Abbey Hey Primary Academy
The best in everyone™
Part of United Learning

Abbey Hey Primary Academy

BEHAVIOUR POLICY

2026 -2027

No significant learning can take place without a significant relationship.

James Corner

Great teachers focus not on compliance but on connections and relationships.

PJ Caposey in Education Week Teacher

UNITED LEARNING BEHAVIOUR POLICY
Abbey Hey Primary Academy
2026 - 2027

Date of last central office review:	Sept 2022	Review Period:	1 year (minimum)
Date of next central office review:	Autumn Term 2023	Owner:	Paul Graham Tracey Short Emma Westerman
Date of next school level review:	Autumn Term 2026		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	September 2022 Reviewed January 2023 (VC) Reviewed August 2023 Reviewed August 2024 Reviewed August 2025 Reviewed August 2026
School policy ratified by Local Governing Bodies	
Implementation of Group Policy	September 2022

1. Expectations

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate

It is to be noted within this policy that:

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006);

Any reference to the school applies to **all paid staff with responsibility for pupils.**

Teachers can implement the consequences/rewards within this policy any time the pupil is **in school or elsewhere** under the charge of a teacher or paid member of staff, including on school visits.

Teachers can implement the consequences/rewards within this policy with pupils in certain circumstances when a pupil's behaviour occurs **outside of school**, in particular, that which impacts upon or influences outcomes for pupils in subsequent school hours;

Teachers can **confiscate pupils' property** should the need be required in order to maintain the safety of other pupils and/or excellence in learning standards and experiences for all children

2. Rational

At Abbey Hey Academy, our aim is to promote a positive school climate where learning is at the heart of all we do based on a sense of community, mutual respect and shared values.

A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.
The school family is held together through strong relationships and communication skills which are taught during moments of conflict and in the classroom through active learning lessons.

(More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey).

Children are taught and encouraged to make positive relationships whilst taking responsibility for their own learning and behaviour in order to develop self-esteem, self-discipline, independence and a shared sense of ownership and pride in our school. We have the highest expectations for all of our children and expect them to conduct themselves in the best possible way, at all times. We acknowledge that all children are different and that in some instances our expectations for behaviour may have to be differentiated to meet individual needs. However, staff will not permit behaviour to impact on the learning and progress of others and steps will be put in place to address this should it become apparent.

We believe that the times when children do not make positive choices about their behaviour are opportunities to learn and for members of staff to teach them a better way of handling their emotions.

At Abbey Hey we do this through restorative conversations.

We do not believe in shouting or any use of language that signals anger or leads to humiliation and embarrassment. Children at Abbey Hey Academy will be treated with kindness, love and respect at all times and will know that mistakes with behaviour can always be repaired and overcome.

A non-judgmental and empathic approach towards behaviour is taken and all adults in school are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather that the behaviour itself. A child with difficulties with their behaviour needs to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
5. To be able to deal with change. Changes are acknowledged and dealt with openly.
6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.
7. To develop autonomy. Taking ownership of your own feelings and actions.

Summary of Conscious Discipline approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
Composure Being the person you want your children to become	**Perception** No one can make you angry	Integrity	Remain calm and teach children how to behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence.	**S – Smile** **T – Take a breath** **A – And** **R – Relax**
Encouragement Building the school family	**Unity** We are all in this together	Interdependence	Create a sense of belonging.	Social successes prime the brain for academic successes.	Relationships are the motivation for learning.	You did it! You ____ so ____ That was helpful.
Assertiveness Setting limits respectfully	**Attention** What you focus on, you get more of	Respect	Set limits and expectations.	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries are essential for all relationships.	Did you like it?
Choices Building self-esteem and willpower	**Free Will** The only person you can make change is yourself	Empowerment	Empowers children while setting limits.	Choice changes brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may ____ or ____. What is your choice?
Positive Intent Creating teaching moments	**Love** See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wanted ____. You may not ____. When you want ____ ____, say ____.
Empathy Handling fussing and fits	**Acceptance** The moment is as it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem ____. Something ____ must have happened.
Consequences Helping children learn from their mistakes	**Intention** Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to ____ then you will ____.

