

## Behaviour Policy

<b>Responsibility for this policy lies with (Headteacher, Full Governing Body or Finance &amp; Premises Committee)</b>	Headteacher
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## Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Build a community which values kindness, care and empathy for others
- › 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

## 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

## Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, at break and lunchtimes, when on school trips, during extra-curricular activities taking place in school or when attending the school's wrap-around care provision.
- › 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, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

Sexual comments

Sexual jokes or taunting

Physical behaviour such as interfering with clothes

Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- › 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)

## Bullying

**Bullying** is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: 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)

### Responding to bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL), or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.

- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with the Safeguarding and Child Protection and Confidentiality Policies.
- Sanctions, as identified within the school Behaviour Policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help or Children's Social Care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Behaviour Policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken via the school's central recording system (CPOMS).

### **Supporting pupils:**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, and engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school Behaviour Policy; this may include missed playtimes and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Adolescent Mental Health Service (CAMHS).

Further details can be found in the school's Anti-Bullying Policy.

## **Roles and responsibilities**

### **The governing board**

The 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

## **The headteacher**

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing board
- › 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)

## **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 on the school's reporting system, CPOMS, having investigated what happened fully
- › Challenging pupils to meet the school's expectations

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

## **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.

## **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- › 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 induction 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.

## **School behaviour curriculum**

The school has the following three rules which the pupils, parents and staff are expected to follow at all times and in all circumstances:

- › Show respect and good manners at all times
- › Care for everyone and everything
- › Follow instructions with thought and care

These rules are taught, modelled and valued by all school staff. These rules are prominently displayed around the school and in the classrooms to serve as a reminder to all that the school rules should be followed at all times. 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
- › Care for the school buildings and school property
- › 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.

The school's PSHE curriculum supports the understanding of pupils as to how they should behave towards each other and how to keep themselves safe: this is reinforced through teaching linked to the British Values and assemblies as well as wider opportunities around the school.

## Mobile phones

The school recognises that sometimes pupils may need to carry a mobile phone, particularly where they may make their own way to school. The following rules apply:

- Pupils in Years 5 and 6 may bring a mobile phone to school
- This must be switched off on the school site and not used during the school day
- Phones will be handed into the class teacher on entry to the class in the morning and retained safely in a storage box which pupils do not have access to. They will be returned to pupils just before they leave the classroom at the end of the school day.
- If pupils do not adhere to these rules then the phone will be retained by the class teacher to be collected by the pupil's parent/ carer.
- Where a pupil has a specific medical condition that requires that they carry a mobile phone, parents/ carers should contact the Headteacher so that suitable arrangements can be put in place.

## Responding to behaviour

### Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the three school rules within their classroom so that they can be referred to in conversations
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning at the classroom door
  - Establishing clear routines
  - Use of non-verbal signals for key routines set out in the Read, Write, Inc phonics scheme: Team Stop signal, My Turn, Your Turn signal, Partner Talk signal and 1 2 3 signal to move to seats or stations.
  - Highlighting and promoting good behaviour through the use of Trackit points
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Further details of expectations in the classroom can be found in the Teaching and Learning Policy

### 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 which can be found at <https://edward-pauling-primary-school.secure-primariesite.net/policies-1/>

## **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
- Awarding of 1, 3 or 5 Trackit points, to work towards a reward.
- Star of the Week for demonstrating that they are following the school rules and a positive attitude to their learning and others

Points are awarded for:

- 1. Joining in/contributing well
- 2. Being a good role model
- 3. Working hard
- 4. Demonstrating great effort
- 5. Making sensible choices
- 6. Overcoming challenge

Each positive behaviour choice is worth 1 Trackit point, however, pupils who go above and beyond in any of these areas can earn a special star worth 5 points.

Rewards that can be earned with Trackit points are agreed between the School Council and the Senior Leadership Team at least yearly. Pupils can choose to use their points or to bank them towards a reward for which a greater number of points are needed. The School Council have been involved in the consultation to decide the rewards to be offered.

## **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 follows a clear structure in response to unacceptable behaviour: These build cumulatively but the decision may be taken to move directly to a more serious response depending on the misbehaviour.

