Behaviour Policy and Statement of Behaviour Principles

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Statement of intent

At James Calvert Spence College we have developed an evidence-based approach to promoting positive behaviours within our school community. Our policy and principles are based on the work of Bill Rodgers, Paul Dix and the EEF. We are working alongside the local authority representatives to implement a relational approach to managing behaviour in school.

James Calvert Spence College believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our Guiding Principles of 'Be Kind, Work Hard, Aim High' are central to everything that we do as a community-this is very much the case with our Behaviour Policy.

The school is committed to:

- Developing effective behaviour and tolerance of others
- Teaching and promoting positive behaviours
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Teaching emotional regulation strategies
- Ensuring equality and fair treatment for all.
- Recognising, praising and rewarding good behaviour.
- poor choices and supporting to correct the behaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with all members of the school community
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Adopting a restorative approach as part of our suite of tools to manage behaviour
- Reflecting society's view that violence is not to be tolerated at any time or perpetrated by any person.

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

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (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. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the curriculum, specifically our personal development curriculum and co-curriculum. Positive behaviours will also be modelled through leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about emotional regulation, health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education and how to counteract the impact of these by using positive ACES. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

We recognise that there is much detail in this document. In summary, we expect members of our community to be developing relationships and supporting emotional regulation through recognition and corrective conversations and behaviours.

1. Legal framework

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

- Children Act 2011
- Education Act 1996
- Education Act 2002
- Education Act 2011
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2013) 'Use of reasonable force in schools'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2022) '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'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

1.2 This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Complaints Procedure

2. Roles and responsibilities

2.1 The governing body has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

2.2 The Executive Headteacher (EH) and the Assistant Head teacher in charge of Ethos and Culture are responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the Personal Development curriculum to ensure it meets the current and emerging needs of the school community.
- Supporting staff to develop positive relationships with students through modelling and coaching
- Supporting staff members to develop strategies to support students to emotionally regulate and to manage dysregulated behaviours.

2.3 The mental health lead is responsible for:

- 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 behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

2.4 The SENDCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.5 Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the pastoral team, the SEND team and, where appropriate, the pupils themselves.

- Teaching students 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 with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Recognising disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing and restoring positive relationships with students.

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

- Teaching appropriate behaviour and how to emotionally regulate.
- Promoting a positive, supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
    - SENCO.
    - Headteacher.
    - Directors
    - Pastoral Support Officers
- As authorised by the headteacher, addressing the behaviour of students who display poor levels of behaviour. This responsibility includes the power to address behaviour of students even when they are not in school or in the charge of a member of staff.

2.7 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.
- Using the strategies they have been taught to emotionally regulate and manage behaviour

2.8 Parents are responsible for

- The behaviour of their child(ren) inside and outside of school.
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purpose of this policy, 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, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, 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 manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Disruption on school transport
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purpose of this policy, 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 and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public or school transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. 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 to participate in creating

the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The ELT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The ELT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

BE KIND	WORK HARD	AIM HIGH
1. Be proud of who you are and where you come from; accept and be tolerant of other people and their differences. 2. Be respectful when speaking to others. 3. Value our school environment.	1. Engage fully in learning. 2. Have a cooperative attitude. 3. Try your best and don't give up.	1. Expect the best of yourself. 2. Have high aspirations and look to the future. 3. Be organised: look smart, think smart.

Most behaviours should be managed by the classroom teacher. At JCSC we adopt a graduated approach to managing behaviour. The following are the initial strategies used to manage behaviour in the classroom:

Be Non Confrontational	Give take up time	Tactically ignore
Use a positive tone of voice and give clear and respectful directions and expect compliance.	Once you have given the instruction, take your eyes away from the student to allow them time to take up your direction.	Tactically ignore secondary behaviours such as sighing, eye rolling, tutting, etc

Instances of unacceptable behaviour will be taken seriously and dealt with immediately by all members of staff. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. This may involve delivering a corrective script (see example) to support students to identify and adjust the dysregulated behaviours they are demonstrating.

