|  |  |  |  |
| --- | --- | --- | --- |
| Topic | Notes | Questions | Page no. in doc |
| The Policy Intro | School logo/Title  Dates-review and next review  Who it applies to  Reviewed by  Approved by  Shared with: |  |  |
| The whole school Approach to behaviour | Introduction  School mission and priorities in relation to behaviour  Power statements that express what you believe. | Is this expressing the words that the school embodies through its values?  Are they empowering or threatening, shaming or fearful?  Are they amplifying the true vision of the school? |  |
| The school behaviour Curriculum | Modelling embedded in daily life.   * Leadership- staff * Staff/ leadership- pupils * Pupils- pupils * Visitors- pupils * Visitors- staff   Word Bank  PSHE  Assembly  Cars  Pitstop  Posters  Class and 121 feedback  Others | What do you believe about behaviour? I.e. We believe that behaviour is a skill, like subjects, and it is our job to give every pupil the opportunity to learn, practice and refine their behaviour to advance their learning, social and communication skills.  What is the school's definition of misbehaviour, good and exceptional behaviour?  Where and how do the children learn what these are?  How do you share the expectations with the community? |  |
| The role of school leaders | Taking responsibility for implementation of the policy. Clearly creating and maintaining an embedded policy that is the beating heart of the school.  How do the school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy.  Monitoring procedures   * Academic * Socially * Personally   Method:  Walk rounds  Reviews  Questionnaires  Leadership- staff reviews  Assessments post low level behaviour incidents | How do the leaders keep the team updated with behavioural strategies and tools?  How do the leaders share behaviour celebrations and expectations with parents?  When do staff get supported?  Remember: research shows how modelling is more impactful than saying, display anchors. How do you ensure everyone from the top down embraces the behaviour policy?  How do the leaders support pupils, teachers, parents’ behaviour? |  |
| The role of teachers and staff | List methods here.  Language used across the school (school word bank)  Examples:  Celebrate and share learning around behaviour in the classroom and on playground  Spot repeat patterns around behaviour and support pupils in breaking and improving them.  Welcome feedback, queries and challenges from parents, staff and pupils.  To ensure all pupils are safe, building a trusting and connected environment.  To communicate and share with parents, when they spot warning signs, or challenges that the pupil is experiencing.  Share with parents when there is celebration and improvement around behaviour.  Maintain reinforcement around behaviour so children keep building and learning.  To identify behavioural links to safeguarding or SENCO. | How do your teachers set pupils up for exemplary behaviour?  Are the teachers taught how to be open to growth with children who struggle with good behaviour?  How are teachers supported to inspire behaviour in learning, communication and social?  How are teachers trained to bridge the gap between school and parents? |  |
| The role of pupils | List of what they will learn  Examples  Learn levels of behaviour and why aiming for exemplary behaviour is empowering  Learn what poor, exemplary, and good means in personal, social and academic situations.  Learn to care for themselves and one another.  Learn the value of empowering communication  Learn how to navigate friendships.  Develop self-understanding of moods and how they impact their behaviour.  Learn how to break bahviours that stop or restrict us academically, personally, or socially.  Learn how to build confidence.  Learn how to activate their academic behaviour  Learn that poor behaviour is an opportunity to learn and grow  Learn how to reach their true potential by refining their behaviour.  Develop, learn, and use effectively a range of mindset, social skills that relate to maintaining good and exemplary behaviour. | Is the role of the pupil to know or be provided the skills?  What statements do you feel would bring safety, trust, and connection for your pupils, |  |
| The role of parents | Some examples:  To communicate with school when they have a concern around behaviour in or out of school.  To read the behaviour policies.  To be aware and interested in how their children are growing personally, socially and academically;  Be open to communicate and support their children in receiving support when they need it;  Feel welcome in school to discuss their children’s progress in an empowering atmosphere.  To support the child by reinforcing academic behaviours that advance their achievement. |  |  |
| Behaviour expectations | School Rules  To encourage good and exemplary behaviour.  Check in:  Are your statements showing how you facilitate growth or open statements that are impossible to achieve?  E.G  We expect all pupils, parents and staff to respect everyone.  Or  We expect all pupils to be supported and educated into how to respect everyone socially and academically.  We teach pupils how to take ownership and be responsible for their behaviours by learning, growing, and refining.  Parents and staff are expected to model and encourage children into empowering beaviours. | Are your statements realistic and of a growth mindset? Are they supportive?  Are they end goal orientated? |  |
| Behaviour expectations (SEN/ SEND) |  |  |  |

Responding to behaviour

| Responding to good behaviour | Statement about your values with this.   * Encouragement that everyone can spot inspiring behaviour and share it. * Shared for heightened learning of the community * Continual and ad hoc- celebrating it when staff observe it.   Teaching Intrinsic responses to behaviour   * Teaching pupils to identify good academic and social behaviours for themselves and in others. * Self-rewards/ certificates/ charts   Extrinsic responses   * stickers/ certificates/ star of the week * Praise from members of staff * Children exhibiting especially good behaviour, kind deeds or producing good quality work may be * sent to the Head teacher for a reward. * House Points * Orange stickers from the MDSAs/Merits and Classroom marbles. |  |  |
| --- | --- | --- | --- |
| Responding to misbehaviour | * Write a short sentence of what the school believes about misbehaviour. * List methods   Initial intervention methods- eg Pit stop 121 or class  Pitstop in class  Pupil tutorial  Persistent behaviours tracked  Multi agency support  In Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed   * Dangerous behaviouir procedure   Examples that embrace behaviour enhancement:  All staff will: Ensure 121 feedback is not delivered Infront of peers and privately where possible. (Causes social isolation and shame cycle).  Understand that misbehaviour shows a child is dysregulated. Cannot open the part of the brain to resolve or be responsible unless they feel calm and safe.  Knowing how to support a child by not villainizing them as a person but empowering them to understand what is not acceptable and how to learn the skills to overcome it.  Used CARS ( see pitstop training)  Teacher responsibly assesses if the child’s emotional, physical and emotional needs are being met. Adjust and support accordingly.  Refer to removal etc. | Is your emphasis on punishment and low level sanction and/or equipping the child with the skills they need?  How do staff make it emotionally, physically safe for the child, themselves and class?  How do you want your children to feel when they misbehave?  Do they children know they are misbehaving but can’t stop it?  How do you help them?  How do you want to build a culture of safety and trust with children who misbehave? |  |
