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Staff Responsibility:	Headteacher/ DSLs & DDSLs/ SENDCOs

Behaviour Policy and Statement of Behaviour Principles



Russell Street School children are **STARS** - Safe, Together, Achieve, Resilient, Special.

SAFE

'We all have the right to feel safe all the time.
Nothing is so awful or so small that we cannot talk about it.'
(RSS iSafe Programme).

TOGETHER

Highly supportive relationships are established based on mutual respect.
Children make a positive contribution to society.
They understand their rights and responsibilities as citizens and respect the beliefs and values of others.

ACHIEVE

Children achieve the best possible outcomes through the delivery of an exciting, ambitious curriculum built around progressive new skills and knowledge acquisition.
Children have a strong desire to learn more and acquire the knowledge and cultural capital they need to succeed in life.

RESILIENT

Children demonstrate high levels of self-determination and control.
Through a growth mindset attitude, children believe the impossible is possible.

SPECIAL

Children have access to a wide, rich set of experiences and have frequent opportunities to develop their talents and interests.
Children feel an important sense of worth and belonging ensuring good mental health and well-being.

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This policy has a holistic approach to education, valuing all learning in and out of the classroom. We are an **‘Attachment Aware School’** which means we focus on building positive relationships between children and staff and children with their peers. We use the **‘Working With Others (WWO)’** principles to support children in forming positive working and social relationships. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.

Our school signs up to the following attachment aware principles:

1. Attachment is ‘everybody’s business’ and underpins all our practice.
2. We recognise that all our behaviour is a communication and respond accordingly, with awareness of our own attachment styles.
3. We use our Attachment Aware Self-Evaluation Form as a working tool to guide our whole school practice.
4. We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families is prioritised.
5. We recognise the importance of reflective practice, and support staff to build this into their everyday work, in order to effectively manage their roles.
6. We will do all we can to enable children to remain securely based in our school.
7. We know that children do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
8. We recognise that good leadership in schools will achieve these principles of inclusion.

Written Statement of Behaviour Principles

-  Every child understands they have the right to feel safe, valued and respected
-  Every child should be educated in an environment where they can achieve their potential, free from the disruption of others
-  Staff and volunteers set an excellent example to children at all times
-  Everyone focuses on and celebrates positive choices and promotes good behaviour using praise, recognition and rewards building self-esteem and a sense of worth
-  Every child is helped to take responsibility for their actions
-  The behaviour policy is understood by all children and staff

This policy ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to unacceptable behaviour and the relationships between staff, pupils and parents. Everyone should treat one another with dignity, kindness and respect.

Some pupils may require additional support to meet a school’s behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

1. 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
- Understand that negative behaviour can signal a need for support which we will provide without diluting our expectations
- 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
- Detail our commitment to the emotional mental health and well-being of our staff, pupils/students and parents/carers in all aspects of school life, providing an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

