



Montgomery Primary School Behaviour Policy & Statement of Behaviour Principles

Approved by:

The Governing Board of Montgomery Primary School

Adopted on:

16th September 2024

Next review due by:

2027

Contents

1. Aims	3	11 Monitoring Arrangements	17
2. Legislation and Statutory Documents	3	12 Links to other policies	17
3. Definitions	3	Written Statement of Behaviour Principles	19
3.1 School Rules	4	School Rules Poster	20
3.2 Misbehaviour	4	Pupil Code of Conduct Poster	21
3.3 Serious Misbehaviour	4	Simplified school rules	22, 23
3.4 Warnings, 4 step process for low level behaviour	5	Behaviour Contract	24
3.5 Dealing with Serious Misbehaviour	6	Pupil Report	25
3.6 Positive Behaviour Curriculum	7	Pupil Voice Record pro forma	26
3.7 Restorative Approach	7	Parent/carer meeting /conversation record	27
4. Bullying	9	Model letter to parents/carers following meeting regarding behaviour	28
4.1 Anti Bullying Strategy	10	Vulnerable pupils review pro forma	29
5. Roles and Responsibilities	11		
6. Pupil Code of Conduct	12		
7 and 7.1 Rewards and Sanctions	12		
7.2 Recording behaviour concerns	13		
7.3 Pupil Voice	13		
7.4 Vulnerable Pupil Meetings	13		
7.5 Exclusions	14		
7.6 Off Site Behaviour	15		
7.7 Malicious Allegations	15		
8. Behaviour Management	16		
8.1 Classroom Management	16		
8.2 Positive Handling	16		
8.3 Confiscation	17		
8.4 Pupil Support	17		
9 Pupil Transition	17		
10 Training	17		

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Ensure efficient and effective **record keeping**
- Ensure **pupil voice** is captured and recorded
- Outline our system of **rewards and sanctions**
- Ensure that the school implements behaviour management **lawfully**
- Ensure that adults **implement the schools policy and procedures**, accurately
- Ensure clear **reasons for any decisions** taken and the relevant elements of a pupil's history or circumstances that have influenced the decision are referenced

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

At our school we believe that if we specifically teach our pupils about behaviour choices, how to understand their emotions, the impact of their behaviour on others and model consistent, respectful approaches to managing behaviour, we will succeed in teaching our children how to relate to each other for the rest of their lives.

Everyone retains their right to be treated with respect in accordance with school policies and other legislation, even when they have made a mistake. All pupils will be supported to participate in high quality educational experiences, in environments that are supportive of their welfare and specific educational needs. Adults must ensure that this policy is implemented consistently, with explanations, discussions, rewards and sanctions being implemented in an age appropriate manner. Our rules are there to guide pupils' behaviour choices and the positive behaviour curriculum that we teach.

Our School Rules, Warnings, a Positive Behaviour Curriculum, Rewards, Sanctions and a Restorative Approach

3.1 Our School Rules

- Work hard in your learning
- Follow the instructions given by adults
- Keep hands, feet and objects to yourself
- Be respectful to children and adults
- No swearing or fighting
- Take care of your own and other people's belongings
- Take care of our school's resources, buildings and grounds

In applying these rules adults should be clear of the following definitions:

3.2 Misbehaviour is defined as:

- Disruption to others learning or welfare during lessons, play, movement around the school, assemblies, break and lunchtimes.
- Refusal to carry out the work an adult has set in lessons.
- Refusal to carry out reasonable instructions given by adults.
- Swearing
- Being disrespectful to staff or children
- Bringing things into school that are not allowed.

3.3 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Fighting
- Theft
- Physical assault of adults or other pupils
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of bullying both in person or using electronic media
- Vandalism i.e. damage with intent
- Smoking
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images, including accessing these on school equipment and on your own devices
 - Any article, a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Mobile phone – all phones should be handed into school staff as soon as pupils come to school and they are returned outside when children leave school.

3.4 Warnings – a four step approach for low-level disruption or misbehaviour

There will be times when children do not make good choices. In these instances, it is crucial to separate the behaviour from the child e.g. "I like you but not the choice of behaviour you have made." Children must learn that when they do not make a good choice, they have to acknowledge it, understand how the other party felt and restore the situation.

Adults must **encourage** children to make the **right choice** before issuing any warnings

- Remember the choice of behaviour may be instinctive, learned from previous experience, be due to an underlying medical condition, a result of stress from another area in their life as well as deliberate
- Speak calmly to each pupil, removing them from public and disperse spectators before speaking with them about their choice of behaviour. Never humiliate a child. This will make matters worse
- Never discuss the issue/ problem out of school even if you know the parent/ family personally

Step1: First warning low level disruption or misbehaviour

- Directly speak to the child and remind them to follow the instruction given.
- Explain what they have chosen to do is not a good choice and why.
- Be clear how you feel they should be choosing to act.
- Explicitly tell or model to the child what they should be doing.
- If the situation needs to be restored, follow the restorative approach.

Step 2: Second warning continuation low level disruption or misbehaviour

- Remind that this is not a good choice and is not acceptable.
- Take child to another working space in the room for 5 minutes with a clear expectation of what work to achieve in the time.
- On the playground this should be a clear 'stay with me for the next 5 minutes.' This not only closely supervises the pupil but also allows good behaviour to be modelled. It also means that as the supervising adult you can establish a positive conversation with the child and defuse any latent anger.
- Reintegrate the child in the lesson or back to the playground with the restorative approach if you feel is appropriate.
- Remind that if this continues they will have to go to another room or, if outside, come back to be supervised by you for 10 min.

