

## **Behaviour supporting documents**

*Why attempt to crush behaviours with punishment when you can grow better ones with love? Visible consistency with visible kindness allows exceptional behaviour to flourish. (Paul Dix - "When the Adult Changes Everything Changes")*

### **Legislation, statutory requirements and statutory guidance**

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting students 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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti bullying strategy

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Physical attacks on staff members where the child is not at a point of crisis
- Any form of bullying
- Sexual violence and / or harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Swearing, racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Vapes, Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - 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)

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

*Confiscation:*

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

## Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out and if the use of the search wand is necessary
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching students' possessions**

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlements and welfare of the pupil

Not be a police officer or otherwise associated with the police

Not be the headteacher

Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

**Bullying (also see The Priory [Anti-bullying policy](#))**

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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, messaging apps or gaming sites

## **Roles and responsibilities**

### **The Directors/ Local Governing Committee**

The governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The LGC supports the Headteacher in ensuring all adults are adhering to the policy.

### **The headteacher**

The headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure the recommended ways of working, rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data relating to behaviour logged onto Edulink is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### **The leadership team**

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident.

Leaders will:

- Meet and greet children at the beginning of the day on the gate and / or building entrances
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model relational practice in their interactions
- Regularly share good practice



- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies

## **Staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Build relationships through the use of meet and greet and check ins.
- Adopting an attitude and culture of 'botheredness' – the daily acts of care and genuine interest in children's lives that matter.
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.
- Planning lessons that engage, challenge and meet the needs of all children.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always reminding children about the expectations.
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents promptly on Edulink
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us

## **Zero-tolerance approach**

As a school we will have a 'zero- tolerance' policy to sexism, sexual harassment or any discrimination to a persons characteristics or which prevents our community providing equality for all and being inclusive.

When dealing with such incidents our response will be decided on a case-by-case basis, Proportionate, Considered, Supportive. Whilst we will not tolerate any negative behaviours we won't demonise anyone, support will be provided to all parties involved and we will listen to all parties to provide education and if necessary sanctions to prevent any further incidents.

We want to ensure all incidents of negative behaviour are reported no matter how minor they may seem. Incidents can be reported in a number of ways:

- To any member of school staff
- Download
- Worry box outside G7

All incidents will be followed up, investigated and dealt with. This is to create a culture and ethos of respect, tolerance, acceptance and diversity to make it easier for students to call out incidents and harder for anyone to get away with negative behaviours.

Once incidents are reported in all situations staff will ensure students understand that the school will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Reporting all incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life
- Promote appropriate behaviours

As well as focusing on what's inappropriate, we will also help students to understand what good and healthy behaviour in school should look like.

This will be through:

- Reflect and catch up sessions
- Pastoral tutor sessions and assemblies

- Support for perpetrators
- Pastoral interventions such as reports

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

### **When dealing with incidents involving sexism and sexual harassment**

After all incidents we will inform parents of the incident and look to provide any additional support requested we may also decide to put in place any of the following sanctions:

- A verbal warning
- Keeping the student behind after class to apologise to their peer
- Restorative justice
- Detentions
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

After serious incidents involving the police we will inform parents of the incident and look to provide any additional support requested we may also decide to put in place any of the above sanctions.

The response to each incident will be proportionate. We will also balance the importance of safeguarding other students with the need to support, educate and protect the alleged perpetrator(s).

We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)
- As is set out in paragraph 464 of KCSIE (2021).

During investigation, during the administering of sanctions and after the sanctions have been served we will ensure mitigations are in place to protect all students, such as keeping a child in isolation while investigations are carried out.

Where possible we will take the wishes of the victim(s) into account. We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). As it is set out on page 106 of KCSIE.

Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

In all incidents we will listen to the victim(s) and that their wishes will inform our response, but ultimately the school will make the final decision.

Our behaviour policy underpins a culture of respect and education creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for students to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

All staff will remember that 'Lower-level' incidents are far more frequent than severe incidents. Reporting of all incidents of sexual harassment or violence is key to ensure all incidents are responded to. Students and Download staff are reminded that the main channels for reporting are:

- To any member of school staff who will enter the incident on to CPOMS
- Directly to Download
- Worry box outside G7

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life
- Promote appropriate sexual behaviours

As well as focusing on what's inappropriate, we will also help students to understand what good and healthy sexual behaviour means.

This will be through:

- RSE curriculum
- Pastoral tutor sessions and assemblies
- Providing support for perpetrators

Please refer to our [child protection and safeguarding policy](#) for more information

## Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our [child protection and safeguarding policy](#) for more information on responding to allegations of abuse against staff or other students.

## **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## **Sanctions**

### **Detentions**

All members of staff have been authorised by the headteacher to give students detentions. Students can be issued with detentions during break, lunch, after school or on weekends during term time.

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by an assigned member of staff, and will be removed for a maximum of one day.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Alternative provision
- Remote learning
- 1:1 support
- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Student support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student on the students behaviour log

### ***Off site behaviour***

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to student for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

### **Responding to misbehaviour from students with SEND**

#### **Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. They may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of Shore Centre (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload
- Use of exit or refocus cards

### **Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

Whether the student was unable to understand the rule or instruction?

Whether the student was unable to act differently at the time as a result of their SEND?

Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

### **Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. This would be through Surrey County Council

### **Supporting students following a sanction**

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- ELSA or other 1:1 sessions

### **More serious Behavioural Incidents**

*Where more serious behaviour incidents occur, we will look to deal with child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, SLT and the Pastoral Team, utilising their knowledge of the child and their discretion.*

*Exclusion ([exclusions policy](#)) is not a decision which is taken lightly. Where possible, alternatives to exclusion will be considered in the form of positive school community payback i.e. helping with a lunch club or activity, shadowing the child's chosen mentor, alternative arrangements for unstructured times of the school day. An internal exclusion will be given where possible over a suspension. Any decision to internally exclude a child must be made in conjunction with a member of SLT. Parents will be requested to attend a meeting with a member of SLT, Class Teacher and the child to agree outcomes and reflect on difficulties and successes. Where a child is excluded, consideration should be given to the appropriate level of monitoring required when the child returns to lessons. Where a child is given a fixed term exclusion, or following a referral to outside agencies, the reports received will form the targets for their PSP.*

*For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets (see PSP) and building in steps to success are key. External Support In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us. Agencies involved could include:*

- School nurse – provides access to support the health of every child by triaging each case that is referred and referring to Child and Young People's Mental Health Service (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- Specialist Teaching Service (STS) dedicated to providing in school advice and guidance in managing the needs of a specific child.

- Referrals e.g. paediatrician , educational psychologist.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

*This list is not exhaustive and the needs of the child will dictate which support is required. Parents will be informed and their views and consent sought should the school refer to one of the above agencies.*

### **Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the member of the senior leadership team or pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Student transition / inducting incoming students**

*The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.*

### **Preparing outgoing students for transition**

To ensure a smooth transition to the next year, students with particular needs will 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 student behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

The needs of the students at the school

How SEND and mental health needs impact behaviour  
Behaviour management will also form part of continuing professional development.

### ***Monitoring and evaluating school behaviour***

*The school will collect data on the following:*

- *Behavioural incidents, including removal from the classroom*
- *Attendance, permanent exclusion and suspension*
- *Use of pupil support units, off-site directions and managed moves*
- *Incidents of searching, screening and confiscation*
- *Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture*

*The data will be analysed termly by the Local Governing Committee as part of the Headteacher's report.*

*The data will be analysed from a variety of perspectives including:*

- *By age group*
- *At the level of individual members of staff*
- *By time of day/week/term*
- *By protected characteristic*

*The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.*

*Monitoring this policy*

*This behaviour policy will be reviewed by the Headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.*

## **Responsibility**

*The Enlighten Learning Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.*

### *Links with other policies*

*This behaviour policy is linked to the following policies*

- *Anti bullying policy*
- *Child protection and safeguarding policy*
- *Staff Code of Conduct*
- *Exclusions policy*

## **Dan Hughes' PACE Approach**

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness	Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.
Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.	Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Real examples of PACE in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation. 'Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you - I don't really like writing.'

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

Curiosity- Enquire and check what the young person's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

Empathy - Show that you understand that how difficult they are finding things.

'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything.'

### **Scripting and fogging**

Scripted intervention framework

If ; then (If you do this work then you will be able to go to break)

When : then (When you have tucked in your shirt then you can leave)

Now ; next (Now you are going to do the writing and next we will watch the video)

Either ; or (either you can start with question 1 or you could start with question 2 and come back to question 1.)

Keep all scripts positive so "now sit here then we can start putting the situation right."

As opposed to "now sit here or else you will get a detention" threats will lead to further defensive actions.

Interrupt and redirect

I've noticed that ..... Now.....

I've noticed that you do not have your book. Now get it out.

You can also add a reinforcement by saying 'thank you' as this assumes it will be done. Avoid saying please as this suggests a question and the 'limit' is not a question.

Remember to give thinking time to allow students to make the right decision and avoid secondary behaviours.

### **Fogging - useful to accept but prevent argument**

I can see you are upset...

Be that as it may...

I hear what you are saying...

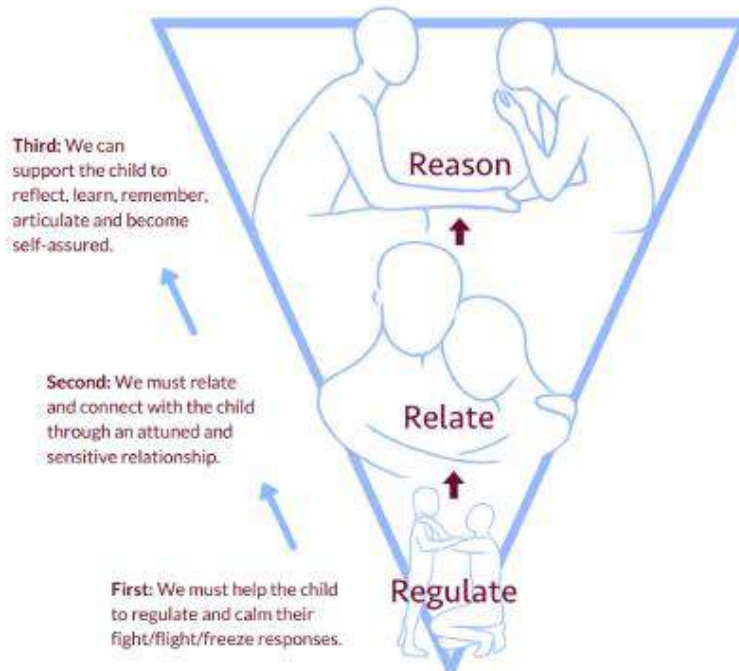
I understand how you feel ....

Lastly please remember praise and house points for all the students who get it right.

## Reason relate and regulate (3 R's)

The three Rs: Reaching the learning brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason'

