectations.
-

REDIRECT, CORRECT OR CHALLENGE

- When expectations are not met, use positive correction to redirect.
- e.g. If you have asked for silence, it must be truly silent.
- e.g. If people are talking, make sure they have stopped before you try to talk.
- Be very precise and direct.
-

SUSTAIN YOUR EXPECTATIONS

- It is easier to sustain high expectations if they become part of a set of routines.
- Routines need to be rehearsed multiple times before becoming literally routine.

SIGNAL, PAUSE, INSIST

This is a routine staff will use frequently

Relying on using your voice to talk over the noise of a chatting class is hard to sustain

The signal-pause-insist routine allows staff to move from one lesson or phase to another calmly and efficiently.

The more you insist on the response, the more embedded it becomes.

CHOOSE A SIGNAL

Select a clear and easily reproduced signal. This might be:

- a raised hand
- "3-2-1 and listening" / "1-2-3 eyes on me" / "pencils down" - to enter and move between tasks
- two sharp claps using a small bell
- It doesn't matter as long as it can be used freely and repeatedly.

REHEARSE THE SIGNAL

- Introduce the signal to each class soon after meeting them.
- Practise the process of stopping and starting an activity using the signal.
- Make it clear what the signal is and what you want them to do on hearing it.

GIVE THE SIGNAL

- When you want to move from student activity to teacher input, stop what you are doing and give the agreed signal.
- Stand facing the class, scanning the room to make eye contact with everyone.

PAUSE

- Give students a short moment to adjust; it's not instantaneous.
- Wait without speaking to allow this transition to happen naturally.
- Hold eye contact all the time.
- When ready, affirm their positive response with a simple "thank you".

INSIST

- Before moving on be sure that everyone has given you the agreed response.
- If you can't get a 100% response through body language and eye contact, use low level reminders.
- You might need a more-strict response or to rehearse the signal for attention routine again.

POSITIVE FRAMING

A technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language.

Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame.

ESTABLISH YOUR EXPECTATIONS

- Go through the process of establishing expectations first.
- Students need to know what the expectations are before they can then be re-affirmed through the framing technique.

AFFIRM POSITIVE RESPONSES FIRST

- Give positive affirmation to students who meet the expectations before dealing with any who don't.
- "Well done to this table; you're ready to learn and listening".
- "So many excellent homework responses today. Well done people!"

FRAME CORRECTION AS POSITIVE REINFORCEMENT

- Frame corrective responses by reasserting what you want, not describing their behaviour.
- Instead of "Sean and Mo, stop talking and turn around" say "Sean, Mo... I'd like you both looking this way and listening thanks".

GIVE THE BENEFIT OF THE DOUBT

- Assume students' best intentions and emphasise what you want to happen.
- Staff member: Louise, I need you focused on the task now. Thank you.
- Louise: But I wasn't talking.
- Staff member: OK, maybe you weren't but I need you focused and working hard now. Thank you.

ASSUME CONFUSION OVER DEFIANCE

- Feign confusion instead of issuing a challenge.
- "I wonder if this group did not quite hear the instructions?"
- "There seems to be some confusion about our expectations here — can we just check we've all understood the routine?"

REHEARSE ROUTINES

Routines are the bedrock of a positive behaviour management system.

If everyone knows what to do, what to bring, how to respond and what happens in various situations, then it allows the focus to be on learning because the rest happens more or less automatically, with minimum fuss.

Establish them and rehearse them so that they are known, understood and enacted consistently.

DESIGN YOUR ROUTINES

Work out what you want students to do in every common situation they encounter:

- arriving to class
- leaving the playground
- entering and getting equipment ready
- moving from a teacher-led phase to a groupwork phase
- Describe each routine in as few steps as possible.

WALK THROUGH EACH ROUTINE

- Teach each routine explicitly and walk through it.
- Treat it like a rehearsal where you review the performance and then repeat it with improvements.
- Establish a high standard early on otherwise it will be harder to address later.

TEACH THE SIGNALS

- Students need to know when to enact a given routine.
- Some might be automatic.
- Some might need to be signalled by the teacher.
- When a signal is needed, teach the signal, test it and reinforce it consistently

MAKE ROUTINES ROUTINE

- Stick to the details of a routine so that they become automatic and do not require much reinforcement.
- Feels artificial at first but persist with routines so that they become the norm.

REFRESH OR REBOOT

- Reinforce routines using Positive Framing and Choices & Consequences
- Some enforcement fatigue is normal.
- If a routine has lapsed, reboot it, re-setting the expectations, running through explicit rehearsal.
- Can be a better option than issuing consequences to multiple students.

CHOICES & CONSEQUENCES

As far as possible, positive behaviour should be celebrated and, where appropriate, recognised with verbal praise and public recognition such as class dojo points. Place the emphasis on students making the right choices in full knowledge of the consequences of the choices they make.

ESTABLISH THE RANGE OF FORMAL CONSEQUENCES

- All students must know the range of consequences.
- Make it clear when any warnings will be given and the behaviours for which detentions or other consequences will be set.
- Consequences for serious misdemeanours must be crystal clear.
- Consequences are not limited to, but may include: apologising; removal of periods of playtime; communication with parents; referral to the Headteacher or other senior member of staff; suspension or exclusion in accordance with national guidance

USE ASSERTIVE CHOICE DIRECTION

- The principle: if students choose to misbehave, they choose to receive the consequence.

- Reinforce through the language of choice direction: “James, either face forwards, concentrating on your work, or stay in at playtime.” “Amira, either follow the safety rules or you will receive a call home.”

NARRATE THE CONSEQUENCES

- When setting a consequence, explain why.
- “Rachel, you’ve continued to talk after the warning, which disrupts our learning, so you will need to see me after the lesson.”

MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY

- Students must all believe that certain behaviours will definitely lead to consequences;
- that missed playtime or other consequences issued, will happen;
- that you mean what you say.
- If consequences issued do not happen, it undermines you.

USE CONSEQUENCES JUDICIOUSLY

- Fairness is important so be as consistent as possible when giving consequences
- If you use consequences inconsistently, it undermines you.
- If you give out consequences too liberally, it can create a negative culture.

Restorative Approach

Staff follow principles of restorative justice in trying to “make things right”. The restorative approach is based on the belief that the people best placed to resolve a conflict, or a problem, are the people directly involved. We encourage children to think for themselves so that their behaviour is not motivated simply by avoidance of punishment. The guiding principles are:

Foster awareness in the pupil of how others have been affected.

Involve the student actively by asking them to speak and to listen to those who have been affected by their inappropriate behaviour.

Separate the deed from the doer. Recognise a pupil’s worth, their virtues and accomplishments while disapproving of their wrongdoing.

Recognise that incidents of poor behaviour can be used as an opportunity for learning.

The following questions may be used to scaffold a discussion:

1. What happened?
2. How did it happen?
3. What was your part in it?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

The child is actively involved in the process. In some cases, the perpetrator and the ‘victim’ may be present at the same interview. Restorative approaches can be used individually, with groups or with whole classes. They can be used as standalone sessions or as part of circle time and PSHCE.