

# RED ROSE SCHOOL

## BEHAVIOUR POLICY

Section 6

3

Updated: April 2024

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## Statement of intent

At Red Rose School we want every pupil to leave here with a real awareness of their value and self-worth and be able to contribute in society. We want each pupil to achieve their best in order to realise their true potential. In order to facilitate this in teaching and learning, a holistic approach is required and an understanding of the support pupils need to regulate their emotions for respectful behaviour.

To learn we all need to feel safe, be able to listen and help others around us to learn. In our school therefore we expect respectful behaviour that is kind to others and recognises and respects others' differences. To this end, the school is committed to:

- Promoting self-esteem, self-discipline, respectful regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Validating good behaviour.
- Supporting regulation of behaviour with appropriate sanctioning of disrespectful or unacceptable behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable respectful discussion.
- A shared approach which involves pupils in the implementation of class behaviour.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to discuss and prevent recurrence.

Staff in our school have undertaken Attachment and Trauma training and are committed to using trauma-sensitive strategies. We understand that some behaviour can be the result of educational needs, mental health issues, or vulnerabilities from a child's adverse life experiences (ACES).

Our response to incidents and pupils' behaviour will consider their individual needs in the context of an emotion coaching framework (see p.2).

The school's Social, Emotional and Mental Health (SEMH) Policy also considers how to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

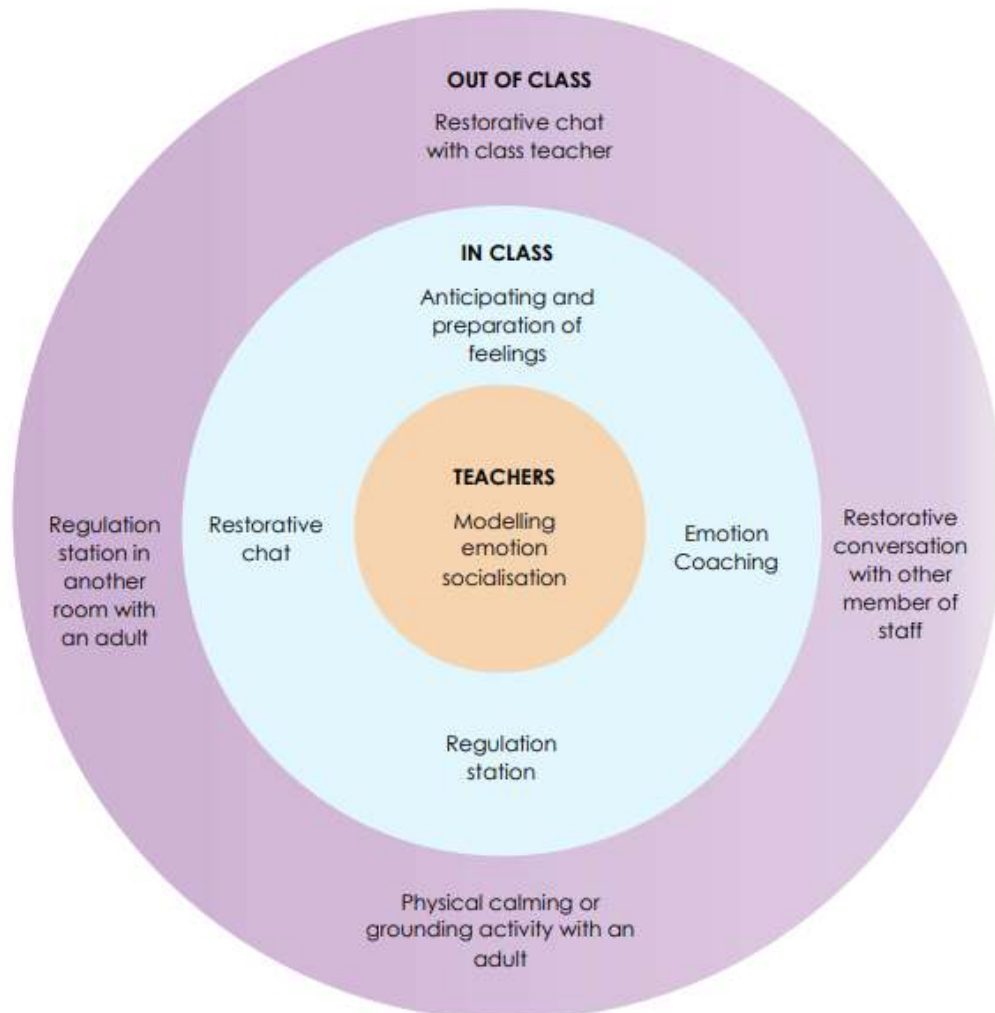
To help reduce the likelihood of behaviour issues related to SEMH the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

A whole-school approach is taken, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community for support of pupils’ health and wellbeing.

