



Russell Street School

Behaviour Policy and Statement of Behaviour Principles

Reviewed on:	October 2022
Reviewed:	Annually
Staff Responsibility:	Headteacher/ DSLs & DDSLs/ SENDCOs



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.

Contents

1. The School Behaviour Curriculum.
2. The Rights and Responsibilities of Everyone in Russell Street School.
3. The Role of Staff, Pupils and Parents.
4. Behaviour Expectations of Pupils with Special Education Needs and/or Disability (SEND).
5. Responding to Behaviour and Unacceptable Behaviour (including Bullying).
6. The Use of Reasonable Force.
7. Searching, Screening and Confiscation.
8. Removal from Classrooms and the Governance of Removal.
9. Suspension and Permanent Exclusion.
10. Managed Moves.
11. Behaviour Outside of the School Premises.
12. Preventing Recurrence of Unacceptable Behaviour.
13. Alternative Provision.
14. Reintegration.
15. Monitoring and Evaluation of School Behaviour.
16. Guidance on Behaviour Issues.
 - a. Child-on-child sexual violence and harassment.
 - b. Behaviour incidents online
 - c. Mobile phones
 - d. Suspected criminal behaviour

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. The School Behaviour Curriculum

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.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments will be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 4.

2. The Rights and Responsibilities of Everyone in Russell Street School

Children's Rights	Children's Responsibilities
Children have a right to: <ul style="list-style-type: none">• A school environment that is vibrant and clean.• Feel safe, cared for and supported.• Be treated with respect and receive fair and consistent treatment from all adults and children in an environment that is free from prejudice.• Be listened to.• Receive an education appropriate to their level of ability and to be given praise and feedback.• Be advised and supported by staff if they are in physical or emotional need in relation to our safeguarding policy.	<p>Towards others:</p> <ul style="list-style-type: none">• To behave in a way that will ensure the safety of other children and adults.• To be truthful and honest and to respect others and their possessions.• To be tolerant of others whatever their race, colour, gender, class, ability, physical challenge, faith, sexual orientation or lifestyle.• To recognise and respect the authority of staff and other adults in the school and to listen to them. <p>Towards work:</p> <ul style="list-style-type: none">• To be punctual at all times.• To work to the best of their ability.• To work calmly and quietly where required.• To value their own work and that of others.• To respect others when working collaboratively.• To organise themselves and their resources so that they can work independently. <p>Towards the school environment:</p> <ul style="list-style-type: none">• To move around the school building sensibly and safely.• To take care of equipment and keep the school and the grounds tidy.

Parent/Carer Rights	Parent/Carer Responsibilities
Parent/Carer have a right to: <ul style="list-style-type: none">• Expect that their child will take part in a wide variety of activities which will meet the requirements of the National Curriculum.• Be informed regularly about their child's progress and behaviour at school.• Be offered mutually agreed times for informal discussion about their child, the curriculum and the ways in which the classrooms operate.• Expect to be able to assist with their child's education through school/parent links.• Be treated with respect by all members of staff.	<p>Parents/Carer Responsibilities</p> <p>We expect parents to be responsible for:</p> <ul style="list-style-type: none">• Getting children to school on time and to collect them on time.• Informing the school on the first day of absence, or if their child is late.• Ensuring their child has adequate sleep as the school day can be very tiring.• Being aware of school policies and to support all staff in their efforts to ensure a caring community.• The behaviour of any other children they bring into school.• Reading all letters/messages that are sent. There are copies available from the office.• Being prepared to discuss issues or problems politely and calmly with staff.• Being aware of the convenient times to talk with staff before/after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature.

Staff Rights	Staff Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none">• Be treated fairly and with respect by children and adults.• Be able to deliver the curriculum in a safe, comfortable environment.• Be informed about matters that will affect them; lines of communication should be kept open at all times.• Receive support and understanding from both parents and colleagues.• Have their possessions, breaks and planning times respected.	<p>All staff have a responsibility to:</p> <ul style="list-style-type: none">• Treat everybody fairly and with respect.• Appropriately support and challenge children in all aspects of school life.• Ensure that children are emotionally and physically safe in school.• Be consistent in their approach to behaviour.• Praise good work and behaviour.• Communicate decisions and to explain them clearly to children, parents and other members of staff.• Listen to concerns and take them seriously.• Be punctual and well organised.• Ensure that all children receive a broad, balanced stimulating curriculum at the appropriate level using suitable materials - making reasonable adjustments based on need.• Provide children with a good role model.

3. The Role of All Staff

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 know 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.