2. Legislation, Statutory Requirements and Statutory Guidance

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

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

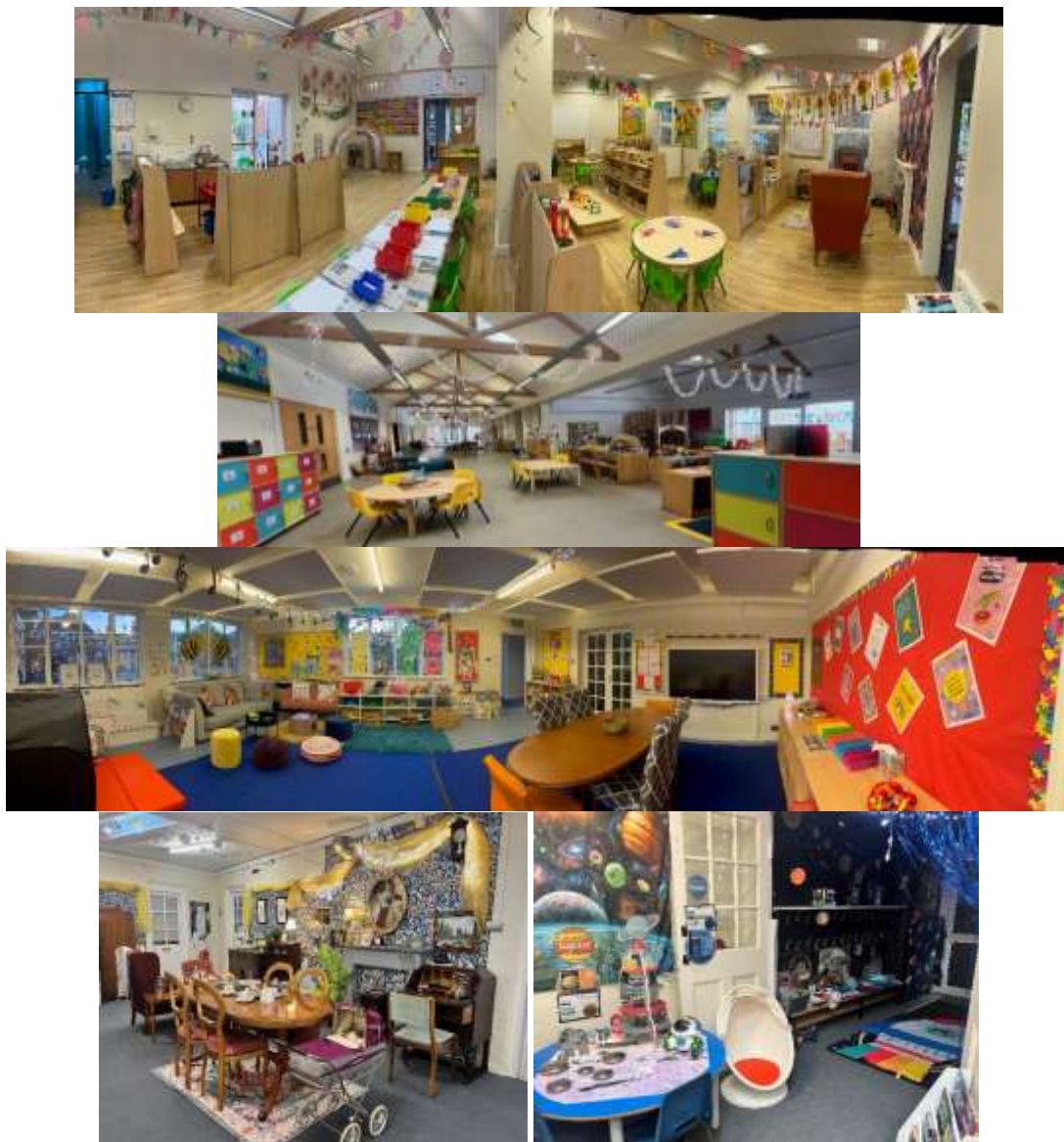
In addition, this policy is based on:

- 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
- Maintained schools add:
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3.The School Behaviour Curriculum

We will ensure our school is somewhere 'children want to be – calm, orderly, safe, supportive and exciting daily'.

Our high quality, exciting and inviting environment is reflective of this:



Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour curriculum (throughout this document) is taught to all pupils, so that they understand what behaviour is expected and encouraged. This is positively reinforced when expectations are met.

Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils is made into a commonly understood routine, for example, entering class, walking around school and eating at lunchtime.

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

We use the following **WALKThrus** (see below) to provide quality professional development for all staff giving them ideas and techniques to support everyone in achieving this.



All staff will ensure that **all children are taught the language of emotional literacy and are able to use this to learn how to self-regulate**. Self-regulation is now recognised as crucially important in young children's development, strongly predicting children's later success in relating to others and in their learning, while supporting lifelong mental and physical health. We understand that self-regulation depends on and grows out of co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance. The flexibility of brain cells and pathways in the early years means that the brain's architecture is altered in response to the quality and consistency of co-regulation experiences, building the capacity for self-regulation.

The foundations of emotional and cognitive self-regulation in the early years are integrally tied together, and both are necessary for behavioural self-regulation.

We apply attachment and **emotional coaching** approaches in our everyday practice, with a particular focus on the essential principles of **empathy, connection, attunement, trust and co-regulation**.

What Emotion Coaching means in practice (how co-regulation works)

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want')

Step 4: Problem-solving with the child/young person ('We can sort this out')



Cognitive self-regulation includes: Focusing attention, executive function (usually defined as including mental flexibility, inhibitory control, and working memory), goal setting, self-monitoring, problem solving, taking different perspectives (such as being aware of others thinking and picturing the future), decision making

Self-regulation is not the same thing as compliance, such as sitting still and listening when expected to.



All classes use the **Colour Monster books** and materials to teach children emotional literacy vocabulary so that children can name emotions, talk about emotions, recognise emotions in others, learn strategies to regulate their emotions.

By using these materials all children have a fully understood way of sharing their emotions and will develop a large set of emotional vocabulary to enable them to do this successfully.

Staff use **Sustained Shared Thinking, ShREC (Share attention, Respond, Expand, Conversation) and Co-Regulation** – blending all approaches thinking about the whole child holistically, providing cognitive challenge through a wide variety of experiences. Our quality enabling environment ensuring control of autonomy, also has had a great impact on self-regulation, executive function and metacognition.