The informal curriculum within the class structure



Steps of Emotion Coaching

- Step 1**
  - **Recognising the child's feelings and empathising with them.**
- Step 2**
  - **Label the feelings and validating them**  
(validating = let the child know why they might be feeling like this and that this is okay)
- Step 3**
  - **Set limits on the behaviour (if needed)**
- Step 4**
  - **Problem-solve with the child**

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

This policy links with other school policies including but not limited to:

- Social, Emotional and Mental Health (SEMH) Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Drugs Management Policy
- Anti-bullying Policy
- Pupil Code of Conduct
- Attendance and Absence Policy
- Child-on-child Abuse Policy
- Pupils' Personal Electronic Devices Policy

### Roles and responsibilities

The proprietor has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on grounds including, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and day-to-day implementation of this policy and of the behaviour procedures at the school.
- Promoting a whole-school culture of calm, safe and supportive structure in all areas.

- Establishing high expectations of pupils' behaviour and implementing measures to achieve this.
- Determining the school rules and any sanctions for breaking the rules.
- Publicising this policy annually on the school website to be available to staff, parents and pupils.
- Reporting to the proprietor on the effectiveness in addressing any SEMH-related behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behaviour difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with the varying range of social and / or emotional difficulties.

Teaching staff are responsible for:

- Planning and reviewing support for pupils' behaviour in collaboration with parents and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil will be able to study the full curriculum.
- Teaching and modelling expected behaviour and building positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Taking proportionate action to address poor behaviour and restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Applying this policy consistently and fairly and support pupils to adhere to this policy.
- Recognising that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- recognising that behaviour is a form of communication and treat it as such.
- taking a non-judgemental and empathetic view to dealing with behaviour.
- respond in a way that focusses on the emotions that are driving a child's behaviour, rather than focussing on the behaviour itself (Emotion Coaching).
- Use this approach to view children as vulnerable and struggling to control their emotions rather than troublesome, and support rather than solely sanction.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour and setting high expectations for every pupil.
- Being aware of the needs and support provided to pupils with poor behaviour needs.
- Keeping the class or subject teacher up-to-date with any changes in behaviour.
- Discussion with the headteacher, regarding the emotion coaching and /or sanctions for pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of changes in circumstances which may affect their child's behaviour.

## 2. Definitions

The school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a way to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of banned items including legal or illegal drugs, alcohol or tobacco
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions, persistent disobedience or disruptive behaviour.
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression, extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits pupils' learning and requires the immediate attention of a staff member.

The school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
  - Low-level disruption or rudeness and talking inappropriately in class that is within their ability to control.
  - Failure to complete classwork where there is capability to manage work in the timeframes.
  - Refusing to complete work or homework
  - Disruption on public transport, graffiti
  - Use of mobile phones without permission
- “Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

### 3. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils (see p.4 para. 2-3).

Staff will be provided with information, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently, fairly and supportively.

The Head teacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including understanding of SEND, mental health and adverse childhood experiences (ACEs) which may affect a pupil's behaviour.

The headteacher will review staff training needs as appropriate and work with key staff in response to any serious or persistent behaviour issues disrupting the running of the school.

### 4. Managing behaviour

- Staff will respond to instances of unacceptable behaviour promptly, predictably and with confidence to maintain a calm, safe learning environment.
- Staff will consider how to prevent such behaviour from recurring; this may include emotion coaching strategies.
- The class teacher will log all incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems.
- All staff will be alert to changes in a pupil's behaviour indicating they may need help or protection.
- Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided alongside the use of sanctions or consequences as part of learning the need of respectful behaviour.
- In an initial incident of negative behaviour, the following sanctions or approaches will be considered, with staff using their professional judgement, knowledge and experience to determine what is appropriate and reasonable:
  - a verbal reminder, discussion and /or social story (comic strip conversation) of the expected behaviour including emotion coaching.
  - Setting a written task, such as an account of their behaviour or apology for behaviour
  - Removal of privileges or school-based community service, e.g. tidying the classroom
  - Detention

Although emotion coaching and a supportive framework is a foremost consideration, action is necessary where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- A log of the incident will be made on the digital management system and record it on the pupil's Positive behaviour contract if they have one, and on the pupil's record.
- The headteacher will be informed immediately.
- Where necessary, e.g. after other strategies in the classroom have been attempted or the disruption to others warrants immediate removal, the pupil will be removed from the classroom to the nearby sensory or regulation room. – the class teacher will

determine the period the pupil will be removed from the classroom, as well as any sanction time.