POSITIVE RELATIONSHIPS
PAGE 10

ESTABLISH YOUR EXPECTATIONS
PAGE 108

SIGNAL, PRAISE, INSIST
PAGE 105

POSITIVE REINFORCEMENT
PAGE 112

REHEARSE ROUTINES
PAGE 121

CHOICES & CONSEQUENCES
PAGE 120

Building warmth, kindness and understanding

Setting and maintaining high expectations

Earning reward attention via signal

Creating a positive atmosphere through affirmative language

Designing, rehearsing and embedding common class routines

Using choices and consequences systems for excellent behaviour

POSITIVE RELATIONSHIPS

ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES

COMMUNICATE KINDNESS

LEARN NAMES AND USE THEM

COMBINE ASSERTIVENESS WITH WARMTH

ALWAYS BE THE ADULT

ESTABLISH YOUR EXPECTATIONS

COMMUNICATE YOUR EXPECTATIONS

REINFORCE YOUR EXPECTATIONS

REDIRECT, CORRECT OR CHALLENGE

SUSTAIN YOUR EXPECTATIONS

CHOOSE A SIGNAL

REHEARSE THE SIGNAL

GIVE THE SIGNAL

PAUSE

INSIST

ESTABLISH YOUR EXPECTATIONS

AFFIRM POSITIVE RESPONSES FIRST

FRAME CORRECTION AS POSITIVE REINFORCEMENT

GIVE THE BENEFIT OF THE DOUBT

ASSUME CONFUSION OVER DEFIANCE

DESIGN YOUR ROUTINES

WALK THROUGH EACH ROUTINE

TEACH THE SIGNALS

MAKE ROUTINES ROUTINE

REFRESH OR REBOOT

ESTABLISH THE RANGE OF FORMAL CONSEQUENCES

USE ASSERTIVE CHOICE DIRECTION

NARRATE THE CONSEQUENCES

MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY

USE CONSEQUENCES JUDICIOUSLY

Everyone has an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

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.

- 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.

All Staff ensure children know how to:

- Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly.
- Pay attention to their teacher and follow multi-step instructions.
- Manage Self.
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet (N & R).
- Understand the importance of healthy food choices.

Research

At Russell Street School there has been a great deal of research, trial and implementation in the areas of emotional literacy, self-regulation, executive function and metacognition. Through a much greater level of understanding of the pedagogy underlying these areas, staff have been able to truly optimise the opportunities for dramatic growth of these skills.

We use the following definition in school - PEDAL (Play in Education Development and Learning) define self-regulation as the ability to self-monitor and exercise control over one's behaviour, thoughts and emotions and change them according to the demands of a situation. The cognitive elements of self-regulation are a range of skills known as executive function, while metacognition is considered to be responsible for the behavioural output of self-regulation. Language development is central to self-regulation as children use this to guide their actions and plans.

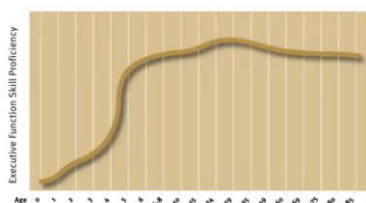
IMPACT 2021/22 : ELG PSE: Self-Regulation achieved 96%, Managing Self – 98%, Building Relationships – 98%. All leading to a much improved overall GLD of 79.59% (previously between 64-70% - 2017-2019)

The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving.

ELGs achieved 21/22: Reading GLD 83.67% (National 2019 -76.9) Writing GLD 81.63 (National 2019 -73.7) Maths GLD 93.87 (National 2019 79.7)

We have learnt that between the ages of 3 and 5 is the most crucial time to develop executive function skills (EFS). EFS enables a child to take turns, show inhibited control, have the ability to stop an activity and adjust an activity - meaning they have 'mental flexibility'. EFS ensures a child is able to manage a lot of information and avoid distractions. EFS can be trained, strengthening neuro-connections.

Executive Function Skills Build Throughout Childhood and Adolescence



To develop EFS all children have been taught the words to express how they feel – with staff modelling these skills in everyday teaching. All children in school fully understand the vocabulary from the Colour Monsters to express their emotions/describe their feelings and use this frequently in everyday practice. On a number of occasions this has enabled children to tell us that they are not safe.

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.



We have also considered the impact of toxic stress on families and children, and how this can greatly impact on a child's and parent's ability to function. The reliable presence that a child and family can trust (important relationships) have lessened the likelihood of emotional dysregulation.

Character Development/ RSS STARS

It is said that character can be measured by what one would do if no one were looking. True character is instilled at a deep level so that positive behaviour is automatic.

Education White Paper: As part of a richer school week, all children should be entitled to take part in sport, music and cultural opportunities.

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.



- 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.

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

5. 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.

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 via phone call or written correspondence;
- WOW certificates or class crosses;
- 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 or deputy. 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.

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/carers 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

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.

6. The Use of Reasonable Force

Detailed advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

7. Searching, Screening and Confiscation

Detailed guidance for schools can be found in Searching, screening and confiscation at school. [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

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. 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/suspension-and-permanent-exclusion)

10. Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance – see above) should be used. Managed moves should only occur when it is in the pupil's best interests.

11. Behaviour Outside of the School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises.

Conduct outside the school premises, including online conduct, that pupils could be sanctioned for their misbehaviour is:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

12. 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/government/consultations/working-together-to-safeguard-children)

13. 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

14. 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.

15. Monitoring and Evaluating School Behaviour

We have effective systems for data capture that including all components of the behaviour culture. The information below is all reported and monitored using CPOMS.

We collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

Data is analysed with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level.

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 challenging 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/guidance/keeping-children-safe-in-education)