All staff will ensure **RSS STARS, iSafe, character development**, emotional literacy, forest school, a wide rich set of experiences, good mental health & wellbeing and the development of talents and interests is embedded throughout the school through the implementation of the below chart–through daily teaching, experiences, rewards and assemblies. SMSC and BV are threaded through the school curriculum. Jigsaw ensures all areas of 'Keeping Children Safe in Education' are covered within the jigsaw pieces.



4. Roles and Responsibilities

We strongly believe that responding to the SEMH needs of children is not the responsibility of a few staff in school; it is everyone's responsibility.

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the school to account for its implementation

The headteacher is responsible for:

- Reviewing this policy
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment is calm, orderly, safe, supportive and exciting daily
- 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 child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

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
- Challenging pupils to meet the school's expectations

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

Parents and carers where possible, should:

- Support their child in adhering to the school's expectations
- 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 address behavioural issues.

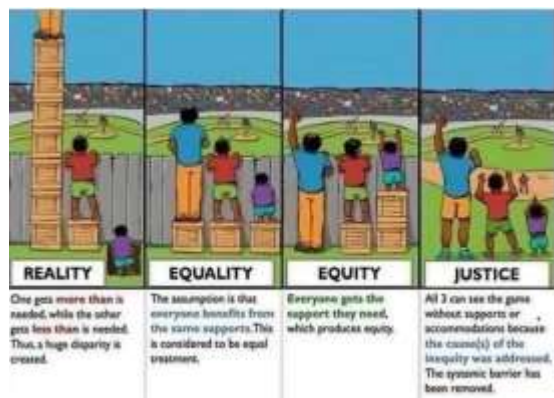
Pupils will be made aware of the following:

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

5. Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)



Our school's behaviour culture creates a calm environment which will benefit pupils with SEND, enabling them to learn. We understand that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will be considered in relation to a pupil's SEND.

The law requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, will use our 'best endeavours' to meet the needs of those with SEND; and if a pupil has an Education, Health and Care plan, the provisions set out in that plan will be secured and we will co-operate with the local authority and other bodies.

We understand that in many cases children do not choose to misbehave, this is a symptom of feeling or internal need, therefore our response will acknowledge that.

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of 'unexpected' behaviour and put in place support to prevent these.

Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find 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.
- more immediate positive feedback (using verbal acknowledgement that addresses the root cause)
- acknowledgement of what went well – eg "You kept going, even though you felt anxious"
- saying 'thank-you' as this reduces the power dynamic and sends a message that the child is valued and respected. Eg Thank you for sitting so calmly', 'Thank you for sharing' 'Thank you for helping X with their coat'.
- liaison with Class Teacher, SENCO, Pastoral Lead, Parents/Carers, external agencies
- immediate intervention when safety of others and/or themselves is an issue
- children involved in setting their own behaviour targets
- personalised behaviour plans
- using 'time-in' for thinking and not thinking time in another room as this may activate an insecure attachment. This may only reinforce an internal belief that they are 'bad' and confirming to a child that adults do not care and cannot keep them safe.
- Use of The Nest (Nurture Room) where pupils can regulate their emotions.

Any preventative measure will consider the specific circumstances and requirements of the pupil concerned.

6. 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.

7. Responding to Behaviour

We understand that maintaining a positive culture requires constant work and we will positively reinforce the behaviour which reflects the values of our school and prepares our pupils to engage in their learning.

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

We will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationships with pupils, which include:

Greeting pupils in the morning/at the start of lessons
Establishing clear routines
Communicating expectations of behaviour in ways other than verbally
Highlighting and promoting good behaviour
Concluding the day positively and starting the next day afresh
Using positive reinforcement

Responding to Good Behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:

- verbal praise;
- communicating praise to parents;
- WOW certificates, house points or marbles;
- positions of responsibility, such as House Captain or being entrusted with a particular decision or project; and
- whole-class or year group rewards.

Responding to Unacceptable Behaviour

When a member of school staff becomes aware of unacceptable behaviour they will respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. Staff across a school will respond in a consistent, fair, and proportionate manner so pupils know with certainty that unacceptable behaviour will always be addressed. Any response to unacceptable behaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of unacceptable behaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education.

Staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Acceptable forms of sanctions. Examples of sanctions may include:

- a verbal reminder of the expectations of behaviour;
- loss of privileges – for instance, the loss of a responsibility;
- school-based community service, such as tidying a classroom;
- behaviour monitoring timetables;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

We will always consider whether the unacceptable behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer harm. Where this may be the case, as set out in Part 1 of Keeping Children Safe in Education, we will follow the school's child protection policy and speak to the designated safeguarding lead (DSL) or a deputy (DDSL). We will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. Alternative arrangements for sanctions will be considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective for that particular pupil, based on our knowledge of that pupil's personal circumstances. If a pupil in these circumstances has SEND that has affected their behaviour, we will consider what the law requires.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's unacceptable behaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, we will always consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Strategies Following a Sanction

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted, restorative discussion with the pupil to discuss the incident and talk about what they can do better in the future and what will happen if their behaviour fails to improve;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

8. Removal from Classrooms

Removal is where a pupil, for serious disciplinary or safety reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. *This is not a circumstance in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this or having a very brief moment of reflection.* The use of removal allows for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom is a serious sanction. It is a response to serious unacceptable behaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption so that quality education can continue for others;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Reintegration of any pupil back into the classroom should take place as soon as possible, when appropriate and safe to do so. Where possible this should take place within the same lesson.

Removal is distinguished from the use of separation spaces (such as sensory or nurture time) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Governance of Removal

We will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal, making data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches (such as a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENDCo), or whether specific staff may require more support).

We will also analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, we will:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- c) ensure that pupils are never locked in the room of their removal or have the ability to lock themselves in either. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

9. Bullying

Bullying is defined as the repetitive, intentional harming of one 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 involves repeated physical, emotional or verbal abuse by an individual or group which is intended to cause harm and threatens an individual or group's safety or wellbeing.

Bullying is unacceptable and will not be tolerated in our school.

Children, parents and staff should report incidents of bullying by firstly speaking to the class teacher. If the parent/carer does not feel the matter has been resolved, they should speak to a member of the Senior Leadership Team (as detailed on the staff list, on the school website). The school's complaints procedure outlines how to raise a formal complaint if the situation does not improve.

Anti-Bullying and e-Safety week are annual events and all children in school are taught through our Protective Behaviours Programme (iSafe) exactly what bullying is, that it isn't acceptable and how to identify 5 people (their hand of trust) that they can talk to in school if they have a problem. Daily circle times and regular 'check-ins' with pupils after breaktimes and lunchtimes are used to identify any potential issues and problems.

Our school's PSHE programme, Jigsaw, is used to support an anti-bullying culture in school.

Bullying can include:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial - Racial taunts, graffiti, gestures

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention 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

10. 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

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.

11. Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

12. Alternative Provision

Where other methods have been exhausted, and/or where it is beneficial for a pupil's education, use of alternative provision may be sought.

The purpose of this can be two-fold:

- a) as a planned intervention for behavioural or pastoral reasons;
- b) as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition will be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons.

The pupils will be admitted in accordance with the 'host' school's published admissions arrangements and registered as a pupil at the 'host' school in accordance with the Education (Pupil Registration) (England) Regulations 2006. The pupil should remain dual registered at the referring school.

All staff should ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.

Where a pupil has an Education, Health and Care (EHC) plan, the relevant statutory duties on the referring school and local authority will also continue to apply. The referring school should, where possible, contact the relevant authority at an early stage if it is contemplating a placement for a pupil with an EHC plan in a pupil support unit that is in another school. If the referring school wants to place a pupil with a plan in a unit that is in another school, the local authority will need to follow the statutory procedures for amending the setting on the plan.

Our Alternative Provision Provider is:

Milton Keynes Primary Pupil Referral Unit, URN 134310, current Ofsted rating Good
Shenley Road, Romans Field Site, Bletchley, Milton Keynes, MK3 7AW

13.Reintegration

Following extended removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, reintegration meetings between the school, pupils, parents and, if relevant, other agencies will take place. We will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

14.Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section '*Reasons and recording exclusions*' within the '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance*' - [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

15.Preventing Recurrence of Unacceptable Behaviour

Initial intervention following behavioural incidents:

We will use a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

All staff will ensure class teachers, year leads and senior leaders are aware of any pupil persistently displaying unacceptable behaviour, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

We will then consider the following interventions:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour timetable RAG rating or longer-term behaviour plans;
- alternative provision; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to unacceptable behaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where we have serious concerns about a pupil's behaviour, we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working Together to Safeguard Children). [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-together-to-safeguard-children)

16.Guidance on Specific Behaviour Issues

Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We will challenge all inappropriate language and behaviour between pupils, referring to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff with everyone demonstrating and modelling manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate for the individual who made it as per this behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where we suspect a pupil of criminal behaviour online, we will follow current guidance.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and we will therefore follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Mobile Phones

We do not allow children to have mobile phones in school. There is no reason that a child should ever need to use a phone.

Suspected Criminal Behaviour

In cases when a member of staff or the headteacher suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action they take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

When making a report to the police, it may be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

17. Monitoring Arrangements

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

The data will be analysed every term by the senior leadership team

The data will be analysed from a variety of perspectives including: At school level, by age group, 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.

This behaviour policy will be reviewed by the headteacher and governing board at least annually.