



**Brodetsky Primary School  
Governing Body Documents**



# **Brodetsky Primary School Policies**

**Policy Name: Behaviour, Anti-Bullying and Trauma Policy**

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Table of Contents

1. Aims .....	4
2. Legislation, statutory requirements and statutory guidance .....	4
3. Definitions .....	5
4. Bullying .....	6
5. Roles and responsibilities .....	7
5.1 The Governing Board .....	7
5.2 The Executive Headteacher .....	7
5.3 Staff .....	7
5.4 Families .....	8
5.5 Children .....	8
6. School behaviour curriculum .....	9
6.1 Mobile phones .....	9
7. Responding to behaviour.....	10
7.1 Classroom management .....	10
7.2 Safeguarding .....	10
7.3 Responding to good behaviour .....	10
7.4 Responding to misbehaviour.....	12
7.5 Reasonable force Care and control policy .....	12
7.11 Malicious allegations .....	14
7.12 Trauma .....	15
8. Serious sanctions .....	17
8.1 Detention .....	17
8.2 Removal from classrooms.....	17
8.3 Suspension and permanent exclusions .....	19
9. Responding to misbehaviour from children with SEND.....	19
9.1 Recognising the impact of SEND on behaviour .....	19
9.2 Adapting sanctions for children with SEND.....	19
9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND .....	20
9.4 Children with an education, health and care (EHC) plan .....	21
10. Supporting children following a sanction .....	21
11. Pupil transition .....	21
11.1 Inducting incoming children.....	21
11.2 Preparing outgoing children for transition .....	21
12. Training.....	21
13. Monitoring arrangements.....	22

13.1 Monitoring and evaluating school behaviour .....	22
13.2 Monitoring this policy .....	22
14. Links with other policies .....	23
Appendix 1: written statement of behaviour principles .....	24
Appendix 2: Stages of Behaviour .....	24

## 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all children 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
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all children
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for Executive Headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for Executive Headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting children with medical conditions at school](#)

It is also based on the [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 children
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

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

**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 like 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 items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Every member of the community has the right to a “Bully Free” environment.

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: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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 or gaming sites

## **5. Roles and responsibilities**

### **5.1 The Governing Board**

The Teaching, Learning and Inclusion Governors are responsible for:

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

### **5.2 The Executive Headteacher**

The Executive Headteacher is responsible for:

- › Reviewing this policy in conjunction with the Teaching Learning and Inclusion Governors
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of children
- › 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 children 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 children both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Staff**

Staff are responsible for:

- › Creating a calm and safe environment for children
- › 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 children
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular children

- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging children to meet the school's expectations

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

#### 5.4 Families

Families, 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, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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

#### 5.5 Children

Children 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 standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

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

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

Children 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 children who are mid-phase arrivals.



## 6. School behaviour curriculum

Children are expected to follow Brodetsky's Ten Commandments and Mr Y's Golden Rules:

### Brodetsky's Ten Commandments

At Brodetsky, we believe that we should ...

1. There is only one God. Always do our best! There is only one you
2. You should not make or worship any representations of false g-ds. Treat everybody equally
3. You should not misuse or disrespect the name of G-d. Use kind words
4. Remember the Sabbath and keep it as a holy day. Use our time wisely
5. Honour and respect your mother and father. Follow the instructions from our adults
6. Do not murder. Keep our hands and feet to ourselves
7. Do not commit adultery. Be respectful to our peers
8. Do not steal. Value school property
9. Do not lie. Be honest
10. Do not be jealous. Celebrate the success of others



### Mr. Y's 3 Golden Rules

\*Just because they didn't fit the 10 commandments

- Walk around school calmly
- Always look smart
- Have lots of fun



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

### **6.1 Mobile phones**

- Only Year 5 and Year 6 pupils are allowed to bring mobile phones to school ensuring they are switched off before entering school grounds.
- Phones are stored in the teacher's drawer upon arriving at school.
- Parental permission will need to be provided.
- School will not be held liable for any loss or damage to any electronic devices brought in.