Step 3: Third warning continuation of low level disruption or misbehaviour

- In a class situation, the child should be taken to another class for 10 minutes with the work that has been set.
- On the playground or during out of class learning they need to stay with the supervisor for 10 minutes.
- At the end of this period talk through their behaviour choice, being very specific why it was not a good choice.
- Affirm the behaviour that would be a good choice.
- Follow the restorative approach steps.
- Log the behaviour and actions taken on CPOMS.

Step 4: Fourth warning SLT involvement **and** possible parental involvement to improve low level disruption or misbehaviour.

Where the child is not making good behaviour choices and their choices are getting in the way of their learning or the learning of others teachers will ask for the support of SLT to meet with the child and discuss their choices to supporting resetting behaviour.

At times it is vital to involve parents to improve the child's behaviour in partnership.

The contact with the parent needs to be done privately and ideally prior to the end of the day. It must not be done on the playground or in front of an audience. The class teacher should carry this out. The purpose of this discussion is to inform the parent of the issue and seek their support at home to help address the issue.

It must be made clear to the parent that we are not passing judgement on them but seeking their support.

3.5 Dealing with Serious Misbehaviour

Serious misbehaviour must be carefully managed. Pupils and adults can often be in a heightened emotional state immediately after an incident has occurred or been reported. Where injury has occurred, it is vital that treatment is prioritised. The adults on hand must ensure that pupils and staff involved are appropriately supported. Adults must not attempt to explore the incident and make judgements while in a heightened emotional state; appropriate time to 'cool off' must be respected for all parties.

All investigations must be carried out without bias or discrimination.

It is important that the class teacher is immediately informed of the incident, if they were not to hand. The adult managing the initial incident must enter the information on CPOMS. Appropriate restorative approaches should be implemented in a timely manner.

Each case and pupil must be managed in a bespoke manner, taking into account the individual's circumstances. All serious misbehaviour must be dealt with:

1. **LAWFULLY**, taking into account all relevant legislation.
2. In line with the **PROCEDURES** detailed in schools policies.
3. Showing clear **REASONS** for any decisions taken and the relevant elements of a pupil's history or circumstances that have influenced the decision.

In managing a serious behavioural issue, the school may consider one or more of the following:

- The SEN needs, whether identified or unidentified, must be taken into account when applying this policy. Explicit amendments and explanation of rules may be necessary for an individual. Where this is the case, clear amendments to the policy and amended sanctions must be included in an individual behaviour care plan.
- Written records **must** be made for all investigation with pupils, use the script on page 24 to write directly to CPOMS or write on the paper and appended to CPOMS.
- In some incidents of serious misbehaviour, the member of staff at hand will be able to manage the issue, listen to the pupils views and record this as soon as practicable on CPOMS.
- In some cases referring the pupil to a senior member of staff to carry out an investigation and decide the appropriate course of action may be appropriate.
- Letters or phone calls home to parents to seek support in reinforcing appropriate behaviour
- A restorative approach implemented appropriately
- Agreeing a behaviour contract, where a pupil is explicitly made aware of the improvement needed in their behaviour, which is tracked across a period of time using a 'report card'
- Convening a vulnerable pupil meeting to explore in greater detail the school provision
- Seeking multi agency advice
- Meeting with parents/carers to discuss the pupils behaviour
- Amending the timetable for a pupil
- Amending the provision for a pupil
- Writing a behaviour care plan
- Directing the pupil to attend provision on another site for a time limited period to improve their behaviour
- Fixed Term exclusion

- Permanent exclusion

- **3.6 Our Positive Behaviour Curriculum**

To develop our pupil's emotional literacy, social skills and spiritual development all schools we follow the 1Decision approach and the PSHE schemes of learning.

During their time at Nursery and Primary School we will endeavour to help each pupil develop a sense of responsibility and respect. We will work hard to enhance each child's self-esteem and self-motivation and encourage mutual respect amongst members of the school community. The school rules and pupil code of conduct should be displayed in all classrooms and corridors. All staff are responsible for promoting, implementing and upholding the curriculum, rules and pupil code of conduct. Age and cognitively appropriate amendments will be needed to be put in place to ensure that pupils develop their understanding of how to manage their behaviour and understand their own emotions and those of others. Staff will:

- Plan explicit, weekly, age appropriate opportunities to promote good behaviour and foster the children's ability to develop appropriate relationships and responses in all key stages.
- From KS1 onwards, look at scenarios of inappropriate behaviour, exploring with the class how actions, both intended and accidental, have effected the emotions of both parties. Teachers should explain and model how pupils could have dealt with these situations effectively. A range of issues exploring all areas of misbehaviour should be planned across the year. These should be planned to enhance pupils' understanding of the school rules and pupil code of conduct.
- Teachers should explore the antecedents to the poor behaviour, how each party may have felt, why the actions taken were inappropriate and how the situation could have been handled better.
- Regularly teach PHSE through use of the 1Decision programme.
- Discuss the School rules and pupil code of conduct regularly.
- Emphasise positive behaviour and attitudes. "Look out" for good behaviour and learning, and praise specifically.
- Teach children to accept constructive evaluation of their work and behaviour, as appropriate to their age and to act upon it appropriately.
- Set, monitor and evaluate the impact of realistic achievable behaviour targets for children, where necessary, to develop individuals behaviour
- Encourage peers to seek and praise the good in others by giving opportunities to take on roles across the school e.g.: class monitor, house captain etc.
- Use a restorative approach in putting right bad behaviour choices, using the restorative script.
- Celebrate and commend hard work, effort, and good behaviour during lessons and through celebration assemblies.
- Expect children to have respect for other races, cultures, religions, abilities and genders and proactively deal with discrimination.
- Record and report discrimination in line with school procedures.
- Act as role models for the children, using and encouraging positive behaviour.