Where negative behaviours for learning are demonstrated, a member of staff will encourage pupils to show positive behaviours from this point and they will ensure that the pupil is able to explain how this behaviour is not in line with the school rules. Staff will give:

- A reminder to demonstrate positive behaviours for learning
- Deduct Trackit points
- A missed playtime
- A missed playtime and a written reflection/response

If pupils are found not to be following a school rule at any point during the day (including Breakfast Club, after-school clubs and on school trips), they will be encouraged to demonstrate positive behaviours for learning. If the pupil continues to behave in the same way, they will receive a points deduction on the Trackit Lights system. Between 1 and 3 points will be deducted from the pupil's Trackit points. Although they will not receive a further consequence at this stage. If this same behaviour still continues despite adult intervention, pupils will miss a playtime.

These behaviours relate to the three school rules – pupils will be asked which school rule they have not kept on each occasion so that they can explain why they have received a points deduction.

Here is a list of behaviours that warrant pupils receiving a consequence. Please note that this includes, but is not limited to:

Warning:

- talking in class with intention to disrupt learning;
- deliberately not being ready to learn;
- getting up out of seat when inappropriate;
- continuing with an issue that arose in the playground despite it being resolved;
- speaking rudely to others with deliberate intent to offend;

Trackit Lights Point deduction:

- refusal to comply after first warning or continuing with the same behaviour; -1 point on the Trackit system.
- repeatedly disrupting others with intention to disrupt learning. -2 points on Trackit.

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.

A pupil may demonstrate more serious misbehaviour. If this would warrant a missed playtime, or a series of missed playtimes, or an internal exclusion, this will be signalled with a red light on the Trackit Lights System.

Behaviours that would lead to this include:

Missed Playtime (time out in Nursery):

- continuation of the same behaviours, as above, after reminders to demonstrate positive behaviours for learning and deduction of 3 Trackit points;
- defiant refusal to work;
- swearing;
- deliberately throwing objects in the classroom or playground;
- poor choices which lead to injury [no intention to hurt, but could have been predicted];
- talking in assembly or the classroom to disrupt learning.

Missed playtime with reflection or response (time out in Nursery):

- continuation of the same behaviour [as above] immediately after missing playtime;
- racism, intentionally offending another pupil by making a racist comment;
- homophobia, intentionally offending another pupil by making a homophobic comment;
- use of any other derogatory language;
- throwing or hitting with objects hurting a pupil;
- deliberate rudeness to adults or peers.

Block of missed playtimes:

- repeated incidents of repeated behaviours [as above]

Internal exclusion (including missed playtime and lunchtime) (a period of reflection in Nursery):

- peer on peer abuse, including sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting or ridiculing a peer;
- fighting with intent to injure;
- deliberate vandalism to school property;
- deliberate intimidation of others;
- bullying.

Where a pupil is due to miss a playtime, this will take place at the next break, either morning play or lunchtime. If they receive the consequence in the afternoon, they will miss their playtime the following day. A pupil may miss more than one playtime if, after completing their first missed playtime, they demonstrate a different behaviour that would warrant a missed playtime.

Internal exclusions will be supervised by the Senior Leadership Team.

## **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 Positive Handling Policy)

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.

Staff receive training in positive handling including de-escalation techniques at least every three years.

## **Searching and confiscation**

Whilst it is unlikely that it will be necessary to search a pupil for prohibited items, the school will follow this following guidance should this become necessary.

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 pupils' possessions**

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

- › Desk trays
- › 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 on CPOMS under the safeguarding category.

### **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.

## **Misbehaviour at clubs or wraparound care on the school site**

Sanctions will be applied where a pupil has misbehaved at any club or the wraparound care on the school site. Staff will follow the same procedures as in the school day. Where clubs are run by staff who are not

employed by the school, they will be given support from the SLT to enable them to follow the school's procedures.

### **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, sports competitions)
- 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).

### **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.

### **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 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.

### **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. If a pupil makes an allegation of abuse against another pupil:

- › Staff must tell the DSL and record the allegation, but not investigate it.
- › The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- › The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- › The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

Please refer to our child protection and safeguarding policy for more information <https://edward-pauling-primary-school.secure-primariesite.net/policies-1/>

## 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.

This includes where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child; b. possibly committed a criminal offence against or related to a child; or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We follow the Hounslow Safeguarding Children Partners procedures <http://www.hscb.org.uk/> and the school's policy for Dealing with Allegations of Abuse against Teachers and Other Staff.