- The class teacher will inform the pupil's parents on the same day, where possible, following disruption that merits removal of their child from the classroom, and discuss the incident with them.

Following repeated incidents of unacceptable behaviour, the following sanctions may be implemented:

- The headteacher will consider whether the pupil should be suspended and will determine the length of the suspension (this will usually be determined by the number and length of any previous exclusions).
- An assessment will be carried out at this stage to determine whether there are any mental health or issues relating to trauma / ACEs that may be contributing to the pupil's behaviour.
- Where there are other agencies involved with the pupil i.e. social worker, that professional will be informed of any sanction imposed.
- Where the class teacher in discussion with the headteacher determines that support is still required for the pupil, a Positive Behaviour Contract (see example: appendix 1) will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

The headteacher will consider whether a permanent exclusion is necessary, alongside alternative options such as a managed move or off-site provision.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on grounds of protected characteristics e.g. gender.

The school will ensure that all discipline is reasonable in the circumstances, and will consider factors such as the pupil's age, religious requirements, SEMH needs (including ACEs and trauma), SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **5. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**



Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities such as pastoral counselling, art or music therapy.

The Headteacher and the school counsellor (if involved with the pupil) will be made aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following implementation of strategies or low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Section 4 offers initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions being used. Further initial interventions to address misbehaviour include the following:

- engaging with parents, including face-to-face or 'Teams' meetings where necessary
- providing mentoring and coaching
- behaviour contracts
- therapeutic support (Counselling / Art or music therapy).
- Pupil support class in school
- Engagement with local agencies
- An assessment of whether appropriate provision is in place to support the pupil in the EHC plan and contact with the LA to consider a review of the plan and provision.
- multi-agency assessment e.g. Early Help assessment will be considered where a wider support than education is considered beneficial for the pupil and his /her family.

### **Respectful Behaviour curriculum**

- Positive behaviour will be taught to all pupils so they understand what behaviour is expected and encouraged and what is unacceptable.
- Positive reinforcement by staff acknowledges and encourage repetition of good behaviour.
- Respectful, positive behaviour is defined through making it clear what this looks like, including the rules and routines of school, e.g. lining up quietly outside the classroom before a lesson; walking up the stairs in orderly manner.
- Routine will be used to teach and reinforce the expected behaviour of all pupils (with appropriate and relevant adjustments made for specific pupils whose SEND / Attachment and trauma issues require 1-1 reinforcement).
- Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

- Positive teacher-pupil relationships are key to managing unacceptable behaviour.
- The school has an embedded focus on forming positive relationships through its class structure, predictable timetable, fairness and trust. This allows teachers to understand their pupils and create a strong foundation from which behaviour change can take place.

## **Preventative measures for pupils with SEND**

- Behaviour will always be considered in relation to a pupil's SEND.
- A cyclical approach will be used to assess, plan, deliver and review the impact of support being provided.
- The school will aim to anticipate likely triggers of misbehaviour and have supportive strategies to prevent these, taking account of specific circumstances and needs of the pupil concerned e.g. specific abc charts. Measures the school will implement where appropriate include, but are not limited to, the following:
  - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
  - Ensuring a pupil with visual or hearing impairment is seated in proximity to the teacher.
  - Adjusting uniform requirements for pupils with sensory issues or specific medical conditions.
  - Adapting lesson requirements i.e. for pupils' whose SEND means they need 1-1 repetition of instructions or alternative recording methods.
- Training for staff in understanding autism and other conditions.

## **De-escalation strategies**

Staff members will implement de-escalation strategies to diffuse the negative or de-regulated behaviour. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive or reactive, e.g. if comments or insults are directed at the staff member.
- Distraction
- Providing adequate personal space and not confronting e.g. standing in front of the pupil to block their escape to a quiet space.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Reasonable negotiation that allows the pupil a face-saving route out of confrontation.
- Rephrasing negatively-worded requests with positive phrases, e.g. avoid use of "if you don't return to your seat, I won't help you with your work". Instead use, "if you return to your seat, I can help you with your work".

## **Physical intervention**

In line with the school's Physical Intervention Policy, the school has the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

- Physical restraint will only be used as a last resort when de-escalation is not effective or safe.
- Trained staff members will be called upon if physical restraint is necessary.

- Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

A second member of staff will be present, whenever possible to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to a separate quiet room for reflection and discussion as appropriate. The headteacher will be informed and may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out mid school day, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home during the school day without the school contacting their parent. This will be in line with the Attendance and Absence Policy.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes a suspension.