Positive Script	Positive Body Language	Corrective Script
E-Expectations/Boundary Identified e.g.' I've noticed that you stayed behind to help tidy away these books'.	**D**-Down to their level physically if appropriate	**E**-Expectations/Boundary Identified e.g.' I've noticed that you are not saying please or thank you'
L-Link to our core values and expectations eg 'That is really kind of you and I really appreciate it'.	**O**-Open body language eg arms not crossed	**L**-Link to our core values and expectations eg 'Can I remind you that our core value of Be Kind means you should really be using your manners. That is the rule you have broken.'
E-Explain the consequence-e.g. 'I am going to contact home later to let them know how impressed I am'.	**C**-Calm tone with no emotion.	**E**-Explain the consequence-e.g. 'I would rather not have to ask you to remain behind at the end of the lesson'.
R-Reminder of a time when student met the expectations-eg 'I know that you did the same last week and this shows what an asset you are to have in our school community'.	**S**-Side by side if possible, not face to face.	**R**-Reminder of a time when student met the expectations-eg 'I know that you can do this as you were really polite last lesson. That is the XXXX I need to see now.'.
T-Take up time and thanks e.g.Thank you for that-I am really proud of you'.		**T**-Take up time and thanks e.g.Thank you for listening.' Walk away.

After any corrective conversation, staff will consider afterwards how to prevent such behaviour from recurring.

The Assistant Headteacher for Ethos and Culture will keep a record of all reported incidents via Bromcom to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the member of staff will facilitate a corrective, restorative conversation staff using their professional judgement and experience to determine what is appropriate and reasonable. For example:

	Step	Action
1	Reminder	A clear reminder, delivered as privately as possible, of our expectations around our core values e.g. C'mon now Jenny, I need you to be working hard on this piece of work. Thanks'.
2	Caution	A clear verbal warning delivered privately where possible making the student aware of their behaviour and outlining any consequences if they continue behaving in this way e.g Think carefully about your next steps Michael. I need you to work hard on this task or I will expect you to come back for a conversation at breaktime.
3	Last Chance	Speak to the student privately outside the lesson and offer them the final chance to engage with the learning. Offer a positive choice to do so and use the script outlined below. I would recommend that you add a 2 minute consequence to this step eg 'Come back to see me at break please'. This time is owed to you as the adult as the student has reached this step. It is not in the long distant future, be negotiated, removed or substituted. This may be with On Call for support.
4	Repair	A quick chat at breaktime or lunch or a time of your choice. You may also choose to have a more formal and in depth conversation in the form of a detention.
XX	Time Out	This may go anywhere in the order as it will depend on your professional judgement as to where it sits best. Student will be asked to step outside to regulate their behaviour, gain a little more self control and reflect from this different location and perspective.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The teacher will send for On Call to facilitate a corrective/restorative conversation
- The student will be returned to the classroom to continue learning with the peers.
- It may be necessary to remove the student from the lesson to continue learning in reflection. This will allow the student the opportunity to emotionally regulate with support (students will stay in reflection on average no more than 30 minutes)
- The pastoral team investigates the incident and works alongside the student to identify the causes of their behaviours and to re-engage them in learning.
- If the pastoral team deem the incident to be unacceptable behaviour, they will record the incident, and record it on the pupil's Behaviour Contract if they have one.

5.1 Serious Incidents:

- As aforementioned, where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom. The pastoral team will determine the period the pupil will be removed from the classroom, as well as any call back time.
- The teacher/ pastoral team will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom-all Bromcom notices are shared via the My Child at School app. If deemed necessary, parents/carers may be invited into school to discuss the incident.

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

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- The pastoral team will consider whether the student should spend a period in the Inclusion Unit.
- The pastoral team will consider whether the pupil should have further monitoring and support through the Progress Report system.
- The pastoral team will consider whether the pupil should have a period of call back time at lunchtime.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

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

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.
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 any grounds, e.g. equality, SEND or human rights.

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

6. Prevention strategies and sanctions for unacceptable behaviour

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

6.1 Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the ELT and pastoral staff are aware of any student that is:

- Persistently struggling to comply with expectations
- Not improving their behaviour following restorative and corrective conversations and call backs.
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address dysregulated behaviour will include, but are not limited to, the following:

- Inclusion in "spotlight on the student"
- Narrating the positives
- Frequently engaging with parents, including home visits where necessary and feasible
- Providing mentoring and coaching
- Short-term behaviour report cards on our RAG system
- Planned/ extended time in reflection to support the student to develop emotional regulation strategies
- Long-term behaviour plans
  - ELSA, Thrive or Lego therapy
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

6.2 Personal Development Curriculum

Relationships are key to all interactions. Students need to be taught to comply with expectations. Behaviour is taught not caught, our personal development curriculum is an integral part of student development and the vehicle through which appropriate behaviour and emotional regulation is taught.