3. Policy Implementation

"Fairness does not mean that everyone gets the same (equality). Fairness means everyone gets what they need (equity)" Rick Riordan

We believe that promoting good behaviour throughout the school is the shared responsibility of staff, children, parents, carers and governors. It requires us all to ensure that:-

- Children understand what kind of behaviour is acceptable and the reasons why some behaviours are not acceptable.
- The environment is attractive, welcoming and reflects the involvement and participation of the children and their families.
- Parental co-operation is recognised and their support in the area of behaviour management is encouraged and valued.
- Children are given the opportunity to explore their own attitudes, values and behaviour and take increasing responsibility for themselves.
- We provide good role models showing consideration and respect for each other, for children and their families.
- Any unacceptable behaviour is dealt with promptly and consistently in accordance with this policy.
- Children are given opportunities to build on their self-esteem and confidence and are not threatened by a sense of failure.
- All children are able to learn in a safe, calm, non-threatening environment which allows them to be the best that they can be.

Home School Links

Continual and positive contact with parents is implicit to the successful implementation of this policy. Teachers and parents can freely communicate using the Class Dojo app'. Contact should first and foremost emphasise positives and celebrate a child's successes in order to build effective relationships and connections between school and home. In cases where detailed and regular communication is required, the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

Attachment awareness

We value the power of relationships and work relentlessly to understand behaviour in context. All staff consider the context when interpreting behaviour and actioning any consequences in school. We consider what a child may be trying to say by their behaviour, and we ask the right questions to investigate the situation and to offer support: 'What has happened to the child?', 'What is the story?' and **not** 'What is wrong with the child?' It is important that we take the time to interpret behaviour.

Through sharing information, Pupil Progress meetings and through individual Personal Provision Plans, strategies and support are in place to support children's individual differences and attachment needs. All children are vulnerable, and some children are particularly vulnerable.

All staff recognise that for some children, the behaviour seen in a given situation was possibly the only option for the child at that time.

All staff recognise that behaviour can indicate the developmental stage of a child. It is important that basic physiological and emotional needs (Maslow's Hierarchy) are met before a child feels safe enough to relax, play and learn. Behaviours that seem inappropriate often occur when a child feels threatened and their basic needs are not being met.

For some children whose basic needs have not been met, their responses to situations may appear irrational, they are likely to go into **survival mode**, **freeze**, (this might be a lack of interest, not listening, clumsy behaviour), **fight** (this might be physical or verbal aggression) **flight** (this might be physical running away or emotional running away, the child shuts down) or **submit.** Each of these emotions will have strong associated emotions, e.g. anger, fear or worry and may lead to behaviour that impact on their learning.

Freeze	Flight	Fight	Submit
What I look like in Freeze... × Not interested, bored × Confused, forgetful × Talking about something else × Hard to move through the task × Not listening × Staring into space, daydreaming × Clumsy	What I look like in Flight ... × Run away × Keeping SUPER busy × Not coping in free time × Need to be first or at the front × Bumping into people × Avoiding tasks and activities × Baby talk or silly voices × Hyperactive, giddy & silly × Hiding under tables	What I look like in Fight ... × Hot & bothered × Angry & aggressive × Controlling × Lie or blaming × Shouty & argumentative × Pushing away friends × Demanding × Inflexible	What I look like in Submit ... × Socially withdrawn × Compliant × Quiet × Unable to think, just yes or no answers × Passive × Resigned × Neutral expression × Low mood
What I am aware of... × My brain is slowing down × Trying to think of something safe × I can't do this × Feeling deeply anxious × I can hear you're getting frustrated × Starting to shut down × I feel under attack	What I am aware of ... × Unable to focus × Lonely × Panic × Feeling bad, movement is distracting × Shame × Overwhelmed × Worried about what happening next × Anxious, apprehensive	What I am aware of ... × I'm in danger × Really scared × I am all alone × I feel bad × Frightened × Unimportant × Invisible	What I am aware of ... × I can't think × Tummy aches × Tired × Sad × Lonely

All emotions are natural and normal, and not always a matter of choice. Children cannot successfully self- regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting, and carrying - their emotional state). This also involves explicit teaching and modelling.

