

# Broadwood Primary School



## Behaviour Policy

Date policy last reviewed: March 2024

Signed by:

W. Mitcheson Headteacher Date: 18<sup>th</sup> March 20224

N.Wise Chair of governors Date: \_\_\_\_\_

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## Introduction and Vision

Children learn best when they feel emotionally and physically safe. It is extremely important at Broadwood Primary School that **every** child feels safe at school and is able to flourish in a calm and safe environment. We therefore have created a policy that sets out high expectations of behaviour and provides a consistent approach to behaviour management.

We know that not all children arrive at school knowing how to make the right choices. Therefore, we teach and model good behaviours and establish a clear set of boundaries which are understood and adhered to by our entire school community.

Our whole school approach to behaviour management is designed to teach and support children to make the right choices to stay within the boundaries we set.

All children are treated fairly and with respect and we have high expectations that they will behave in a positive way towards their peers, staff and adults within our school community.

All children will reach their true potential in a calm, safe and healthy environment.

### **At Broadwood Primary School, we are committed to:**

- Promoting and praising positive and good behaviour.
- Promoting self-confidence, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Challenging and disciplining misbehaviour.
- Preventing all forms of bullying.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with children to enable early intervention.
- A shared approach which involves children in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Reasonable sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

### **What we strive to achieve:**

- All children feel valued and safe in order to enjoy their day in school.
- All children take responsibility for their behaviour, and to reflect on how it might affect others around them.
- All children have a voice to discuss issues regarding behaviour (during reflection times, PSHE lessons etc)
- A code of conduct is established and maintained to which **all** members of the school adhere to at all times.
- All members of our school community (children, staff, parents & governors) promote our school values and positive ethos.

- A clear set of consequences are established for unacceptable behaviour that promotes the learning of good behaviour.
- Clear, consistent, and positive discussions will be held between the school and parents about behaviour.
- A consistent whole-school approach to behaviour and discipline.
- All staff are inducted and supported to achieve an ethos of good behaviour.

## **Roles and Responsibilities**

The governing body will have overall responsibility for:

- Ensuring this policy meets the legal expectations for a whole school approach to behaviour management.
- Ensuring this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, sex or race.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be highly visible around school and responsible for:

- The implementation and monitoring of this policy and of the behaviour procedures in school.
- Having regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring continuous training, staff induction and support.

The SENCO will be responsible for:

- Collaborating with the governing body, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

All staff and volunteers will:

- Create a positive and safe environment in the school environment.
- Listen to **all** children and to hear their point of view.
- Teach and model to children good behaviour and expectations
- Be respectful and address children in a reasonable tone of voice.
- Explain the reasons for any consequences.
- Value all aspects of their achievements.
- Be fair, clear, firm, consistent, positive and understanding.
- Be aware of the signs of behavioural difficulties.
- Set high expectations for every pupil.
- Encourage children to be responsible for their own behaviour and goals.
- Celebrate children's good behaviour with parents/carers.
- Talk with children about things that go wrong and help children to reflect so children understand why some things are wrong and why we have rules.
- Establish effective lines of communication between staff responsible for managing behaviour (e.g dinner ladies and teaching staff).
- See each day as a fresh start.
- Recognising the vital role that parents play in their children's behaviour and education and foster strong links and positive communications with parents/carers.

Teaching staff will:

- Create a calm and safe environment for children and establish clear boundaries of acceptable behaviours.
- Uphold the whole school approach to behaviour management by teaching and modelling expected behaviour and positive relationships.
- Challenge children to meet the school expectations and maintain the boundaries of acceptable behaviours.
- Be aware of the needs and support provided to any child with specific behavioural needs.
- Plan and review support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Aim to teach all children the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers for any child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of all pupils in their class
- Keep the relevant figures of authority up-to-date with any changes in behaviour.

The relevant figures of authority include:

- SENCO, Headteacher and DSL.

Children will be responsible for:

- Their own behaviour both inside school and out in the wider community.

- Upholding the school behaviour policy, contributing to the school culture.
- Reporting any unacceptable behaviour to a member of staff.
- Reflecting on their own behaviour.

Parents will be responsible for:

- Reading and understanding the school behavioural policy.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Raising any concerns regarding the management of behaviour within school.

## **Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all children.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for managing challenging behaviour.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep children stimulated.

Teachers will position themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the body.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

## **Praise and rewards**

The school will recognise that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

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

As with praise, the school understands that providing rewards after certain behaviour means that children are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates in our celebration assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

### **Behaviour curriculum**

Positive behaviour will be taught to all children to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Within our PSHE programme 'SCARF', we teach online positive behaviours, reinforce school rules, bullying and mental health.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher - child relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

## **Preventative measures for children with SEND**

Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the child.

Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the child concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions.

## **Staff induction, development and support**

There will be an induction for all new staff to fully understand the school's behaviour policy and culture. The rules, routines and expectations will be shared and how best to support all children to maintain the positive culture and good behaviours expected within school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

There will be regular training opportunities and updates for all staff to ensure a whole school consistent approach to behaviour management.

Senior leaders and the headteacher will review staff training need annually, and respond appropriately to any serious or persistent behaviour issues disrupting the running of the school.



## School Rules

Our behaviour system is built around our school rules which are grounded in our behavioural core values of Respect, Excellence and Honesty.



Teachers will inform children of the school rules and expectations at the beginning of the academic year and explain the rationale behind them. Sanctions for poor behaviour and expectations will also be shared. These will be reinforced on a daily basis.