## **7. Responding to behaviour**

### **7.1 Classroom management**

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

They will:

- › Create and maintain a stimulating environment that encourages children to be engaged
- › Display Bodetsky's Ten Commandments in their classroom
- › Develop a positive relationship with children, which may include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 Safeguarding**

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

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

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

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

### **7.3 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 may be rewarded with:

- Verbal praise
- Critter Coins
- Communicating praise to parent/carers via verbal correspondence
- Communicating praise to parent/carers via written correspondence
- Certificates, prize ceremonies and 'Star of the Week' special assemblies
- Be given the opportunity to nominate themselves for positions of responsibility, such as representing School Council, Eco Committee, Tzedakah Committee or House Captains.
- Whole-class or year group rewards, such as a popular activity

## 7.4 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 children know with certainty that misbehaviour will always be addressed.

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

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

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

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

- › A verbal warning
- › A verbal reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour i.e. Reflection Sheet
- › Sending the pupil out of the class for thinking time
- › Expecting work to be completed at home, at break or lunchtime
- › Detention at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Email or phone call home to parents/carers
- › Agreeing a behaviour plan
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

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

See appendix 2 for more information on what the process looks like in practice.

## 7.5 Reasonable force Care and control policy

Reasonable force covers a range of interventions that involve physical contact with children. 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

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

### 7.6 Confiscation

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

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

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

### 7.7 Off-site misbehaviour

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

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

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

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

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

### 7.8 Online misbehaviour

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

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

#### 7.9 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 Executive Headteacher will make the report.

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

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

#### 7.10 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.

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

The school's response will be:

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

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

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

#### 7.11 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 children 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 children.

## **7.12 Trauma**

### **A Trauma Informed Approach and Zones of Regulation**

At Brodetsky Primary School we understand that it is our job to teach the children we have; not those we would like to have, not those that we used to have; but those that we have right now.

As stated earlier we know that many learners at Brodetsky will have barriers to learning, including Social, Mental Health (SEMH) needs and many often suffer from insecure attachments or have witnessed traumatic events.

"Trauma occurs when an event is so frightening it causes a prolonged alarm reaction, where the body is primed and pumped with chemicals and enzymes such as adrenaline and does not calm down for a long time. In any person, this creates an altered neurological state. The severity of this depends on a number of factors, including previous experiences of trauma and the availability of support. (Calmer Classrooms, 2007)





This diagram lists the types of trauma children may experience.

If we accept this description and understand why it is true, then we have a responsibility to ensure it is embedded in the practice of our school. Zones of Regulation is used at Brodetsky Primary School to help children understand, recognise and moderate their emotional responses. This whole school approach helps children manage their emotional literacy. It is explained to children that there are no good or bad feelings and that it is normal to feel a range of emotions.

By using ZOR we aim to help individuals to discuss their emotions and place themselves into the 4 optimal zones:

- › Blue zone: sad, tired, sick or bored
- › Green zone: happy, calm, feeling okay, focused, ready to learn
- › Yellow zone: frustrated, worried, silly, excited and loss of some control
- › Red zone: intense and extreme -mad, angry, terrified, elated, out of control

At Brodetsky Primary School, using trauma informed approaches, such as ZOR, to help children regulate their emotions, we recognise that:

- Behaviour is a form of communication. Although, possibly dangerous, a child's behaviour at school might be a very normal response to an adverse life experience, when the child may not have felt safe.
- Children may have mannerisms, body movements or behaviours that let adults know that they are struggling.
- A child may not be ready to discuss an issue if they are not regulated and the child may need to use their preferred sensory tools or stimuli to regulate.



- Staff should not expect immediate results or returns - a child might be dismissive of you but this does not mean that the adults' actions were not valued.
- Children may persistently challenge adults to prove to themselves that adults do not care. This can be upsetting for staff leading to forms of secondary-trauma. Secondary trauma is when a child's trauma or associated behaviours affect the behaviours of another adult or child.
- Some children may sabotage all forms of behaviour initiatives.

