



Behaviour Policy

Willand School is dedicated to ensuring that our school provides a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Equality, respect and tolerance are the foundations of our community and we work hard to provide school where children feel included in every aspect of school life; are comfortable to voice their opinions and are taught to behave well and appropriately.

Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to succeed personally and carry with them both during and after their school years.

1. Aims

Willand School believes that all pupils should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. They should be aware of British Values and the positive qualities of friendship, good manners, tolerance of diversity along with racial, disability and gender equality within a caring community. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils acquire the necessary knowledge, skills and attitudes to become good citizens.

At Willand School we aim to:

- provide a safe, calm and supportive school culture and environment in which all pupils can learn and reach their full potential;
- provide clear guidance for children, staff and parents of high standards of behaviour that reflect the values of the school;
- use a consistent, fair and calm approach;
- ensure all adults take responsibility for managing behaviour and follow-up incidents personally;
- ensure all adults use consistent language to promote positive behaviour;
- use restorative approaches and agreed sanctions.

2. Purpose of the Behaviour Policy

To provide simple, practical procedures for staff and children that:

- teach appropriate behaviour through positive intervention;
- promote self-esteem and self-discipline;
- outline the expectations and consequences of behaviour;
- define what we consider to be unacceptable behaviour, including bullying and discrimination;
- foster the belief that there are no 'bad' children, just 'bad choices';
- encourage children to recognise that they can and should make 'good' choices;
- recognise individual behavioural needs and respond appropriately;

3. Responsibilities and expectations

We recognise that clear structure of predictable outcomes have the best impact on behaviour. This policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private, where appropriate.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

The Governing Body:

- is responsible for reviewing and approving the written statement of behaviour principles;
- will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher and the Senior Leadership Team must:

- be a visible presence around the school;
- ensure that the school environment encourages positive behaviour;
- regularly celebrate children and staff whose efforts go above and beyond expectations;
- encourage use of positive praise/phone calls/texts/notes home;
- ensure that staff understand the behavioural expectations and that staff training needs are identified and met;
- ensure staff deal effectively with poor behaviour;
- use behaviour records to target and assess interventions;
- provide new staff with a clear induction into the school's behavioural culture and how best to support all pupils to participate fully;
- offer 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;
- ensure that this policy works alongside the safeguarding policy to offer pupils both support and sanctions when necessary;
- monitor that the policy is implemented by staff consistently with all groups of pupils;
- ensure that the data from the behaviour log (CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy;
- review this policy in conjunction with the Governing Body;
- give due consideration to the school's statement of behaviour principles.

All staff must:

- create a calm and safe environment for pupils with high expectations;
- model expected behaviour and positive relationships;
- take time to welcome children at the start of the day;
- establish effective routines and consistently maintain clear boundaries of acceptable pupil behaviour;
- always deal effectively with children who are failing to meet expectations;
- always redirect children by referring to 'Be Ready, Be Respectful and Be Safe';
- provide a personalised approach to the specific behavioural needs of particular pupils;
- record behaviour incidents promptly at an appropriate time;
- recognise the need for vigilant awareness of safeguarding issues.

Parents are expected to:

- familiarise themselves with the school's behaviour policy and reinforce it at home, where appropriate;
- support their child in adhering to the three school rules (Be Ready; Be Respectful; Be Safe);
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff;
- attend meetings at the school to discuss their child's behaviour;
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- take part in the life of the school and its culture;
- provide appropriate supervision for their child should their child be excluded.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils are expected to:

- be ready; be respectful and be safe.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

4. School Behaviour Curriculum

The Behaviour Curriculum reflects the school vision, ethos and values and recognises the importance of supporting children's personal and emotional development. There is a focus on building relationships, 'calm, consistent adult behaviour' and 'relentless routines'. The curriculum is developed through the teaching and modelling of the three school rules; collective worship programme; the PSHE curriculum and the KiVa programme.

Pupils will be taught to:

- be ready to learn;
- behave in a safe, orderly and self-controlled way;
- show respect to each other and members of staff including using people's names and being still when being spoken to;
- be polite and well-mannered in class and around school;
- be kind and considerate;
- in class, make it possible for all pupils to learn;
- move quietly around the school;
- treat the school buildings and school property with respect;
- accept sanctions when given;
- be honest;
- dress appropriately for school life;

- refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

5. Responding to behaviour

Classroom Management

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

They will:

- create and maintain a welcoming environment that encourages pupils to be engaged;
- display the school rules in their classroom to refer to;
- be effective classroom managers that use time effectively and match the learning to the needs of the children in order to engage and motivate them;
- establish clear routines;
- communicate expectations of behaviour in ways other than verbally;
- highlight and promote good behaviour;
- use positive reinforcement by deliberately and persistently catching children doing the right thing and praising them in front of others;
- follow the plan for dealing with low-level disruption;
- develop a positive relationship with all pupils, which includes:
 - greeting pupils in the morning/at the start of lessons;
 - knowing their classes well;
 - relentlessly working to build mutual respect;
 - remaining calm and keeping their emotion for when it is most appreciated by children (when giving praise);
 - demonstrating unconditional care and compassion;
 - concluding the day positively and starting the next day afresh.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Children want teachers to:

- give them a 'fresh start' every lesson;
- help them learn and feel confident;
- be just and fair;
- have a sense of humour.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- verbal praise;
- communicating praise to parents via a phone call or written correspondence;
- positions of responsibility/privileges;
- whole-class or year group rewards such as additional playtime.

Definition of misbehaviour

Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- inappropriate clothing for school.

Serious misbehaviour is defined as:

- repeated breaches of the school rules;
- verbal abuse to pupils, staff or others;
- serious actual or threatened violence against another pupil or a member of staff ;
- any form of bullying, including online;
- damage to property, including the school environment;
- theft;
- child-on-child abuse;
- racist, sexist, homophobic or discriminatory behaviour;
- sexual 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;
- sexual abuse or assault;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment.

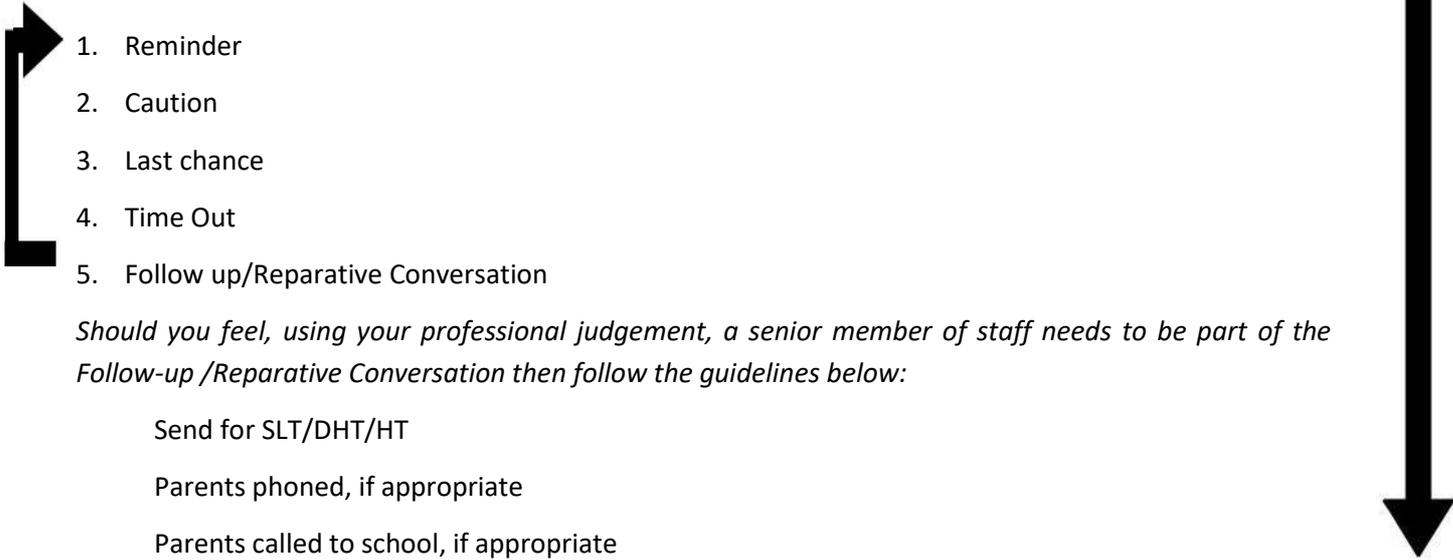
- Possession of any prohibited items. These are:
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Responding to misbehaviour

Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our school values, will not be ignored, but will be dealt with using a kind, but firm stance using restorative approaches.

Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'make amends'.

When children begin to misbehave or show signs of dysregulation, staff should follow the Behaviour Pathway.

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1. Reminder
 2. Caution
 3. Last chance
 4. Time Out
 5. Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Send for SLT/DHT/HT

Parents phoned, if appropriate

Parents called to school, if appropriate

Internal exclusion (Removal from classroom)

Exclusion

For more information on Day to Day Procedures, see Appendix A.

Where there is suspected bullying, either in school, off-site or online, staff will follow the school Anti-Bullying Policy. See Appendix C for definitions of bullying.