Freeze	Flight	Fight	Submit
You can help me feel safe with the following ✓ Do the task with me ✓ Deep breathing ✓ Tell me I'm ok & that I'm safe ✓ Ask me to push my hands down under my seat & lift myself up off the chair ✓ Gently wonder where I've gone & welcome me back to the room ✓ Make the task smaller & more predictable ✓ Tell me kindly who I am & what I'm doing ✓ Tell me what you want me to do !:) without showing frustration	You can help me feel safe with the following ✓ Keep me close by ✓ Deep breathing ✓ Give me a easy & familiar task ✓ Make things predictable ✓ Tell me I'm safe, show me a safe place or person I can go to ✓ Kindly talk though what might be tricky	You can help me feel safe with the following ✓ Give me a role ✓ Support me socially ✓ Match my energy ✓ Make things predictable ✓ Deep breathing ✓ Connect & show empathy before exploring the consequences of my behaviour	You can help me feel safe with the following ✓ Repetitive simple tasks ✓ Weighted blanket ✓ Building with lego or play-dough ✓ Tell me I'm safe ✓ Deep breathing ✓ Spending time with a trusted adult ✓ Do the task with me ✓ Tell me what to do without showing frustration

Children who are identified as particularly vulnerable need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These are planned in conjunction with parents / carers and relevant professionals, and shared sensitively, as deemed appropriate.

As outlined in the SEN Code of Practice and our local SEND Guide, we promote a differentiated approach following different levels of intervention using the Assess / Plan / Do / Review cycle. Appropriate target-setting and information-sharing is extremely important, to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as **Personal Provision Plans**. These are jointly developed, agreed and reviewed, involving key adults. Most importantly this must include input and involvement from the child to ensure that they (alongside their parents/carers) remain central to this process and can voice what helps/hinders; what likely triggers might be; strengths and difficulties, etc.

4. Behaviour expectations

Few school rules exist but those that do are concerned with the safety and well-being of all. Children are expected to behave in a reasonable way, both to themselves and others, showing consideration, courtesy, and respect at all times.

School Expectations

- Do your best
- Show respect
- Behave in a safe way
- Be in the right place at the right time
- Handle emotions appropriately
- Communicate in a friendly way
- Cooperate with others

5. Bullying

Bullying, violent or aggressive behaviour is not acceptable at Abbey Hey Academy.

Bullying

Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms.
Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms.
Bullying can be motivated by actual differences or perceived differences.

What is bullying?
• Cyber-bullying via text messages or he internet
• Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
• Physical e.g. punching, kicking, hitting, spitting at another person
• Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
• Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
• Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
• Face-to-face or remote e.g. via the internet or text
• By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Parents should refer to the schools' Anti-bullying policy for details on procedures to follow if you are concerned that your child may be involved in bullying activities.

6. Contextual Safeguarding

Staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil.
If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

7. Responding to behaviour

Encouraging Positive Behaviour

We believe that through developing the school family, that children will become intrinsically motivated displaying helpfulness, co-operation and problem–solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish.
The school family develops a sense of belonging.

In order to build this, classroom structures are in place throughout school:

- Morning meetings
- Safe place -to help the children to remain calm and deal with anger or upset.
- Class jobs – to create responsibility
- Friends and family board - to create a sense of belonging (we are all in this together)
- Time-machine - to provide conflict resolution opportunities.
- Picture rule cards -to empower children to set limits and build will power.
- Celebration centre - to see the best in others and value diversity.
- We care centre/wish well board -to help the children accept and help process feelings.
- Class meetings and circle time - to help children reflect on their choices and change.