## Serious sanctions

### 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 a Phase Leader or a member of SLT, and will be removed for a limited period of time.

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:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Support from external professionals, for example Woodbridge Park Educational Service or a Behaviour Support Assessment
- Multi-agency assessment

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

## **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.

Please refer to our exclusions policy for more information <https://edward-pauling-primary-school.secure-primariesite.net/policies-1/> .

An external suspension is the most serious consequence. This is reached as a result of extreme behaviour such as aggressive physical behaviour which includes deliberating hurting others (including biting [applied age appropriately], punching, kicking), theft, putting themselves or others at risk, or manipulating/bullying others into inappropriate behaviours.

Examples of behaviours that may mean that a pupil may be suspended externally include:

- serious incidents of violence;
- vandalism in the community whilst wearing school uniform;
- theft within the school grounds;
- significant harm to others including bullying or persistent peer on peer abuse;

- abuse of adults;
- a serious breach of our school rules;
- blatant disregard for the safety of themselves and others.

## Responding to misbehaviour from pupils with SEND

### 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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to ensure that a pupil with visual or hearing impairments are seated with a clear view of the teacher and IWB
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Use of resources such as theraputty, fiddle toys, wobble cushions or theraband to support listening and attention
- Cards to support pupils to indicate if they are ready to learn
- Resources to support links for individual pupils to the Zones of Regulation (chart used in all KS1 and KS2 classrooms) or Mood Monsters
- Training for staff in understanding neurodivergence
- Time to calm before discussing when something has gone wrong for identified pupils

### 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

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.



## **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.

## **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.

The Hounslow SEN Team can be contacted on 020 8583 2672 by telephone or by emailing [SEN@hounslow.gov.uk](mailto:SEN@hounslow.gov.uk)

## **Supporting pupils following a sanction**

Following serious or repeated instances of misbehaviour, the school will put in place strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This will include:

- Reintegration meetings
- Daily contact with an identified member of staff
- Referrals to play therapy, ELSA, Nurture Club or external agencies for additional support

## **Pupil transition**

### **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. This will include a member of staff showing the pupil around the school and speaking about the school rules with them.

### **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 will be transferred to relevant staff at the start of the term or year.

## **Training**

As part of their induction and ongoing CPD, our staff are provided with regular 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.

## Monitoring arrangements

### Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every term by the Assistant Headteacher (SENCo).

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 location of incident
- › 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.

Data on behaviour is reported to the governing board each term as part of the Headteacher Report.

### 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 above). At each review, the policy will be approved by the headteacher.

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

## Links with other policies

This behaviour policy is linked to the following policies:

- › Teaching and Learning Policy
- › Exclusions Policy
- › Child Protection and Safeguarding Policy
- › Positive Handling Policy
- › Mobile Phone Policy
- › Policy for Dealing with Allegations or Concerns Raised Against Teachers and Other Staff
- › Anti-bullying Policy

Policy date: September 2024

Review date: September 2025

## Appendix 1: Statement of behaviour principles

### Behaviour Principles

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at Edward Pauling Primary School.

- At Edward Pauling Primary School, we strive to ensure that every pupil understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times.
- Our Behaviour Policy is rooted in our curriculum intent, as well as the school rules:
  - Show respect and good manners at all times*
  - Care for everyone and everything*
  - Follow instructions with thought and care*
- Pupils are helped to take responsibility for and reflect on their actions and choices.
- We believe pupils should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff.
- The Behaviour Policy is shared with pupils, parents and staff.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- The Governing Board of Edward Pauling Primary School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2:

### List of rewards available to pupils

Number of Trackit points earned	Rewards available
50	10 minutes on computer or iPad
	Early lunch
100	Read to class or have a story read to them
	Item of stationery
150	Bring in a show and tell to share with the class
	30 minutes to help with younger pupils
	30 minutes to play a board game
	Item of stationery
200	45 minutes of cooking activity
	45 minutes of art and craft activity
	Item of stationery
250	Item of stationery
300	1 hour of art and craft activity
	1 hour of sport activity
	Item of stationery

Pupils are able to choose to spend or bank their points to save towards a greater reward.  
Points will be cleared at the end of the school year.