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

- 'Time Out' – sending a pupil out of the class;
- a verbal reprimand and reminder of the expectations of behaviour;

- setting of written tasks such as a 'Think Sheet' to reflect on their behaviour;
- expecting work to be completed at home, or at break or lunchtime;
- loss of break or lunchtime, or after school;
- loss of privileges – for instance, the loss of a prized responsibility;
- school-based community service, such as tidying a classroom;
- referring the pupil to a senior member of staff;
- letter or phone call home to parents;
- meetings with parents;
- agreeing a behaviour plan / target card;
- internal exclusion - removal of the pupil from the classroom by the Headteacher;
- fixed term exclusion;
- permanent exclusions, in the most serious of circumstances.

Sanctions should:

1. make it clear that unacceptable behaviour affects others and is taken seriously;
2. not apply to a whole group for the activities of individuals;
3. be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Exclusions will occur following extreme incidents at the discretion of the headteacher. A fixed-term exclusion will be enforced under these conditions:

- the child needs time to reflect on their behaviour;
- to give the school time to create a plan which will support the child better;
- the child being at home will have a positive impact on future behaviour.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Personal circumstances of the pupil, including additional SEND needs, will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. A bespoke 'Positive Handling Plan' may be used for these children (Appendix B).

The school will record all serious behaviour incidents on CPOMs.

Use of force

Reasonable force covers a range of interventions that involve physical contact with pupils. Willand School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. All members of staff have the authority to use reasonable force, in the following circumstances, to prevent a pupil 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 (Appendix D).

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

Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e. on a school trip.

Mobile phones

In most cases, primary school children do not need to bring their mobile phone into school. Pupils who do need to bring their phones must turn them off and give them to their class teacher at the start of the day. Teachers will store phones securely in their classrooms until the end of the day. Phones should not be switched on until pupils have left the school site.

Should a child need to have access to their phone during the school day, permission must be sought from the Headteacher.

Searches and confiscation

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

Searching a pupil

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.

Where possible and practicable, the member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. However, if there is a risk that serious harm will be caused to a person and immediate action is needed then staff who are not the same sex can carry out a search. In these circumstances, searches can also take place without another member of staff as a witness.

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 or designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk;
- consider whether the search would pose a safeguarding risk to the pupil;
- explain to the pupil why they are being searched;

- explain to the pupil 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;
- give the pupil the opportunity to ask questions;
- seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff will contact the headteacher or designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply. Parents may then be contacted.

An authorised member of staff may search a pupil's outer clothing, pockets, bags, possessions, desks or trays.

Searches must be recorded on CPOMs and the DSL should be informed without delay. The DSL will decide whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed.

Parents will always be informed of any search for a prohibited item (listed above).

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](#). In the unlikely event that this is needed, the headteacher will be responsible for contacting the Police. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times, including in Police presence.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil'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 pupil'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.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two 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, entitlement 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 pupils 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.

Confiscation

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

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

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school.

Sanctions may also be applied where a pupil 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 pupil;
- could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil 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 pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil;
- it could have repercussions for the orderly running of the school;
- it adversely affects the reputation of the school;
- the pupil is identifiable as a member of the school.

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

Suspected criminal behaviour

If a pupil 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 headteacher 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.

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.

Pupils 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.

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil 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 pupils 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 pupils.

6. Serious Sanctions

Internal exclusion - removal from classrooms

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

Pupils 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.

Internal exclusion is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The decision to internally exclude will be made by the Headteacher.

Internal exclusions can be used to:

- restore order if the pupil is being unreasonably disruptive;
- maintain the safety of all pupils;
- allow the disruptive pupil to continue their learning in a managed environment;
- allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by a member of staff, and will be removed for a maximum of one week. Pupils will have a gradual reintegration into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil 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 pupils who are frequently removed from class, such as:

- use of teaching assistants;
- short term behaviour report cards;
- long term behaviour plans;
- behaviour support team;
- 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 pupil in the behaviour log (CPOMs).

Fixed term exclusions and permanent exclusions and managed moves

Exclusion is an extreme step and will only be taken in cases where:

- long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered;
- the risk to staff and other children is too high;
- the impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

7. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils 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 pupil caused by the school's policies or practices (Equality Act 2010);
- using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014);
- if a pupil 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 pupil concerned.

Possible preventative measures may include:

- short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism;
- use of a safe space where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

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

- whether the pupil was unable to understand the rule or instruction;
- whether the pupil was unable to act differently at the time as a result of their SEND.

If the answer to either of these questions is yes, it may be unlawful for the school to sanction the pupil 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 pupil displaying challenging behaviour may have unidentified SEND

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

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

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

Pupils 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 pupil 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.

8. Supporting pupils following a sanction

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

This could include measures like:

- restorative conversations;
- daily contact with a key person;
- a target card with personalised behaviour goals.