Details of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given in the Shubert's classroom tab on the Conscious Discipline website:- http://consciousdiscipline.com/shuberts_classroom.asp

Abbey Hey Academy takes steps to acknowledge positive behaviour choices, Children will receive positive recognition from staff when they are doing the right thing – the behaviour will be described and the reason why it is positive and / or helpful. Essentially, we say what we see…

For example:
'***Child's name***, *you did your best in Maths today and although you found some parts tricky, you got there in the end. Good for you!'*
Or:
'***Child's name***, *you picked up the coats that were on the floor; that was helpful as no one will now trip over them and our school looks smart.*

We believe in encouraging children to do their personal best and to work towards continuous improvement. Such improvement is always recognised, regardless of that child's performance in relation to his/her peers. Clear verbal and non-verbal praise gives immediate feedback to children and publicly acknowledges the positive choices they are making.

Dojo Points

If a staff member notices a child demonstrating one of our core values, they may reward the child with a Dojo Point. Abbey Hey Academy's school values are: Confidence, Respect, Creativity, Enthusiasm and Determination. Dojo points foster a sense of family and team encouragement as well as introducing a healthy element of competitiveness.

Dojo points can be gained through children's work and behaviour; the following provides ***a guideline*** of how and when children will be rewarded with dojo points:

Positive Behaviours	**DPs received**
Holding a door open:	1 – 3
Good manners:	1 – 3
Kindness:	1 – 3
Focus without distraction:	1 – 3
Organising personal equipment:	1 – 3
Helpfulness:	1 - 3
Sitting beautifully:	1 – 3
Settling immediately to begin a task:	1 – 3

Work	**DPs received**
Per session for effort:	1 – 3
Great pieces of work:	1 – 5
Extended pieces of Homework:	1 – 8
Working without distracting others:	1 – 3
Editing work to meet learning objective:	1 – 3
Tackling problems with confidence:	1 – 3
Responding to teacher comments in work/ book/ task:	1 - 3
Excellent collaboration:	1 – 3

When a class has earned 2500 Dojo points collectively, a class reward will be given. This reward is agreed democratically in the classroom.

Parents will be able to track the number of points their child has been awarded and the reason they were given using the free online app on either their Smart Phone or home computer.

Star of the Week Assemblies

Each week, one child from each class is chosen to be our 'Star of the Week'. Parents are invited to the assembly where details of a child's good work and positive behaviour choices are shared and celebrated. Children's names will be displayed on the main Dojo page.

Principal's Letter

At the end of each half term, one child per class will be chosen by the Principal to receive a letter and the Principal's Award. The award will be given to children consistently demonstrating the school's behaviour expectations and for being an excellent role model and ambassador for our school.

Informal Conversations with Parents

Staff will share acts of kindness and helpfulness as well children's achievements with parents by sending Dojo messages and chatting informally at the start and end of the day and at parent consultation meetings each term.

Discussion and Conflict Resolution

Children are always encouraged to resolve any conflict or issues with one another with the direct support and guidance from their Class Teacher. They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on another. Children's behaviour is underpinned by the stage they have reached in social and emotional development, the level of skills they have in this area, and their emotional well-being, in interaction with the social, emotional and physical environment. We cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills.

Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/ sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrongdoing can be repaired. When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult. Working restoratively ensures that relationships are stronger, and learning is more effective.

Morning Meeting

Each morning, all children will take part in a Brain Smart Start. This will involve:

- A personalised greeting at the door
- An activity to unite
- An activity to connect with each other.
- A breathing exercise to focus the children and eliminate stress.
- A circle time which involves 'Wish Well' where children can share worries about people special to them that everyone then wishes well and 'Celebrations' where children can share events that have happened to themselves or people that are special to them.