Positive reinforcement and recognition will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on developing positive behaviours, defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

6.3 Positive teacher-pupil relationships

Positive Script	Positive Body Language
E-Expectations/Boundary Identified e.g.' I've noticed that you stayed behind to help tidy away these books'.	**D**-Down to their level physically if appropriate
L-Link to our core values and expectations eg 'That is really kind of you and I really appreciate it'.	**O**-Open body language eg arms not crossed
E-Explain the consequence-e.g. 'I am going to contact home later to let them know how impressed I am'.	**C**-Calm tone with no emotion.
R-Reminder of a time when student met the expectations-eg 'I know that you did the same last week and this shows what an asset you are to have in our school community'.	**S**-Side by side if possible, not face to face.
T-Take up time and thanks e.g.Thank you for that-I am really proud of you'.	

Positive teacher-pupil relationships are key to combatting dysregulated behaviour. The school will focus heavily on understanding, forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

6.4 Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated 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 behaviours and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. 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 periods of time
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

6.5 De-escalation strategies

Where difficulties with emotional regulation is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding speaking or reacting with emotion (if this is not possible then “fresh face”)
- Providing adequate personal space and not blocking a student’s escape route.
- 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.
- Offering the pupil a face-saving route out of confrontation
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.
- Using the corrective script
- Allow opportunities to emotionally regulate. Use the “don’t flip your lid!” strategies displayed in classrooms and in the planner

7. Physical intervention

For the purposes of this policy, ‘**physical intervention**’ is used to refer to any situation in which physical contact with a pupil is necessary – this includes reasonable force, e.g. to defuse a situation in which a pupil is at risk of harming themselves or others.

For the purposes of this policy, ‘**positive handling**’ is defined as the overall, graduated approach of responding to pupils’ behaviour and emotions with the intention of protecting pupils and staff, and limiting damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

For the purposes of this policy, ‘**reasonable force**’ is considered to refer to a broad range of actions that may be used to control or restrain a pupil to prevent that pupil from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:

- ‘**Control**’ – actions used in an attempt to direct a pupil’s movements; this includes passive physical contact, e.g. standing between pupils or blocking a pupil’s path, or active physical contact, e.g. leading a pupil out of a classroom by their arm.
- ‘**Restraint**’ – actions used in an attempt to physically bring a pupil under control. This type of force is typically used in more extreme circumstances, e.g. where two pupils are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

The principle of positive handling means that the school expects staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class, and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils’ needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation can be attempted.
- There are actions that can be taken to remove triggers from pupils, e.g. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without physical intervention, e.g. if they will follow a member of teaching staff out of the classroom.
- The pupil has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

7.1 What is reasonable force?

There is no statutory definition of reasonable force; it will always depend on what is considered necessary and proportionate, given the circumstance of the case.

Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances, e.g. their age or SEND. The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

8. Use of positive handling and reasonable force

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a pupil's arm to escort them from a classroom.

Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a pupil is posing to themselves or others.

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the school recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not

sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.

Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where reasonable force is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

9. Reporting incidents

A detailed written report will be kept of any incidents where force is used.

Immediately following an incident, the member(s) of staff involved will verbally report the incident to a member of the ELT and provide a comprehensive written record of the situation as soon as possible, using the Positive Handling Report Form.

The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, and describing any injuries incurred due to the event.

Records should be retained and analysed by the headteacher to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records should also be sent to the governing board annually for evaluation.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the Disciplinary Policy and Procedures.

Where reasonable force or physical restraint has been used, the pupil's parents will be informed as long as this would not place the pupil at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy. The headteacher will make the final decision as to whether it is appropriate to inform the pupil's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- Parents will be informed in writing and a copy of this report will be given to the member(s) of staff involved in the incident.
- The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.

If a member of staff witnesses or suspects the use of reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the headteacher immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Allegations of Abuse Against Staff Policy.

The headteacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other pupils about the incident, for instance those who witnessed the event.

10. Reflection room

Some students may experience difficulties with emotional regulation and need some time out to reset and engage in learning.

If a verbal reminder and corrective conversation have been ineffective, a student may access the reflection room. Students will be given the opportunity to calm down, emotionally regulate and address the causes of their behaviour before they are returned to the learning environment; the focus is on re-engaging in learning.

When a student arrives at reflection, they will be given three options:

- They continue with curriculum work
- They engage in an emotional regulation task (some students may have a personal emotional regulation box to access)
- They discuss their feelings with an adult and formulate a more effective way of managing emotions in the situation/ address the root cause of the behaviour

Most students will return to the classroom within 30 minutes.

11. Inclusion Unit

The school may decide to move pupils to a separate room away from other pupils for a limited period – this in known as the Inclusion Unit. The Inclusion Unit is a room that is:

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

The school will only move pupils to the Inclusion Unit where absolutely necessary, such as:

- 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 additional requirements, such as 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 Pastoral Team will request that the pupil's class teachers set them appropriate work to complete.

The Pastoral Team will establish 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 will be permitted to eat during the allocated times of the school day and may use the toilet as required and permitted.

12. Call backs

The school will make it clear to parents and pupils that they are able to use call back as an opportunity to restore the relationship with key members of staff. The use of call back as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

12.1 Stage 1: Teacher call back

All teachers at the school will be permitted request a student attends a call back to discuss their behaviour and provide an opportunity to repair the relationship. The headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose call backs to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which a call back can be issued outside of school hours:

- Break or lunchtime
- Any school day where the pupil is not authorised to be absent
- During weekends, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for call backs and, therefore, the school will be able to issue call back as a sanction without first notifying the parents of the pupil. Stage 1 call backs are likely to be completed within the school day. The subject teacher will inform parents through MCAS.

We will make every effort to inform parents/carers and give appropriate notice of an after-school call back using the MCAS app.

12.2 Stage 2: Directorate call back

If a student fails to attend a stage 1 call back then the consequence of this poor choice could be a directorate call back on the following day. During a stage 2 call back, the curriculum director and subject teacher will discuss the difficulties that have been experienced within the classroom with the student and identify clear strategies to avoid the situation reoccurring.

12.3 Stage 3: ELT Call back

Also, if a student fails to attend a directorate call back, the student may a Friday night call back. This is an opportunity for teachers to have a restorative conversation with the child whilst supported by a member of the ELT.

If a student misses a call back due to absence, the school may reissue the call back for the evening of the student's return to school without first informing parents/carers.

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

When issuing call backs which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the time is likely to put the pupil at increased risk.
- Whether the pupil has identified caring responsibilities.
- Whether the call back timing conflicts with a medical appointment-an appointment card/proof of appointment may be requested.
- Whether the parents ought to be informed of the call back– 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. Parents can purchase bus passes through MCAS at a cheaper rate.

After school call backs will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate opportunity for a conversation and to make up time will be arranged instead. This must be agreed by the school.

13. Sexual abuse and discrimination

The school will prohibit 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.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- Creating or maintaining websites with sexual content

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

14. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this 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 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 Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

15. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will 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 will be 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:

- Knives or weapons
- Alcohol
- Illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure Stolen items
- Cigarettes, tobacco and cigarette papers
- Electronic cigarettes (e-cigs) and vapes
- Matches, lighters, etc.
- Fireworks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Solvents and dangerous chemicals
- Legal highs/psychoactive substances.
- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Pepper sprays and gas canisters
- Liquid correction fluid

- Chewing gum
- Caffeinated energy drinks e.g. Monster, Red Bull, etc.
- Aerosols including deodorant and hair spray
- 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.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

We recognise that many of our students will bring a mobile telephone to school. Whilst on school site we recommend that these are switched off and in school bags so as not to serve as a distraction. If mobile telephones are seen in school, they will be confiscated and locked in a safe. Students can collect their phone at the end of the school day.