| Acceptable forms of sanction | List  e.g  Confiscations  Exclusions |  |  |
| Responding to the behaviour of pupils with SEN or SEND | * Behaviour statement around SEN and SEND- values   How are the school using methods so undiagnosed children still gain mastery support?   * Support methods around SEN SEND * Response (see guidelines p28   https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1101597/Behaviour\_in\_schools\_guidance\_sept\_22.pdf) | How are staff trained to understand the different communication skills for SEN/ SEND?  What methods does the school take on to ensure SEN/ SEND are being given the emotional, physical and academic support? |  |
| Support pupils following Sanction | List  examples:   * Post event team review * 121 meeting with parents and Head/ teacher * Return plan identifying emotional, physical and intellectual support that is needed to help the pupil return to mainstream education safely. Clearly identifying how they will support the child in meeting the expected standards of behaviour. * Goals and targets * All staff should ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with * Reintegration meetings between the school, pupils, parents and, if relevant, other agencies. |  |  |
| Support for parents following sanction | List methods   * Meetings * Share of return plan |  |  |
| Support for teachers following sanctions | Value statement  Emotional support  Skill assessment  Support plan  Prevention review | Does the team review and get a chance to highlight if they feel they have relevant skills to manage child or situations? |  |
| Detentions | Procedure explanation | When are they used?  How do the team ensure children understand why? |  |
| The use of reasonable force | Describe accordingly |  |  |
| Searching, screening and confiscation | The school ensures:   * Parents clear on rules of what can and cannot be in school * Training and rules |  |  |
| Removal from classrooms | Statement  IE Removal from the classroom should be considered a serious sanction.   * Rules / guidelines for teachers * When Removal occurs   E.g  Removal should be used for the following reasons:  a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.  b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.  c) to allow the pupil to regain calm in a safe space.   * What happens when removed (education and learning) * Learning continues according to child’s needs * Language used by staff (TIC) * Parental notification methods   I|mprtant  26 Section 93 of Education and Inspections Act 2006. 27 Section 550ZB of the Education Act 1996. 28 Section 94 of Education and Inspections Act 2006. 24 80.  It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see paragraphs 51 and 55 - 59). 81. |  |  |
| Suspension and permanent exclusion | All pupils are entitled to an education where they are protected from disruption. Can learn in a calm, safe and supportive environment.  Headteachers 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 circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section ‘Reasons and recording exclusions’ within the ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance’. |  |  |
| Managed moves | A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.  If a temporary move needs to occur to improve a pupil’s behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) |  |  |
| Behaviour outside school premises | School values around this.  Other elements:  Safety in car park, getting to and from school  Safety to themselves and other wherever they are.  Building relationships where children feel safe in sharing concerning behaviours for themself and others in or out of school is welcomed. | How do you equip children to apply school values and behaviours out of school life?  Behaviour guidelines in school are an excellent way to contribute to a thriving community. |  |
| Preventing recurrancemis behaviour | Behaviour tracking, including removal data  Initial intervention strategies. Pitstop in class and 121.  Provide review  Enhanced guidance and learning for children who repeat.  Building safety, trust and communication with child.  Pastoral reviews and investigations by SENCO where required  Analysis methods that are collected data to identify patterns relating to pupils behaviour | How do you take responsibility for growth? |  |
|  |  |  |  |
| Pupil support units | Statement |  |  |
| Reintegration | Statement | What is your strategy?  Time in pupil support unit  Reintegration meetings  Support required for each individual situation |  |
| Monitoring and evaluating school behaviour | Statement:  School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level.  List:  Behaviour patterns  Attendance  Engagement  Achievement  Incidents and reports |  |  |
| Child on child sexual violence and sexual harassment | Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school’s initial response. Each incident should be considered on a case-by-case basis. 112.Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Schools should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable. 113.Schools should never normalise sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy, and dignified/respectful relationships. 114.Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children’s social care are ongoing (see paragraphs 124-126 for suspected criminal behaviour). 115.Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. 116. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. 117. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any 33 disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate. | How is your school proactive? i.e. lessons on respectful toilet behaviour.  Where are children most vulnerable in your school and how do you educate them with safety for themselves and what to do if they ever feel unsure of a behaviour? |  |
| Behaviour incidents online | 118.The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school’s culture and can lead to school feeling like an unsafe place.  Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. 119. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos34 and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance in paragraphs 124-126. 120.When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school’s response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people. 121. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the 34 More information can be found in Sharing nudes and semi-nudes: advice for education settings working with children and young people. 34 orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. |  |  |