3.7 Restorative Approach

When to use a Restorative Approach

A restorative approach can be used when you know someone accepts that they may have caused harm. If they do not, then some other form of process needs to be considered. Individuals can not be made to take part in restorative actions if they are not willing to engage.

What does using a Restorative Approach mean?

If someone harms someone or hurts their feelings in some way, a meeting or discussion can be held with those affected to discuss what has happened and how they have been affected and what needs to happen to repair the harm that has been caused.

What is the aim of a Restorative meeting?

Those involved are invited to share:

1. What has happened?
2. Who has been affected and in what ways they have been affected?
3. What needs to happen to put things right or to make things better in the future?

By exploring what has happened and how people have been affected, it is hoped that the person who may have caused harm will be able to think of a way to repair the harm that they have caused.

What happens next?

If the person who caused harm has accepted what they did has caused harm, and is truly sorry for what happened, an agreement can be made about what is a suitable way to repair the harm. This may be as simple as making an apology and it being accepted.

IT IS NOT RESTORATIVE IF SOMEONE HAS SIMPLY BEEN MADE TO APOLOGISE.

It may be that they need someone to help them apologise, by being with them when it happens or by helping them write a note of apology.

It is really important for others to recognise that once a person has apologised or repaired the harm that is the end of the matter.

A Restorative Approach is about moving forward. Individuals who are not prepared to move forward may need additional or alternative support to understand how their actions impact on others. This will need to be part of an individualised programme.

An example may be when an adult may hold a meeting for a teacher/member of staff, who is unable to leave their class.

Whilst the teacher/member of staff may have been affected by what happened, the adult managing the restorative meeting may have agreed a plan with the child to apologise to the teacher/member of staff for what has happened.

The apology should be accepted by the teacher/member of staff.

There should not be another discussion at this point by the teacher/member of staff about the rights and wrongs of what happened.

A Restorative Approach is about righting wrongs not about telling a child off after the restorative meeting has taken place.

This will be confusing for the child, as they will think they are getting told off having just made an apology.

If a child has agreed to try and not make the same poor choice again, this can be conveyed to those affected.

Children cannot be expected to promise not to do something. They can only be expected to try not to make the same poor choices again.

Why use Restorative Approaches?

Children have the right to learn from their mistakes. Children need to be supported in understanding that making poor choices can have an effect on others. Some children find accepting responsibility for mistakes hard and saying sorry is sometimes even harder.

Using a Restorative approach acknowledges that sometimes these things go wrong and adults will support a child in making things right again.

Restorative Approaches are about having a discussion about what happened and how it can be fixed. It is not about apportioning blame and punishing.

3.8 Facilitator guide and conference script that may be used – for acknowledged harm/accepted responsibility

A key part of the Positive Behaviour Curriculum is in supporting pupils to repair relationships following incidents. Adults should use the following script, amended for age appropriateness.

STEP 1	<p>Welcome, as you know my name is xx and I have been asked to facilitate this meeting. (Introduce participants if necessary). I have spoken to all of you about the incident (briefly outline what happened) xxx (wrongdoer name) has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right.</p>
STEP 2	<p>START WITH WRONGDOER(S) – I would like to start by asking</p> <ul style="list-style-type: none"> • Can you tell us about what happened and how you became involved OR what happened? What happened next OR what else? (ask this until their story unfolds) • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What's been the hardest thing for you?
STEP 3	<p>TURN TO HARMED PERSON(S) – I would like to start by asking</p> <ul style="list-style-type: none"> • Can you tell us about what happened and how you became involved OR what happened? ◦ What happened next OR what else? (ask this until their story unfolds) • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What's been the hardest thing for you?
STEP 4	<p>THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS (if necessary theme in views of those not present)</p>
STEP 5	<p>GO BACK TO THE WRONGDOER(S) – you have just heard how xxxx and others have been affected by what you did</p> <ul style="list-style-type: none"> • Do you all see that harm/upset that has been caused? • Is there anything you want to say at this stage? • Do you think that something needs to be done to repair that harm/put it right?
STEP 6	<p>GO BACK TO THE HARMED PERSON – What do you think needs to happen?</p>
STEP 7	<p>GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?</p>
STEP 8	<p>RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS – What do you think/feel about what has been said? – What would you like to see come out of today's meeting?</p>
STEP 9	<p>RETURN TO WRONGDOER – What do you think/feel about what has been said?</p>
STEP 10	<p style="text-align: center;">M A K E A G R E E M E N T</p>
STEP 11	<p>OPTIONAL QUESTIONS – Would you do anything differently now?/What other choices could you have made?/What have you learned from the meeting?</p>
STEP 12	<p>FINAL INVITATIONS TO SPEAK – before I close the meeting is there anyone else who wishes to say or ask something?</p>
STEP 13	<p>CLOSING THE MEETING – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.</p>