16. Weapons and other dangerous implements or substances

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

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s)

if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

17. Effective classroom management

Well-managed classrooms are paramount to preventing ~~disruptive and unacceptable~~ dysregulated behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish clear responses for supporting emotional regulation
- 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 (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school Pupil Code of Conduct 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, visitors, and pupils.
- Always be ready to offer help to others, if necessary.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Take pride in the school environment and keep it tidy.
- Show respect for the school environment-not damage or disfigure the school premises, either inside or outside the buildings.
- Move around the school in a safe, respectful, and orderly manner. Pupils should walk on the left where possible and use the appropriate staircases as directed.
- Attend all lessons and other school activities punctually and always arrive in good time for commitments.
- Arrive fully equipped to learn-planner, a blue or black pen, a green pen, pencil, ruler, rubber, PE kit and a reading book.
- Not spit or chew gum – chewing gum is not allowed.
- Not swear or use offensive language.
- Not engage in gambling or games of chance.

17.1 Classroom rules and routines

The school has an established set of clear, comprehensive 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”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. 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 reinforce them in a range of ways, e.g. the Behaviour Ladder is clearly displayed in all classrooms 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.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the consequences that may be imposed.

All rules outlined in the Behaviour Ladder are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers ensure pupils understand this.

17.2 The classroom environment

The school understands that a well-structured classroom environment is paramount to 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 need more support to emotionally regulate closest to, and facing, the teacher.
  Carefully consider seating students who struggle to manage their emotions to ensure they have access to positive behaviour role models.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively using verbal and non-verbal cues.
- Greeting students at the door of the classroom.

18. Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. –

Routines may also include activities such as the following:

- Lining up outside the classroom before being invited into the classroom in an orderly manner.
- Standing behind chairs before the class starts and sitting down upon the teacher's instruction
- Handing out exercise books and pens/pencils at the beginning of the lesson
- Writing the Date and Title in the book

- Completing the Retrieval Task on entry to the classroom
- Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Teachers can explain the rationale behind the routine to help pupils understand why it is needed, as well as the consequences that will be imposed if a pupil does not adhere to the routine.

Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment and students recognise that 'this is the way we do things here'.

19. Recognition, praise and rewards

The school recognises that recognition and praise is key to making students feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst students. The school also recognises the value of staff and student views in the creation of any rewards system and are proud that our recognition ladder (see Appendix) does just that.

When giving praise, teachers ensure:

- They define the behaviour that is being acknowledged.
- The praise is given immediately following the positive behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, not simply the work produced.
- Perseverance and independence are encouraged.
- Where possible, recognition of students demonstrating school values: being kind, working hard and aiming high
- 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.

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

The school understands that when rewards/ recognition are used following certain behaviour, students 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 or recognised

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

- Verbal praise
- Narrating positive by recognising and naming desired behaviours
- Name included on a recognition board
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

20. Clear and agreed consequences for poor choices

The school understands that students perform at their best and feel safe when there are clear expectations and boundaries set. The school also recognises that these expectations and boundaries should reflect the views of the student and staff body so have spent much time and effort in ensuring these have been sought and implemented.

The school have a recognition ladder Lighthouse (see Appendix) clear system of recognising and correcting behaviours that we are proud to say reflect the views and input of both the student and staff body. This clearly defines the consequences of choices, positive and negative) and are displayed prominently around the school and shared with all stakeholders. We believe this will encourage and support our students to make more positive choices regarding their behaviour.

21. Understanding behaviour

Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A):** what happens before the behaviour occurs.
- Behaviour **(B)**: the behaviour that occurs.
- Consequence **(C)**: the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What can adults do to support the student to re-engage in learning?
- What emotional regulation strategy can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

In cases of serious and repeated dysregulated behaviour, a Behaviour Contract may be developed for each student once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of dysregulated behaviour.

Pupils and their parents will be involved in the development of the Behaviour Contract, and this is reviewed on a regular basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

22. Managing behaviour

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts the following process for handling challenging incidents.