8. Graduated Approach[1]

Children who do not meet the school Behaviour Expectations,

From time to time it is inevitable that some children do not make positive choices about their behaviour; at this point, the language we use is crucial. When this happens, the procedures below will be followed:

[1] Further detail is contained at paragraphs 41-44 in the DfE Behaviour Guidance

1. **Behaviour reminder**
Say the child's name and repeat the expectation clearly. The desired behaviour is always described, rather than the undesirable behaviour being demonstrated.
E.g. *Child's name*, put your pencil in the pot, rather than *Child's name*, don't throw pencils at people.

2. **Two positive choices are given.**
E.g. You may put your pencil in the pot or you may put your pencil next to your book; which is best for you? These should be repeated, in a calm tone, until the child chooses one of the two options

3. **Give a choice and a consequence**
If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given.
E.g. *Child's name*, you have a choice; you may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at break time.

4. **Incident recorded in behaviour log and consequence actioned**
If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken recorded in the child's behaviour log. The behaviour log should be completed during a restorative conversation with the child.

5. **Children who are disrupting the learning of others**
The above steps should be followed initially however; the class teacher may decide that the child needs to be removed from the class to enable other children to learn. If this happens, the incident should be recorded in the class behaviour log.

9. Sanctions[2]/ Consequences

Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought.

Consequences should never embarrass a child or seek to humiliate them in front of their peers

Encouragement and praise are the foundation stones of our policy however when children make inappropriate choices, the consequence system is operated.

We always **fully investigate any incident**; all the children involved can talk and discuss the issue and each one is listened to. Children who have broken the expectations of conduct because of personal difficulties are given extra support but will still be given the appropriate sanction.

[2] Further detail is contained at paragraphs 45-60 in the DfE Behaviour Guidance

The guidelines below ensure parity between events and fairness for all children

Behaviour	Responsibility	Consequence Following Restorative Conversation	Outcome
It is important to understand the consequence is the child's time to reflect on the restorative conversation that has occurred between them and the adult in school. The child may be asked to use this time to complete a learning activity such as writing a letter of apology or completing a 'comic strip conversation' outlining better choices. This will be totally dependent on the needs of the individual child. The restorative conversation will occur at an appropriate time for the child based on their needs and their reaction at the time.			
Disrespect to adults or each other	Class teacher + adult involved	1 playtime	Record using behaviour log system
Lying to an adult	Class teacher + adult involved	1 playtime	
Swearing	Class teacher + adult involved.	1 playtime	
Threatening language and behaviour	Class teacher + SLT + HT	1 playtime	
Fighting	Class teacher + SLT + HT	2 playtimes	
Racism	Class teacher + SLT + HT	2 playtimes	Record using behaviour log system Record on CPOMS
Bullying	Class teacher + SLT + HT	2 playtimes	
Deliberately damaging another person's property	Class teacher + SLT + HT	2 playtimes	Record using behaviour log system
Stealing	Class teacher + SLT+ HT	2 playtimes	

Note: Depending on the scale of incident, the Class Teacher / member of SLT will usually speak to the parent/carer to explain the incident.

Teachers **can use their discretion with playtime loss**, and it would be appropriate for teachers of younger children to consider children losing 5 or 10 minutes of a playtime.

Reaching the End of a Step on the Behaviour Log

When a child reaches the end of Step One or Step Two they will be invited to attend a meeting with the class teacher.

During the meeting, their behaviours will be reviewed and targets will be agreed. The child will then attend a review meeting in 2 weeks. If the targets are met, the child will return to the beginning of Step One. If targets are not met, the child will continue on Step Two. If targets are not met after a meeting for Step Two, the child's parents/carers will be invited to meet with the Year Group Lead, Class Teacher and SENCO at the end of Step Three.