4. 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 can include:

Type of bullying	Definition
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, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, electronic messages, video sharing or gaming sites

4.1 Anti bullying strategy

- Pupils who feel they are experiencing bullying should report this to their class teacher or other adult in the school.
- Parents, Carers or staff members who feel a child is being bullied should report this to the class teacher or a school leader.
- Once an adult has been made aware of any alleged bullying, they should immediately meet with a member of the leadership team, the most appropriate member of staff will be designated the investigating officer, taking into account each individual case.
- The investigating officer will carry out interviews, with all parties involved. Detailed notes will be taken, where appropriate written statements will be sought. All notes will be attributed to the individual by name and date or use this script to write directly to CPOMS.
- Parents must be appropriately informed of the allegation in person or by telephone by the investigating officer.
- The Headteacher/ SLT will review the full facts gathered and make a decision on how to proceed. Clear reasons must be shown for how the investigating officer came to their decision of how the school will react to the alleged perpetrator of bullying and any victims, The leader's judgements will be based on the evidence provided in the case, and in the context of the pupil's record at school, underlying educational, personal or family situations.

- The school must apply the civil standard of proof, “on the balance of probabilities,” it is more likely than not that the facts alleged are true, in reaching their decision upon the actuality of bullying occurring.

The investigation may result in one of the following

- The Headteacher and/or SLT decide bullying has occurred: The parents of all parties will be informed in person or by telephone or in writing. The judgement on any sanctions that are to be applied, as laid out in section 7, where appropriate, will be clearly explained with reasons, relating to the facts.
- The Headteacher and/or SLT decide that bullying has not occurred: The parents of all parties will be informed in person or by telephone AND in writing. The judgement will be clearly explained relating to the facts.

Clear plans must be made to appropriately support all pupils involved. Appropriate restorative actions and/or support will outlined with clear time frames and adults identified.

- The schools’ restorative approach will seek Pupil Voice of all parties. This will outline the pupil’s desired restoration.
- A Thrive Assessment, Boxall Profile Assessment or other suitable diagnostic tool may be used to explore unidentified needs.
- Appropriate multi agency support may be sourced.
- Appropriate therapeutic or learning programmes may be put in place.

In all cases of bullying the school is required to complete a Bullying and Prejudiced Related Incident form. This is an online Devon form. This form details the incident and how it was resolved- including contact with parents.

To prevent bullying occurring, whole-school proactive strategies to prevent bullying are incorporated into the schools’ positive behaviour curriculum.

Staff are trained in the positive behaviour curriculum, managing behaviour and managing bullying annually through in house training. Commercial training is provided on, de-escalation strategies, anti bullying and other areas as necessary.

Governor training is provided via Babcock Governor services.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (page 19)

The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy’s effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school’s statement of behaviour principles.

The Headteacher delegates the responsibility to the Assistant Headteachers to act as the Headteacher in their absence, in applying this policy and in lawful, reasonable implementation of any sanctions they deem necessary, as outlined in section 7.

The Headteacher in conjunction with the Assistant headteachers will ensure that the positive behaviour curriculum, a range of therapies and programmes are in place and that appropriate multi-agency support is sourced and in place as required to ensure good quality inclusion for all.

The Headteacher and Assistant headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy and keep good records to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Planning and implement the positive behaviour curriculum consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Facilitate and support restoration between pupils and pupils and pupils and adults
- Recording behaviour incidents immediately on CPOMS
- Responding to behaviour incidents, seeking support from the leadership team as appropriate
- Implement consistently the agreed local rewards guidelines
- Plan, monitor and support pupils through behaviour contract, behaviour care plans and in modifying the day to day provision in line with recommendations and guidance from multi agencies and school leaders

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Meet with leaders to support the improvement of pupils behaviour as necessary

6. Pupil code of conduct

Pupils, you are expected to:

- Work hard in your learning
- Make it possible for all pupils to learn in all lessons
- Follow the instructions given by adults
- Not to swear, hurt, bully or threaten others
- Not to fight
- Show respect to adults and each other
- Take care of your own and other people's belongings
- Take care of our school's resources, buildings and grounds
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- To hand in phones as soon as you come into school
- Be made aware that your behaviour outside school, which has an impact on the education or welfare of others in the school may result in sanctions being implemented

7. Rewards and sanctions

The following is a list of Montgomery Rewards and Sanctions. The sanctions listed below must not be deviated from. The decision on which appropriate sanction is to be applied must take into account the incident, the impact of the incident, the behavioural history and any special educational needs, both identified and unidentified to date. No bias, discrimination or unlawful decisions or actions must be made.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise
- Headteacher's award
- Learner of the Week awards
- Phone calls home to parents
- Class rewards
- Monty Values and dojos awarded
- Positive lead learner dojos and class reward