The school will keep a record of reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

After an initial incident of dysregulated behaviour that cannot be effectively managed within the classroom environment by the class teacher alone, the following actions are implemented:

- On call support will be sent for in the school agreed manner.
- The member of staff who is on call will support the member of staff to have a conversation with the student. The ideal outcome here is that, following a restorative conversation, the student is returned to the classroom to continue their learning.
- If it is clear that returning the student to the classroom will be to the detriment of staff and students then the student will be placed into a Sixth Form lesson or, if appropriate, the reflection room.
- The student will be returned to the lesson after 30 minutes or their next lesson. However, if it is clear that the student is not in the correct frame of mind to learn then it may be necessary for the student to remain in the Reflection/ Inclusion Unit for a longer period of time; the focus must be on re-engaging in learning as soon as possible.
- If appropriate, a call back may be issued.
- The subject teacher should inform parents of the fact that the student has been removed from a lesson and spent time in reflection or the Inclusion Unit. This will usually be via Bromcom as this is the main means of home-school communication.
- If a pupil already has an existing Behaviour Contract or other behaviour support tool, this will be reviewed.
- It may be appropriate for the PSO or Assistant headteacher in charge of Ethos and Culture to inform the pupil's parents and invite them to discuss the incident.

23. Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the Student Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline students for inappropriate behaviour outside of the school premises, including conduct online, when the student 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 conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, 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 the Complaints Procedures Policy.

24. Data collection and behaviour evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed at regular intervals depending on the data by the headteacher and the ELT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

25. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2024**

Appendix 1 – Relational Behaviour Ladder

JAMES CALVERT SPENCE COLLEGE

RELATIONAL BEHAVIOUR LADDER

Individual context and circumstances will be taken into account.

BE KIND
WORK HARD
AIM HIGH

BE KIND

1. Be proud of who you are and where you come from; accept and be tolerant of other people and their differences.
2. Be respectful when speaking to others.
3. Value our school environment.

WORK HARD

1. Engage fully in learning.
2. Have a cooperative attitude.
3. Try your best and don't give up.

AIM HIGH

1. Expect the best of yourself.
2. Have high aspirations and look to the future.
3. Be organised: look smart, think smart.

LEVEL 1	2	3	4	5
Recognition				
Verbal praise	Name on recognition board or contact home.	Praise outside the classroom and contact home by any adult.	Whole school praise from your year group director.	Whole school praise from ELT.
Restorative				
Verbal reminder.	Contact home.	Removal of time and contact home.	Inclusion unit.	Further appropriate consequence.

Appendix 2 – Behaviour Contract

Pupil Name(s):

Year Group:

Date:

Conditions of Behaviour Contract

1. I will attend school, arrive on time and be in registration at 8.45am
2. I will arrive to school organised and ready to learn.
3. I will arrive to school with the correct uniform (shirt/jumper/blazer/school trousers/ /tie) I f this does not happen, parents will be contacted to support you to address this.
4. I will stay focused on my learning and allow others to do the same.
5. I will complete all work to the best of my ability (in the opinion of the teacher). Failure to do so will result in call back.
6. I will complete all homework and submit it by the deadline.
7. I will attend any call back that has been issued without fail.
8. I will conduct myself in a mature manner at lunch time.
9. I will be respectful to all members of staff.
10. I will follow all instructions.
11. I will be respectful to my fellow pupils.
12. I will attend all lessons and Interact sessions on time.
13. If I am finding meeting these targets a challenge, I will seek the support of my “go to” people.
14. The support I require to meet these conditions is:

_____

_____

_____

Failure to follow these conditions will result in the school moving to the next stage of the discipline policy which is issuing fixed term exclusions for the pupil. I thank parents in anticipation of their support with this contract.

Signed: _____ Pupil

Signed: _____ Parent

Signed: _____ Mr McCudden (Assistant Headteacher)

Appendix 3 – Behaviour Support Plan

Support classifications	Support approaches	Responsible person(s)
Behaviour expectations	What behavioural expectations are there: • In the classroom? • In the playground? • For their contact with peers and staff? • With use of toilets? • At the start and end of the day? • In other settings, e.g. off-site?	Which staff are responsible for explaining what is expected of the pupil?
Internal support	How are staff helping the pupil with behavioural expectations: • In the classroom? • In the playground? • With use of toilets? • At the start and end of the day? • In other settings, e.g. off-site? Who can the pupil speak to about their personal issues? Who can the pupil speak to about their feelings towards the behaviour plan? How does the pupil access this person?	Which member of staff supports the pupil in the areas listed? Who is responsible for informing other members of staff of this list?
Parent support	What are parents doing at home to help support the pupil? How and why should parents communicate with the school? Is there any other external help given to the family which relates to the behaviour plan?	Which parent will be taking which responsibility? Who is the key contact at the school for the parents/carers?
Teaching and learning support	Which learning programmes are being used to reinforce positive behaviour? How does this relate to other professionals' work? How does this relate to the parent's actions? How and for how long will they be supported? How do they liaise with the school? Have the parents contributed to the plan or been given a copy?	Which staff are responsible for this? Who is responsible for informing/supporting staff?