9. Transition

The school will support incoming pupils to meet behaviour standards by helping to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

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

10. Training

At Willand School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

As part of their induction process, staff are provided with support on managing behaviour.

Staff are also given training, when applicable:

- restorative approaches;
- the use of a script to support behaviour management;
- the needs of the pupils at the school;
- how SEND and mental health needs impact behaviour.

Several members of staff are also trained in the proper use of restraint. These members of staff should be used, where possible.

Behaviour management will also form part of continuing professional development.

11. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**.

12. Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- behavioural incidents, including internal exclusions (removal from the classroom);
- attendance, permanent exclusion and fixed term exclusions;
- incidents of searching and confiscation;
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every term by the Headteacher.

The data will be analysed from a variety of perspectives, where appropriate.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

13. Legislation and statutory requirements

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 pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Paul Dix 'When the Adults Change, Everything Changes'

14. Links with other policies/guidance

This behaviour policy is linked to the following policies/guidance:

- Safeguarding Policy
- Anti-bullying Policy
- Statement of Behaviour Principles
- Equality Policy
- Courtesy Policy
- SEND Policy
- PSHE Policy
- Use of Reasonable Force Guidance
- Exclusions Guidance
- School Code of Conduct Policies

APPENDIX A: DAY TO DAY PROCEDURES

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children at the end of every day 5. Praising in public; reminding in private, where possible 6. Consistent language	1. Recognition boards 2. Verbal praise 3. Phone call home 4. Notes home 5. SLT/head teacher praise 6. Show work to another adult

Stepped Boundaries - Gentle approach, use child's name, child level, eye contact, deliver message, private (where possible)	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening.</p> <p><i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i></p>
2. CAUTION	<p>I noticed you chose to (noticed behaviour) This is a CAUTION. If you continue to....., you will need to speak to me for two minutes after the lesson. Think carefully about your next step. Thank you for listening.</p> <p><i>Example – 'I have noticed that you are still calling out. You are breaking the school rule of being respectful. If you continue to call out, you will need to speak to me for two minutes at the start of breaktime. Think carefully about your next step. Thank you for listening.'</i></p>
3. LAST CHANCE	<p>I noticed you chose to (noticed behaviour) You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work in another classroom / go to the shared area, etc.) (learner's name) Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p><i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You will stay behind for two minutes at the end of the lesson. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p>
4. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to..... (go to the shared area area / Go to sit with other class / Go to another table, etc.) Playground: You need to (stand by other staff member/ me / stand by the wall, etc.) I will speak to you in minutes</p> <p><i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i></p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
5. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

APPENDIX B: POSITIVE HANDLING AND BEHAVIOUR CARE PLAN

Child's Name:	Date of Plan:	Review Date:	
What does the behaviour look like?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	
What are common triggers?			
De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversions and distractions	Any medical conditions to be taken into account before using physical interventions?		
Emergency Procedures			

APPENDIX C: BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, isolating an individual, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

APPENDIX D: BEHAVIOUR INCIDENT REPORT

Pupil	DOB	Date	Time
Reported by Others involved (names and roles) Others present (names)			
Where in school?			
What led up to the incident?			
What steps did you take to de-escalate?			
Warning	Reassurance	Choice	Instruction
Distract	Humour	Divert	Ask to stop
Brief factual summary of what exactly happened			Start time
			Finish time
Reasons for intervention			
Actual injury to self	Potential injury to staff/pupil	Actual injury to staff/pupil	Potential damage to property
Actual damage to property	Attempting to leave the site	Potential injury to self	
Other....			
Why was it in the child's best interest to intervene?			
Positive handling strategies used:			
Lap over	Safe wrist hold	Safe wrist hand hold	Safe double wrist hold
Sitting	Kneeling	Standing	
Length of contact:		Further details:	
Adults involved:			
Pupil debrief	Staff debrief	Parents advised	
Signed: Pupil (if appropriate)...			

Headteacher...	
Other adults involved...	
Date: _____	Time: _____
Possible triggers:	
Possible escalating factors:	
Possible de-escalating factors / subsequent behaviour:	
Pupil witnesses:	
Has a Behaviour Care Plan been written/reviewed? Resolution – outcome (How a similar incident could be managed in future)	
Child:	
Adults in school:	

POLICY HISTORY

Policy Date	Summary of change	Equality Checked	Contact	Version/ Implementation Date	Review Date
17.06.20	New policy		AH AL	July 2020	July 2022
05/05/21	Removal of Covid amendment	Yes	AH/AL	May 2022	May 2024
22/09/22	Policy updated to reflect changes to DfE Behaviour in Schools Advice September 2022 and DfE Searching, Screening and Confiscation Advice July 2022	Yes	AH/AL	September 2022	September 2024