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

- A verbal reprimand, moving down on the class reward system.
- In PE, a yellow or red card as outlined in the PE curriculum
- Moving the child to another place in the class to complete work for a fixed amount of time.
- Sending the pupil to a partner class to complete work under the supervision of a peer teacher for a fixed amount of time.
- Sending the pupil to a more private area to 'cool down' or carry out work under the supervision of a school another member of staff
- Expecting work to be completed at home, or at break or lunchtime
- A restorative approach implemented appropriately
- Referring the pupil to a senior member of staff
- With drawl of privilege. E.g trips, responsibility, representing the school
- Loss of break time
- Letters or phone calls home to parents to seek support in reinforcing appropriate behaviour
- Agreeing a behaviour contract, where a pupil is explicitly made aware of the improvement needed in their behaviour, which is tracked across a period of time
- Suspension
- Permanent exclusion

7.2 Recording behaviour concerns

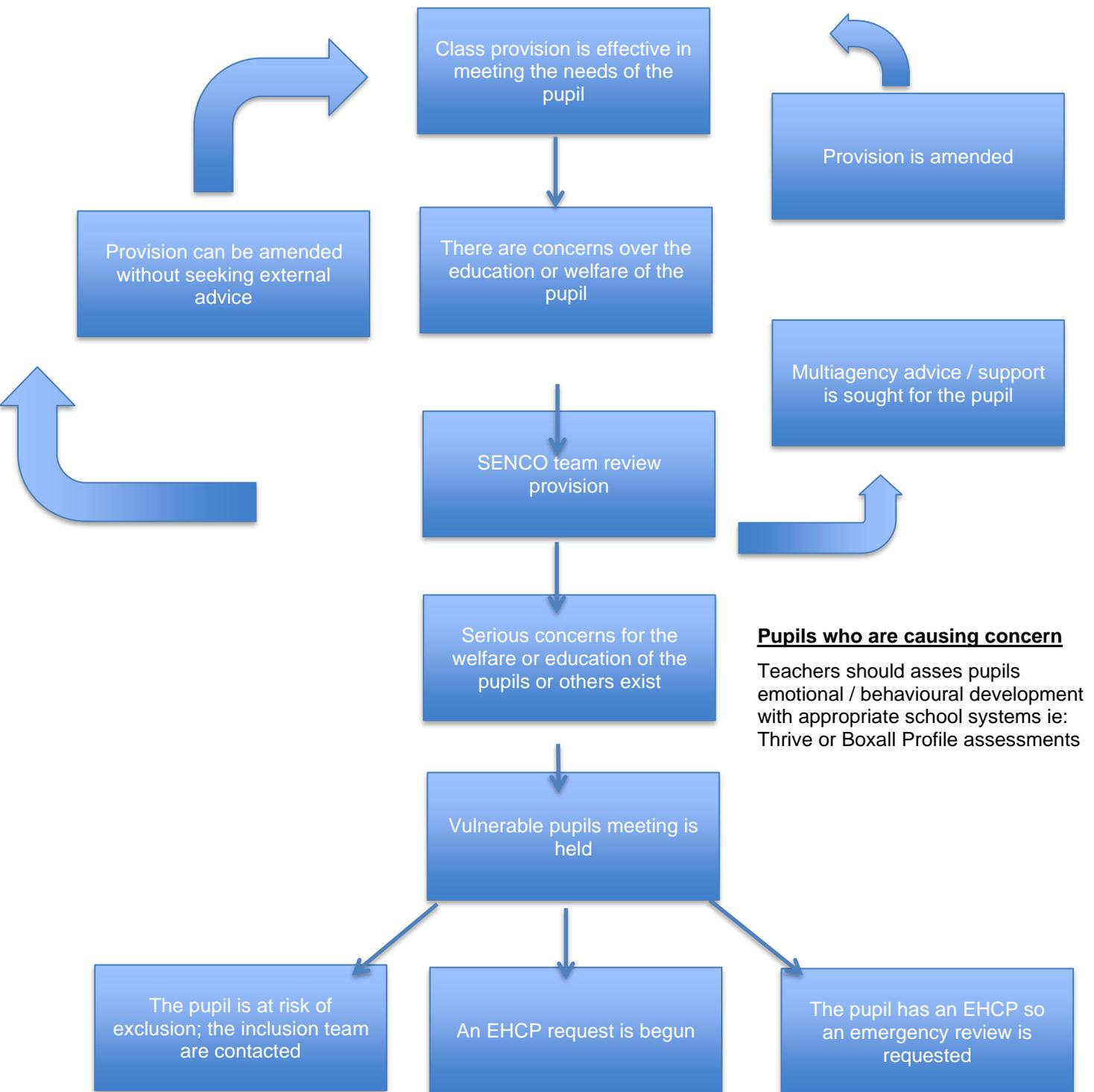
The school uses CPOMS to keep detailed records of pupil's behaviour and other concerns. All adults that work within the school have access to entering information, however, only a limited team are able to see the entries and chronologies. All adults must record incidents and concerns as they arise, whether pupils are causing on going concern or there has been a serious one off incident. As part of these notes, adults must record any discussions with pupils, faithfully and without bias. Adults must explain the facts and any antecedents to the recorded behaviour. Notes must be always be entered following a Restorative Justice session for ongoing issues or any serious misbehaviour.

7.3 Pupil Voice

As part of the four-step warnings approach, teachers will discuss behaviour with pupils. It is vital that pupil's views on their behaviour are captured and entered onto CPOMS as part of the behaviour log. This must be age appropriate. Where there are patterns of misbehaviour or one off serious misbehaviour, a more formal form of recording pupil voice is needed. This will support the school to understand the perspective of the child, begin to clarify unidentified triggers, emotional or physical issues. It may be appropriate for the pupil to write their own response or for an adult to scribe for them. Adults should use the pro forma, in the policy, to record pupils views or use this as a script to write directly onto CPOMS.