If the child progresses to the end of Step Four, parents/carers will be invited in to meet with the Principal, **Class Teacher and SENCO. In the rare instance that a child progresses to the end of Step Five, the Senior Leadership Team will meet and review all options, considering a change of setting or permanent exclusion. A multi-agency meeting with a representation from the governing body will be called if a permanent exclusion is agreed. Parents will be informed of the outcome.**

Procedures for serious incidents

Incidents which are considered to be of a more serious nature will be referred directly to team leaders, such as acts of excessive aggression towards another child or a member of staff. Team leaders will investigate the incident and will decide on appropriate actions. They may inform a member of SLT, depending on the severity of the incident that has taken place.

Where there has been an act of aggression towards another child or member of staff, parents / carers of both the victim and the perpetrator will be informed and the consequences explained. The incident will be logged both in the behaviour log and on CPoms. For incidents of this nature, internal isolation or a suspension may be considered with by the Principal.

CPoms

School records all Safeguarding and serious incidents, including race, hate, bullying or sexual harassment incidents on CPoms. Serious incidents that have required staff to positively handle a child will also be added to CPoms, with specific details. Behaviour incidents that are not considered to be of a serious nature will be recorded in the class behaviour log. When the child reaches the end of a step in the Behaviour Log, this will be recorded on CPoms.

Home School Book

For some children, it may be appropriate for class teachers and parents/carers to have more frequent discussions regarding a child's behaviour. In this instance, a Home-School book may be considered.

It is very important for the child's self-esteem that the Home-School Book does not become a daily crime sheet; used successfully, it should be used as a two-way dialogue between home and school that celebrates successes as well as acknowledging things have not gone as well as they might have.

Safe Place

All classrooms have a Safe Place. This is a place where children can go independently at times when they feel stressed or upset. Children are not sent to the Safe Place and it is not a consequence for poor behaviour choices.

Personalised Plans

For some children, spending the whole day in class may be too much for them to cope with and be successful. The Senco, along with the class teacher, parents and other Senior Leaders will carefully analyse trigger points for such children and devise personalised learning plans for them which may involve them spending time away from class or the playground with an experienced member of staff. This would be in no way seen as a punishment for unacceptable behaviour, merely a way of meeting individual needs.

The child would be expected to complete the learning set by the class teacher but would take part in therapeutic interventions that would help the child manage and regulate their behaviour.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) recognised that behaviour is a form of communication. Behaviour and Social Difficulties was replaced with Social, Emotional and Mental Health Difficulties (SEMH) which helped to promote a shift towards viewing behaviour as a communication of an emotional need, whether conscious or unconscious and responding accordingly.

Seeking External Support to Improve Behaviour

External support is sought for children who display continuous disruptive behaviour and for whom the steps set out within this policy have not been effective. Staff should always seek to understand a child's behaviour to determine whether there are additional needs that are not being met. This should be done in liaison with the SENDCo where appropriate.

Other agencies are involved where disruption from pupils due to their behaviour is continuous.

It is the responsibility of the class teacher and those involved with the child to meet the expectations as set out in any report from other agencies that give recommendations and/or targets. Throughout this process, parents/carers are actively involved, and discussions are documented.

Allegations against staff

School takes its responsibilities for safeguarding extremely seriously.
All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy.

Malicious accusations against staff

School have the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals and will follow the behaviour system in place.

10. Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools).

It enables teachers and other members of staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:
• committing an offence
• causing personal injury to, or damage to the property of, any person (including the pupil himself); or
• engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What Does it Mean to use Physical Intervention on a Child?
Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why Use Physical Intervention?
Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Every member of staff will inform the Principal/Headteacher immediately after s/he has needed to restrain a pupil physically.

11. Prohibited items and searches

Screening and Searching Pupils

Although unlikely at primary level, school staff retain the right to screen and search pupils where they believe they are attempting to bring dangerous items into school. This right does not extend to items such as trading cards that may have been banned as the child can be managed through the main behaviour policy if s/he refuses to hand over such items.