Appendix 3 – Behaviour Support Plan

External support	What external is given to parents? How does this relate to other professionals' work? How does this relate to the parent's actions? How and for how long will they be supported? How do they liaise with the school? Have they contributed to the development of this plan or been given a copy?	Which staff at the school will liaise with the external support?
How school will respond to the pupil not meeting behavioural expectations	What immediate response will the school have if behavioural expectations are not met? What reminders will the school have if behavioural expectations are not met?	Who makes these decisions? Who informs staff about these decisions?
Plan review	How will the plan be monitored? When will the plan be reviewed?	Who keeps a record of monitoring? Who will contribute to the review?
Others with a care of duty	Who needs to know about the plan?	Who discusses and shares information?
Signatures	Who will sign the plan?	Pupil, site leader, parent/carer

Appendix 4 – Pastoral Support Plan

Overview

This is a pastoral support plan (PSP) between James Calvert Spence College and [name of pupil]

We implement PSPs when pupils need additional assistance to positively engage with learning.

A PSP is not a disciplinary strategy; it is a structured intervention for pupils who need it most, e.g. those displaying challenging behaviour or suffering from adverse childhood experiences.

This PSP will:

- Not be used as a method for enforcing behaviour strategies.
- Be developed in consultation with the pupil, their parents and industry professionals.
- Be designed with the pupil's best interests at heart.
- Be implemented effectively and kept under review to ensure their continued success.

Pupil's name:		**Date of birth:**	
Attendance record (%):		**Date summary sheet was completed:**	
Details of any SEND:			
Brief description of support already in place:			
Name of person who recommended PSP:			
Reason for recommendation:			

Appendix 4 – Pastoral Support Plan

Details of any involvement from other agencies:	
Details of any exclusions:	
Signed (Assistant Headteacher Ethos and Culture):	
Signed (Assistant Headtecher Diversity):	

This PSP will have an interim review in [specify time]

Signed by:

_____ School Representative Date: _____

_____ Pupil Date: _____

_____ Pupil's parents Date: _____

Appendix 4 – Pastoral Support Plan

Stage 1: Information Gathering - Initial Summary Sheet

Staff Questionnaire

Staff are asked to complete the below questionnaire. In the first section, staff should circle the answer that they believe appropriately reflects the pupil's behaviour (using the 'Behaviour key' below). In the second section, staff should use the space provided to write their response.

Behaviour key:

5 – excellent
4 – good
3 – adequate
2 – insufficient
1 – poor

Pupil's name						
Staff member's name:						
Section one						
Positive behaviour	**Rating**					**Negative behaviour**
Good attitude to teacher	**5**	**4**	**3**	**2**	**1**	**Poor attitude to teacher**
Stays on task	**5**	**4**	**3**	**2**	**1**	**Does not focus on task**
Self-contained	**5**	**4**	**3**	**2**	**1**	**Attention seeking**
Asks for help	**5**	**4**	**3**	**2**	**1**	**Is too self-contained**
Displays appropriate behaviour	**5**	**4**	**3**	**2**	**1**	**Displays inappropriate behaviour**
Positive with peers	**5**	**4**	**3**	**2**	**1**	**Negative with peers**
Always equipped	**5**	**4**	**3**	**2**	**1**	**Never equipped**
Remains in place	**5**	**4**	**3**	**2**	**1**	**Is often out of their place**
Follows instructions	**5**	**4**	**3**	**2**	**1**	**Ignores instructions**
Puts their hand up	**5**	**4**	**3**	**2**	**1**	**Calls out**
Answers appropriately	**5**	**4**	**3**	**2**	**1**	**Answers back**
Homework always complete	**5**	**4**	**3**	**2**	**1**	**Never completes homework**

Appendix 4 – Pastoral Support Plan

Stays calm if others behave badly	**5**	**4**	**3**	**2**	**1**	**Reacts badly when others behave badly**

Section two

Please outline some of the pupil's strengths:

How does the pupil demonstrate their strengths?