7.4 Vulnerable Pupil Meetings

As mentioned in section 3.5, the school may decide to convene a vulnerable pupil meeting to explore and review, in greater detail the school provision, records must be kept on the form in the policy These meetings enable professionals working with the pupil on a day to day basis, to objectively look at the current provision and identify amendments, extra help needed and to collectively review the education and welfare of the pupil. These meetings are a key part of our work to ensure that we are effectively amending provision. The meeting will also ensure that a clear summative view is created to support discussions with parents and carers.



7.5 Exclusion

The Headteacher may in extreme cases decide to issue the pupil with an exclusion from school. This must be in line with the Exclusion Policy. Exclusions can only occur if:

1. There is a serious breach of the behaviour policy, i.e. serious misbehaviour, as outlined in this policy

AND

2. Where allowing the pupil to remain in school, this would seriously harm the education or welfare of the pupil or others in the school.

In deciding to exclude a pupil:

- The civil standard of proof must be used; 'on the balance of probabilities' it is more likely than not that a fact is true.
- The school **must** act **Lawfully, Reasonably** and all school **Policies** must be demonstrably followed.
- Prior to investigation, cooling off periods for individuals may need to be used prior to interviews
- A full exploration of all aspects of the incident and careful consideration of the facts is essential before making a decision on how to proceed. If the school **feels that for the wellbeing of the pupil or the wellbeing of others, to send the pupil home on the same day as the decision to exclude, this must be recorded as the first day of exclusion.** Sending a child home informally, even with the agreement of the parent would be an illegal exclusion.
- The school **must** provide appropriate care and education for the pupil for the remainder of the day, if they are not sent home, which supports the child develop their understanding of their behaviour and it's impact on others.
- **Must** take into account the pupil's chronology, which is relevant to the decision to exclude.
- **Must** collect the 'pupil voice' of the pupil who is being considered for exclusion without bias; including the date, time, and whereabouts of the incident, full names of individuals must be included in their account. Use pupil voice form as a script to record directly onto CPOMS or append paper version
- **Must** fully investigate the incident, recording witness statements, interviews, without bias; including the date, time, whereabouts of the incident, full names of individuals included in the account of the incident and the name of the person being interviewed. These could be done on paper and attached to CPOMS, or directly onto CPOMS using the script from record sheet in the policy
- **Must** make written notes on, telephone calls with parents or carers which must be kept; including the date, time, and summary of the details given. Notes on the conversation and parental responses must be faithfully represented. These could be done on paper and attached to CPOMS or directly onto CPOMS.
- The **Headteacher** will seek to confirm that all alternatives available have been considered.
- **Must** demonstrate how the school has taken into account any underlying SEN needs, whether identified or unidentified and how the school has already made reasonable adjustments to the children provision to date.
- **Must** Identify all current multi agency support, guidance and advice sought and implemented.
- **Must** telephone the parent/ guardian of the pupil being excluded to explain the decision to exclude. Two attempts **must** be made across the day to the parent/guardian to discuss the exclusion.
- **Must** write to the parent explaining clearly the incident, relevant issues within the pupil's chronology, the outcomes of the investigation and the judgements reached based upon all of these. See Exclusion Policy

7.6 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Sanctions may be applied where a pupil has behaved in a way that brings the school into disrepute when outside school.

Sanctions may be applied where a pupil has behaved in a way, outside school, which has an impact on the education or welfare of others in the school.

7.7 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher or Assistant Headteacher acting in their capacity, will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher or Assistant headteacher acting in their capacity, will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

All staff are responsible for keeping themselves up to date with this policy, recording incidents promptly on CPOMS and consistently implementing the behaviour management policy to all pupils. Staff must understand that pupils individual circumstances and needs are taken into account in decide in and applying sanctions, support or next steps. All staff must implement this policy without bias or discrimination. Staff will be made aware of specific children with specific needs and approaches as necessary. Confidentiality is essential, any breach of confidentiality will be addressed accordingly.

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Explain and display the pupil code of conduct, requesting pupils to collectively sign the class copy on display
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Support pupils to repair relationships through the Restorative Justice approach.
- Teaching the positive behaviour curriculum weekly
- Assessing pupils emotional or behavioural development or issues, causing concern, with appropriate school systems ie: Thrive or Boxall assessments, the graduated response.

8.2 Positive Handling

In some circumstances, staff may use reasonable force to hold a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

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

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

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

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

The school may require and direct the pupil to attend another provision to support their learning or behaviour development. This will be for a time limited period with clear outcomes.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Where appropriate the SENCO will ensure enhanced transition procedures are implemented to suit individual needs.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. The school uses accredited PIPS de-escalation and positive handling training. This is currently provided by Devon Services. Routine training is provided as necessary. Behaviour management also forms part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher every year. At each review, the policy will be reported to the Governing body for discussion and validation.