Any member of staff who believes that a child is attempting to bring a dangerous item into school should seek the support of a senior leader, ideally the Headteacher before screening or searching. All screening/searching must be done respectfully, with more than one adult present and in a manner that keeps the child fully informed of each stage of the process. Physical contact should remain minimal (e.g. an instruction to turn out trouser pockets rather than turning out trouser pockets for the child). The Headteacher retains the right to refuse entry into our school to any pupil believed to be bringing dangerous items into school who does not allow screening/searching to take place.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Further information and advice can be found at the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data[3] on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

[3] All schools should also have regard to DfE guidance https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items.

12. Exclusions

Also refer to the school's **Exclusions Policy.**

Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions.

Section 1 makes specific reference to the Equalities Act.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of suspension or exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The head teacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; etc

Types of Exclusion

Suspension

A suspension may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime suspension is equivalent to a half day suspension.

Repeated use of suspension for children with an EHCP - the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

The Investigation
Any investigation will be conducted in accordance with DfE guidance so as to be fair.
Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- the school behaviour policy, special educational needs policy and equality law obligations.

Principal's Decision

The decision to suspend or exclude will be made by the Principal or the designated Principal after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not hat the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Notification

Once a decision to suspend or exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge.

Role of the Local Governing Body

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

The school will adhere to current legislation, including the Equality Act 2010. School is obliged to have regard to the DfE Exclusions Guidance; Section 1of this makes specific reference to the Equalities Act.

Sanctions should be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care should be taken when taking decisions to suspend or exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to suspend or exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of suspension or exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal/Headteacher and governing body must comply with their statutory duties in relation to SEND when administering the suspension and exclusion process. This includes having regard to the SEND Code of Practice.

13. Monitoring and review

School will monitor behavioural incidents to evaluate the effectiveness of the behaviour policy.
This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur.
When patterns are identified, the school should decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

14. Discipline Beyond the School Gate

All aspects of this policy apply to all elements of curriculum / routines within the school, for example: school visits (including residential visits), activities outside of school but led by school staff, events within

the school grounds outside of school hours or run for/on behalf of the school (e.g. Christmas Fairs, Summer BBQ) extra-curricular provision (e.g. Breakfast Club) and extra- curricular interest clubs before, during or after school.

Exclusion regulations do not apply to extra-curricular activity. The school retains the right to remove a child from extra-curricular activities if his/her behaviour puts self, other children or adults at risk or if the behaviour damages or could lead to damage to the reputation of either school.

The school retains the right to carefully consider access to extra-curricular activities for a child where his/her attendance would put the child or others at risk due to behaviour. As the majority of interest clubs take place after school, the capacity to provide additional staff to support such activities could only be made available if specifically requested as part of an EHCP for a child with Special Educational Needs. The school cannot use its main delegated budget to provide additional support for extra-curricular activity unless specifically stipulated in a child's EHCP.

On rare occasions when an act of indiscipline outside of school leads to the damage or perceived damage to the school's reputation and the child is identified as a pupil (e.g. when wearing uniform), the school retains the right to use sanctions as set out in this policy. Parents/carers should be involved in all such cases and the matter would usually be dealt with by the Headteacher.

All such decisions are taken by the Headteacher only and consider the school's equalities scheme, the Equalities Act 2010 and the SEND Code of Practice.

Lunchtimes

Children are expected to follow the same behaviour expectations at lunchtime that they do for the rest of the school day. Lunchtime staff will follow the same procedures for managing children's behaviour. If an incident needs to be recorded in the behaviour log, the lunchtime organiser will complete a behaviour log slip and pass this on to the class teacher.

15. Specific behaviour issues

Child-on-child sexual violence and sexual harassment[4]

In every aspect of the school's culture, sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.
All staff are aware of the importance of challenging all inappropriate language and behaviour between pupils.

Behaviour incidents online[5]

The provisions apply to all activity online including all forms of social media and they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited use, e.g.:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

[4] Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance
[5] Further detail is contained at paragraphs 119-122 in the DfE Behaviour Guidance