Posters of the school's golden rules and classroom rules will be displayed and staff will teach and continuously reinforce good behaviour and high expectations.

## Managing Unacceptable Behaviour

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

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

Support, such as targeted discussions with children, a phone call with parents, and inquiries into circumstances outside of school by the safeguarding team, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

After an initial incident of poor behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what sanction is reasonable:

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 1</b><br><b>Verbal Warning</b>              | <p>Examples: Shouting out in class, Being rude to an adult, Not following an instruction, Being unkind to peers</p> <p>This is the consequence when behaviours above are displayed for the first time. It is a chance for the teacher to clarify the child's displayed behaviour with them and to ensure the child understands now how to make the right behaviour choice. It is delivered quietly to the child, in a supportive manner, and away from the child's peers if possible. Reference to the school's Golden Rules will be made.</p>                                                                             |
| <b>Stage 2</b><br><b>Reflection</b>                  | <p>Key Stage 2 and Y2</p> <p>Reflection during play time with Mrs Mitcheson Headteacher (meeting room) Leadership team to cover if HT off site.</p> <p>Year 1. A reflection playtime with class teacher.</p> <p>This is the consequence for the above behaviours when displayed for the second time and after a <i>Stage 1</i> warning has been given. It is assumed that the child is aware of the Golden rules and has chosen the behaviour that does not follow our rules. It is delivered quietly to the child, with an explanation of the effects of that behaviour, and away from the child's peers if possible.</p> |
| <b>Stage 3</b><br><b>Loss of all day play time</b>   | <p>Loss of playtime with Mrs Mitcheson and also lunchtime play with a member of the SLT. The incident will be recorded on CPoms.</p> <p>This is given for continued display of above behaviours. In addition, there are some behaviours that place a child immediately on <i>Stage 3</i>. These are; using inappropriate language, kicking, pushing, pulling hair, allowing misuse of property to cause danger and damage to school property. It is delivered quietly to the child, with an explanation of the effects of that behaviour, and away from the child's peers if possible.</p>                                 |
| <b>Stage 4</b><br><b>Internal/External Inclusion</b> | <p>These are more severe behaviours such as racism, bullying, use of homophobic language, physical assault, stealing, direct confrontation to adults, inciting to fight.</p> <p>As before, it is delivered in a non-confrontational manner.</p> <p>It will be at the discretion of SLT as to the appropriate consequence given.</p>                                                                                                                                                                                                                                                                                        |

## Reflection Charts

The Headteacher and Senior Leadership Team will monitor and keep a daily record of children attending reflection (stages 2 and 3) Teachers will inform parents in an informal discussion at the end of the day that their child has been in reflection due to poor behaviour.

If a child is in reflection (Stages 2 and 3) three times within a half term, they will be given a Self-Reflection Chart which they will complete over a 2-week period. This is an opportunity for the child to reflect on their behaviour at certain times of the day and in individual lessons. The child, teacher and dinner staff will score the child for each session a mark out of 10 and they

will discuss the outcomes with the child to see if there is agreement. The reflection chart will be shared with the HT throughout the day. Communication between staff and parents will be made at this point.

## **Stage 4**

Where a child's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The child is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The Senior leader investigates the incident and decides whether it constitutes Stage 4 of unacceptable behaviour.
- If an incident is deemed to be highly unacceptable behaviour, it will be recorded on CPoms.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the child will be removed from the classroom for an internal exclusion.
- Leaders will inform the child's parents, following a decision to remove their child from the classroom, and invite them to discuss the incident.

### **Removal from the classroom**

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

The child will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove a child from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all children and restore stability following an unreasonably high level of disruption
- To enable disruptive children to be taken to a place where education can continue in a managed environment
- To allow the child to regain calm in a safe space

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

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

The staff member in charge and supervising the child will decide what the child may and may not do during their time spent removed from the classroom. The headteacher will request that the child's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a child who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the child return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, child and their parents, and other agencies if relevant, where necessary.

Children will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.
- Where a child is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the child, an individual behaviour plan will be put in place.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

## **Suspension and permanent exclusion**

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher will 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 Headteacher will use his/her own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a child

## Disciplining a child

For all discipline to be lawful, the school will ensure that:

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

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

## Prevention strategies and sanctions for unacceptable behaviour

### De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### The use of reasonable force

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

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the child will be

immediately taken to the headteacher and the child's parent will be contacted – parents may be asked to collect the child and take them home for the rest of the day.

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

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

## **Sexual Abuse and Discrimination**

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child Protection Policy.

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

## **Smoking and Controlled Substances**

The school will follow the procedures outlined in the PSHE policy, when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment and Broadwood Primary school has recently been recognised as a smoke free zone school. Parents, visitors, staff and children will be instructed not to smoke on school grounds and requested not to smoke at the school gates. Children will not be permitted to bring smoking materials such as vapes to school.

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

## **Prohibited Items, Searching Children and Confiscation**

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

- Knives and weapons.

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

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

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

## **Behaviour outside of school premises**

Children at the school must agree to represent the school in a positive manner.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

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

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

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

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.



The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

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

## Data Collection and Behaviour Evaluation

The school will collect data from the following sources:

- Behaviour incident analysis
- Attendance, permanent exclusion and suspension data
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

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

## Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items



- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

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

## **Legal framework**

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) ‘Behaviour in schools: advice for headteachers and school staff’
- DfE (2022) ‘Keeping children safe in education 2022’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- Managing Children's Behaviour Guidance (DFE March 2024)

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

## **Monitoring and review**

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

The next scheduled review date for this policy is April 2025