The written statement of behaviour principles will be reviewed and approved by the full governing board every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti Bullying Policy
- Equality Policy
- Complaints Policy
- Positive Handling Policy

Written Statement of Behaviour Principles



- **Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.**
- **All pupils, staff and visitors are free from any form of discrimination.**
- **Staff and volunteers set an excellent example to pupils at all times.**
- **Rewards, sanctions are used consistently by staff, in line with the behaviour policy.**
- **The school will support pupils to learn about positive behaviour through the positive behaviour curriculum, restorative approaches and individual support as necessary.**
- **The behaviour policy is understood and consistently implemented by pupils and staff.**
- **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions. Pupils are helped to take responsibility for their actions.**
- **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**
- **The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.**

This written statement of behaviour principles is reviewed and approved by the full governing board every year



Our School Rules

- . Work hard in your learning
- . Follow the instructions given by adults
- . Keep hands, feet and objects to yourself
- . No swearing or fighting
- . Take care of your own and other people's belongings
- . Take care of our school's resources, buildings and grounds
- . Be respectful to adults and children
- . No phones in school

Pupil Code of Conduct



Pupils, you are expected to:

- **Work hard in your learning**
- **Make it possible for all pupils to learn in all lessons**
- **Follow the instructions given by adults**
- **Not swear, hurt, bully or threaten others**
- **Not fight**
- **Show respect to adults and each other**
- **Take care of your own and other people's belongings**
- **Take care of our school's resources, buildings and grounds**
- **Accept sanctions when given**
- **Refrain from behaving in a way that brings the school into disrepute, including when outside school**
- **Be aware that your behaviour outside school, which has an impact on the education or welfare of others in the school, may result in sanctions being implemented**
- **Be respectful to adults and children**
- **Hand phones to staff as soon as you arrive at school**

We are the pupils in:

We have discussed this code of conduct together on:

We understand our responsibilities and agree to live up to this code:

Our School Rules



No swearing



Work hard in your learning

Follow the instructions given by adults



No fighting



Be friendly, kind and respectful

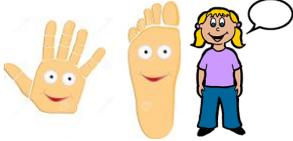


Help us to look after our school and tidy up after our learning

Our School Rules



In our school we:

- We always try our best and work hard 
- We use good listening ears and follow instructions 
- We use kind hands, feet and words 
- We look after each other 
- We look after our learning space 

Behaviour Contract

Name of pupil:

Name of person making the contract:

Date of contract:

Our School Rules

- Work hard in your learning
- Follow the instructions given by adults
- Keep hands, feet and objects to yourself
- No swearing or fighting
- Take care of your own and other people's belongings
- Take care of our school's resources, buildings and grounds
- No phones In school
- Be respectful to adults and children

Pupil code of conduct

Pupils, you are expected to:

- Work hard in your learning
- Make it possible for all pupils to learn in all lessons
- Follow the instructions given by adults
- Not to swear, hurt, bully or threaten others
- Not to fight
- Show respect to adults and each other
- Take care of your own and other people's belongings
- Take care of our school's resources, buildings and grounds
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Be aware that your behaviour outside school, which has an impact on the education or welfare of others in the school, may result in sanctions being implemented
- Be respectful to adults and children
- Hand your phone into staff on arrival to school

We are concerned about your behaviour because you are not following our school rules or the code of conduct you agreed to.

We have agreed the following targets for improvement over the next week. Staff will record your progress towards these targets each day. You will need to meet with the person who wrote the behaviour contract with you, when it is time to review your progress.

I agree to improve my behaviour by achieving the following targets?

Write in dates	Progress towards achieving behaviour targets for the morning.	Progress towards achieving behaviour targets for the afternoon.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Summary		

Pupil Voice Record

This should be used to record pupil's views or as a script on CPOMS



Pupil's name:	
Name of staff member supporting the pupil to record their views:	
Date:	
Where did the incident take place?	
When did the incident take place? <small>(Before school, after school, lunchtime, break time)</small>	
What happened?	
Who else was involved?	
What were you thinking and feeling at the time?	
How do you think what you did effected other people?	
How do you feel now?	
What do you think should happen next?	

Parent / Carer telephone / meeting record



Pupil's name:	
Name of staff member meeting with parent/carer:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
Synopsis of What has happened?	
What are the exact serious misbehaviours you are challenging the pupil over?	
What historical issues are relevant to your decisions?	
What have you decided to do?	
What is the parental response?	
Details of when the letter will be sent:	

Serious Behavioural Concerns



(date)

Dear XXXX,

Thank you for attending the meeting on (date) to discuss our concerns relating to the education and welfare of (pupil' s name). The governing body has set the School Rules and the expected Code of Conduct for all pupils, which has been discussed in detail with all pupils. As we discussed (name) is having difficulty in adhering to these. It is important that your child understands the need to follow our School Rules and Pupil Code of Conduct, and I would appreciate it if you could discuss their behaviour with them. These are in place to support all children to receive a good education and welfare at our school.

We discussed how their behaviour is effecting their education and welfare, (detail educational development and welfare issues discussed)

We also discussed the impact that their behaviour is having on the education and welfare of others in the school. (detail educational development and welfare issues discussed)

The school will continue to support your child through our positive behaviour curriculum and through more direct setting of behaviour targets. I am confident that the behaviour targets, the behaviour curriculum and your support, will see your child's behaviour improve rapidly. I will contact you within the next few weeks to discuss the impact of our collaborative efforts.