As a result, staff will adapt their practice to support children, these include:

- Staff will use small actions to reward children - shaking hands, smiling at and greeting a child on their way into school can really add to their sense of belonging and safety.
- Staff will use a positive approach, understanding that children may need very specific and descriptive praise or discrete non-verbal feedback.
- If a child with known SEMH needs, shows that they are beginning to lose focus, this needs to be spotted, acknowledged and addressed. Staff will know what sensory approach children prefer to help them regulate.
- If a child displays challenging behaviour staff will only express disapproval of the behaviour and not the child and engage and empathise with the child before they try to address the behaviour.
- If a child is not regulated staff will help children explore how they feel by naming feelings.
- If a child is not regulated staff will also tell the child that they care about them and they want to make sure that the child is safe.
- If a child is behaving dangerously, they will be told, using the words dangerous and big to describe their actions.
- Staff are encouraged to swap roles and support one another if a child is not responding to the adult working with them. This approach is called 'change of face'.
- Bespoke provision will be outlined on Pupil Support Plans (PSP).

Furthermore, the use of ZOR is taught across school in every year group. Interactive ZOR cards are found in individual children's planners and used in each classroom as a way of children indicating how they feel. A member of staff can then help the child to regulate their emotions until they are feeling more comfortable and able to access their learning again.

Staff should model which zone they are in, e.g. I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend etc.

At Brodetsky, by using a trauma informed approach and ZOR principles, we have provided a set of sentence starters that can be adapted to support all learners.

We can talk when you are ready.

I wonder if you are feeling (sad, etc.)? Match these feeling to the ZOR colours.

How can I help you feel like you are in the green zone?

They are big words and actions to match your big feelings.

You will not push me away - I care.

I know you're scared, let me help.

What would you like me to know?

I am going to a quiet space and I would like you to join me there.

I would like you to return to your seat, please, and begin your task.

I need to keep you safe.

What will help you calm down?

Can I get someone for you?

Staff will never use language that shames children for their behaviour or exaggerates their actions, this includes: lost it, kicked off, on one.

Some children may require PSPs. These will detail the types of activities that lead a pupil to display concerning behaviour; what helps them regulate; and who they like to support them if they need to regulate.

## **8. Serious sanctions**

### **8.1 Detention**

Children can be issued with detentions during break or lunchtime

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

When imposing a detention, the school will consider whether doing so would:

- › Compromise the pupil's safety
- › Conflict with a medical appointment
- › Interrupt the pupil's caring responsibilities

### **8.2 Removal from classrooms**

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

Children who have been removed will continue to receive education under the supervision of a member of staff that is 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 children 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 children
- › Allow the disruptive pupil to continue their learning in a managed environment

- › Allow the disruptive pupil to regain calm in a safe space

Children who have been removed from the classroom will be visible by a member of staff and will be removed for a maximum of half an hour.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Deputy Headteacher.

Children should be reintegrated into the classroom as soon as 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.

Parent/carers will be informed that their child has been removed from the classroom.

Brodetsky Primary School will consider an alternative approach to behaviour management for children who are frequently removed from class.

- › Meetings with SEN Lead
- › Use of teaching assistants
- › Short term behaviour report cards
- › Long term behaviour plans
- › Pupil support units
- › Multi-agency assessment

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

### **8.3 Suspension and permanent exclusions**

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 Executive Headteacher and only as a last resort.

## 9. Responding to misbehaviour from children with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that children' 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 children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children 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.

Our approach to anticipating and removing triggers of misbehaviour may include examples such as:

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

### 9.2 Adapting sanctions for children with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

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

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

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

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

### **9.4 Children 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

Leeds City Council (0113 222 4444)

## **10. Supporting children following a sanction**

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

Our strategies for reintegrating children following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension may include measures like:

- › Reintegration meetings
- › Daily contact with a specific member of staff
- › A report card with personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming children**

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

### **11.2 Preparing outgoing children for transition**

To ensure a smooth transition to the next year, children 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

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

- › The needs of the children at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every Term by a member of Senior Leadership Team

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 time of day/week/term
- › 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.

### **13.2 Monitoring this policy**

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

### **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Care and Control Policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children' home life

This written statement of behaviour principles is reviewed and approved by the governors annually.



## Appendix 2: What does the process look like in practice?

### Stages of Behaviour

KS1 & LKS2: Incidents within a morning/afternoon

UKS2: Incidents within a day