What specific behaviours does the pupil show that cause you concern?

Please provide any comments on what you think should be included in the PSP:

Date:	
Signature:	
Please return to:	Assistant Headteacher, Ethos & Culture

Appendix 4 – Pastoral Support Plan

Pupil Questionnaire

[The list of activities below is not exhaustive – you should additional activities you deem appropriate.]

Please answer the questions below as best you can. By answering these questions, the school will be able to make a support plan for you that should help you in school. If you find answering these questions hard, you can ask your parents or a teacher to help you.

Name:	
Class:	
Date:	

For the questions below, put a tick in either the 'Good', 'Ok' or 'Bad' column to tell us how you find each activity. Then, in the far-right column, write anything else you would like to say, such as if you find the activity hard or boring.

Activity	Good	Ok	Bad	Comments
Reading				
Writing				
Maths				
PE				
ICT				
Science				
Art				
Listening time				
Group work				
Assembly				
Breaktime				

Appendix 4 – Pastoral Support Plan

Lunchtime				
Homework				
Working with friends				
Working with the teacher				

In this next section, you should answer the questions as well and as honestly as you can. If you need help, you can ask your parents or a teacher.

What things do you enjoy doing at school?
What do you find hard at school?
What would make school better in your opinion?
Do you have good friends at school?

Appendix 4 – Pastoral Support Plan

Do you feel relaxed and happy at school? If not, why?
Do your teachers help you when you need it? If yes, how?
What do you enjoy doing when you are not at school?
How would you like the school to support you more?
Once you have finished this questionnaire, please bring it into school and give it to your Pastoral Support Officer.

Appendix 4 – Pastoral Support Plan

Parent Questionnaire

The school is committed to developing the best Pastoral Support Plan to suit your child's specific needs. To do this, we would like to gather your opinions on your child's behavioural and emotional needs. Please complete the questionnaire below and return it to the school as soon as possible.

Child's name:	
Parent's name:	
Parent's name:	
Please answer the questions below so that we can develop a PSP that incorporates your views and suggestions.	
What do you think your child's best qualities are?	
What worries do you have about your child?	
What difficulties have you noticed regarding your child's behaviour?	
How does your child behave at home?	

Appendix 4 – Pastoral Support Plan

What would you like the school to do to help your child?
How do you manage your child's behaviour outside of school? What works well?
Why do you think your child is struggling with being in the school environment?
Please provide details of anything further you wish to talk about during the PSP meeting:

Signed:	
Date:	
Please return to:	Mr N McCudden

Appendix 4 – Pastoral Support Plan

Stage two: developing the plan

The PSP

Pupil's name:	
Date of birth:	
Class:	
Details of any SEND:	
Name of the adult conducting the interim review:	
Details of any involvement from other agencies:	
Main findings from stage one	
Key triggers identified	

Appendix 4 – Pastoral Support Plan

Details of the support that is currently in place	
Target one	Strategies to support target one
Target two	Strategies to support target two
Target three	Strategies to support target three

Appendix 4 – Pastoral Support Plan

Action needed	Date	Responsible person

The pupil agrees to:	Tick

Signature:	

The pupil's parents agree to:	Tick

Signature:	

The school agrees to:	Tick

Signature:	

Other professionals agree to:	Tick

Signature:	

Date of the first interim review:	
Date of the first full review:	

Appendix 4 – Pastoral Support Plan

Stage three: interim reviews

Interim Review Template

Pupil's name:	
Interim reviewer's name:	
Date:	

Question	Comments
Has the pupil made progress against their targets?	
Has the school implemented support measures as agreed in the PSP?	
So far, has the support been effective? If not, why?	
Has the pupil met their agreements, as outlined in the PSP?	
Have the pupil's parents met their agreements, as outlined in the PSP?	
Have any agencies involved met their agreements, as outlined in the PSP?	

Further comments

Next steps
[For example, is a full review required?]

Appendix 4 – Pastoral Support Plan

Stage four: full reviews

Full review template

Pupil's name:	
Details of those in attendance:	
Date of full review:	
Details of why a full review has been called:	
What strategies have been identified as ineffective?	
What new strategies will be implemented?	
Date that PSP will be amended:	
Further comments	