Yours sincerely,

Headteacher

Vulnerable Pupil Review

Date:

Pupil's Name:

Chaired by:

Present:



Environmental Change factors beyond the school's influence

Generic	Political	<p>Pupils in school who may be showing signs of:</p> <ul style="list-style-type: none"> • Communication and Interactions difficulties • Social, Emotional and Mental Health difficulties <p>Need to be appropriately assessed, supported and enabled to thrive. Schools should deploy available resources and provide for the child, making all reasonable adjustments to the universal provision of the school. Schools should articulate the universal provision they offer to all pupils, the targeted provision; using evidenced based interventions with identified staff and the specialist provisions they use for children with significant and persistent learning difficulties. The specific offer should be recorded within school and progressed to an Education Health and Care plan appropriately. Parents should be integral to the process at all stages.</p> <p>The Local Authority monitors schools provision and exclusions. Temporary exclusion can be used to create time to amend the provision for a child. Permanent exclusions will bring into scrutiny the targeted and specialist provision for the child and review the overall difficulties they have experienced. Schools can be instructed to reinstate a permanently excluded child.</p>
	Legal	<p>It is an employer's legal duty to protect the health, safety and welfare of their employees as well as other people who might be affected by their business (such as pupils). The Health and Safety Executive says, "Your employer must do whatever is reasonably practicable to achieve this". This includes assessing all risks, telling you about the risks, telling you how you are protected from the risks and instructing and training you in how to deal with them. Schools need to make risk assessments for these children, and make sure the staff working with them are fully aware of the risks and are trained in how to handle them. Staff have the legal power, and sometimes the duty, to use force when necessary to restrain or control pupils. Staff are required to be trained to support individuals, deescalate situations and use restraint where necessary, with appropriate training for these being in place. A member of staff may be in breach of their duty of care towards a pupil, if they do not take appropriate action to prevent a pupil causing injury to themselves or others," The Children's act is clear that the welfare of a child must take priority. The school must seek multi agency support and implement reasonable amendments to the pupil's curriculum, timetable or provision to meet their needs. The school should seek an Education Health and Care plan where appropriate.</p>
	Economic	<p>Schools receive funding as part of the overall budget to be deployed as necessary to meet the targeted and specific needs of individuals. Teaching staff must meet the needs of all pupils in their class as laid down in the Teacher's Professional Standards. Annual appraisal monitors this and gives the opportunity to provide any training required. Support staff should receive annual appraisals where job descriptions are discussed, signed and training identified. All staff should utilise the training to enable pupil's needs to be met in their day to day deployment.</p>
	Social	<p>Debriefing of staff following a violent incident should always be carried out. The offer of more formal counselling or first aid is essential. An assessment that training was implemented correctly, identification that the BCP does or does not need amending or is still appropriate should also be carried out. The appropriate staff team should be briefed about specific children, as necessary.</p>
	Behaviour Care Plan	<p>Should be in place and regularly updated following any incidents or routinely as part of a regular cycle. The school should be mindful of pupil's behaviours as indicators of undiagnosed need, seeking to provide appropriate support, as necessary.</p>
	Staff training	<p>A programme of training to meet universal, targeted and specific need should be maintained. Appropriate staff should be deployed to meet the needs of pupils, receiving on going coaching and guidance as appropriate.</p>
	Environmental , risk assessment	<p>All reasonable adjustments should be considered and made to meet the needs of a pupil. These should be carefully thought through.</p>
	Parents/Carers	<p>Clear, timely communication is essential to ensure that pupil's needs are identified and appropriately supported in partnership with parents or carers. The school has a duty to ensure that all options are considered to meet the needs of pupil's, with clear reasons being explained for any judgements or decisions it either recommends or takes. Written notes should be kept of conversations and meetings with parents or carers on CPOMS and any letters must be uploaded to CPOMS.</p>

Prior to the Pupil Review Meeting

CPOMS must be scrutinised and the CPOMS summary box populated. The SENCO, Head of Inclusion and Head of School should bring all relevant documents to support discussion of 'Current Provision'. The Head will make the decision on who should be in attendance, to best summarise the concerns.

Vulnerable Pupil Review Meeting

Current Position	Pupil's Historical Overview, Inc CPOMS summary and relevant events	CPOMS summary	
		Recorded incidents	Frequency
		Time frame:	
		Self Harm	
		Discriminatory behaviour or victimisation of an individual	
		Swearing or threatening behaviour towards another pupil	
		Swearing or threatening behaviour towards an adult	
		Physical violence towards another pupil	
		Physical violence towards an adult	
		Attempting to leave or leaving the school site	
		Total number of incidents	
	Graduated Response to date		
	Current Teaching position		
	Current Support Staff position		
Next Steps	1. Provision is suitable, no additional modification is required		
	Monitoring arrangements for provision	Summary of reasons why no amendments are needed:	
	Discuss with parents on:		
	2. Amend Provision		

Additional Multi agency support required	<p>Summary of reasons for contacting outside agency:</p> <p>Which agencies should be contacted?</p>
Amendments in teaching and learning required	<p>Summary of reasons for amendments:</p> <p>Planned amendments:</p>
Discuss with parents on:	
<p>3. Serious concerns exist for education or welfare of the pupil or others in the school</p>	
Discuss with the Local Authority Inclusion Officer to seek additional guidance	<p>Summary of reasons for concerns:</p>
Discuss with parents on:	