Suspension is a sanction used when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

When using reasonable force in response to incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to the nearby sensory or therapeutic room that is:

- In an appropriate area near the classroom
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any SEND needs are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day.

The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom.

The pupil's class teachers will set them appropriate work to complete.

Where necessary, the headteacher will discuss with the teacher a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

## **Detentions**

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours.

The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All class teachers can impose detention on a pupil in discussion with the headteacher so that the sanction considers all the pupil's needs.

The headteacher may decide to delegate the power to impose detention, such as to specific team teachers during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent.

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any travel and additional needs of the pupil.

If the detention is during lunchtime, **25** minutes, or the amount needed by the pupil, will be allocated to allow time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

## **6. Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **7. Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds.

Pupils are not permitted to bring smoking materials including vaping or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Drugs Management Policy and Child Protection and Safeguarding Policy.

## **8. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

The following list uses the DfE's '[Searching, screening and confiscation](#)' guidance. Any items not prohibited by school rules, will require the consent of the pupil being searched.

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

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/ psychoactive substances
- Energy drinks
- Mobile phones

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to their class teacher or team teacher, and returned to them at the end of the school day.

Pupils will not be permitted to keep their mobile phone in their possession during the school day or use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy.

Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

All members of staff can use their power to search without consent for any items listed above.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## 9. Effective classroom management

Well-managed classrooms are vital to preventing disruptive and unacceptable behaviour.

The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that pupils can access.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behaviour problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Behaviour, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### Classroom rules and routines

Classes have clear and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to.

Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Classroom routines are in place to help pupils work well, because behaviour problems can arise due to the lack of a consistent routine.

This includes teachers ensuring that before lessons begin, they have the attention of all pupils, then explaining the task clearly so all pupils understand, with support as required, what they are supposed to be doing.

All teachers should have consistent classroom rules and routines appropriate to the developmental stage of their pupils, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines.

Teachers work with pupils as appropriate to set or define the classroom rules and routines inform pupils at the beginning of the academic year and revisit these as often as necessary. This often needs to be reinforced daily to begin with. Where appropriate, teachers explain the rationale behind the rules and routines to help some pupils understand why they are needed and will be a role model of rules and routines to ensure pupils understand them.

Classes may choose to collaborate with the teacher to decide fair rules.

Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers may reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines.

Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once classroom rules have been devised, pupils may be part of a **Classroom Rules Agreement** that they read and sign.

All rules outlined in the Classroom Rules Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will reinforce this message to pupils.

### **The classroom environment**

The school understands that a well-structured classroom environment is vital in preventing poor behaviour.

This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who are easily distracted or behaviour is easily dysregulated closest to, and facing, the teacher.
- Seating those who are easily deregulated away from others who would be distracted.
- Ensuring the teacher can see pupils' faces, that pupils can see one another as appropriate, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Praise and rewards**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.



- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied for pupils who need discreet affirmation
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again.

For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise, points, communicating praise to parents
- Certificates, prize giving and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

## 10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including behaviour online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including behaviour online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.

- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with this policy and, where necessary, the Complaints Procedures.

## **11. Behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including incidents of searching, screening and confiscation
- Attendance, permanent exclusion and suspension data
- Use of pupil support class, off-site and managed moves

Attempts will be made to identify factors contributing to the behaviour, any issues with existing support. The data will also consider the protected characteristics to inform school practice.

## **12. Monitoring and review**

This policy will be reviewed by the headteacher and Proprietor on an annual basis. Changes will be communicated to all members of staff and relevant parties.

The next scheduled review date for this policy is **April 2025**

# Positive Behaviour Contract

## Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**To prevent my behaviour becoming disrespectful or offensive to others, I can:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



When I demonstrate disrespectful or offensive behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



These are the consequences if I don't meet my goals:

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These are the rewards if I meet my goals:



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My contract will be reviewed on: date

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

**example of: generic ABC form**

<b>Name of pupil:</b>		<b>Year group:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Location of observation:</b>		<b>Name of staff member:</b>	

<b>A. Before the incident: what led to the behaviour?</b>
<b>B. During the incident: what did the pupil do?</b>
<b>C. After the incident: what were the consequences of this behaviour?</b>

<b>Additional comments</b>

## Behaviour Management Observations Review Form

Name of pupil:		Year group:	
Name of staff member:		Date:	

**Do there appear to be any patterns triggering the pupil's behaviour?**

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**Are our existing management systems effective?**

--

**What achievable targets could we implement for the pupil to work towards?**

--

**What are the pupil's strengths?**

--

**What strategies could we implement to help the pupil achieve their targets?**

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**Additional comments**

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