



Positive Behaviour Policy (Primary)

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1.0 Together Learning Trust Statement of Intent

At Together Learning Trust (TLT) we are driven by a shared commitment to providing magical learning experiences for all our pupils and a belief that all of them can achieve great things. We understand that outstanding achievement is inextricably linked to an exceptional culture which promotes impeccable behaviour, positive professional relationships and the personal development of staff and pupils.

The Bennett Report 'Creating a Culture: how school leaders can optimise behaviour', makes a clear link between good behaviour and achievement:

"The way pupils behave in school is strongly correlated with their eventual outcomes. When pupil behaviour improves throughout a school the impact is:

- Pupils achieve more academically and socially
- Time is reclaimed for better learning more often
- Staff satisfaction improves, retention is higher, recruitment is less problematic

Together Learning Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises. Our schools embody these expectations to embed a culture where pupils attend school on time, every day, are actively engaged in their learning, fully immersed in a rich array of extra-curricular opportunities, are independent and are resilient to challenge and change, a culture which is shared and supported by our parents, carers and community. Each school creates the climate that allows learning to flourish, ensures pupils feel safe and that they are recognised for positive behaviours which consistently uphold the values of the school and trust.

2.0 Core Purpose and Principles

This policy and associated systems consistently aim to ensure:

- A safe, calm, orderly and positive environment in the school.
- Each day is a fresh start and begins with a warm welcome.
- Opportunities for pupils to realise their potential and excel.
- Pupils are routinely praised and achievements celebrated.
- An engaging curriculum delivered expertly by our Teachers in an environment conducive to learning.
- Systems are kept simple with clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels.
- Staff model the behaviours expected of pupils.
- A culture which does not accept discriminatory or prejudicial language or behaviour, bullying or abuse of any kind
- Alignment with current, up to date Government legislation.

This approach is underpinned by the following TLT core principals:

- **Supporting Staff** – A commitment to value, train and first and foremost support all staff. Setting the highest expectations for their performance and developing and challenging them to be the best - all day, every day.
- **Pupils Front and Centre** – Involve pupils in everything. Provide them with the opportunities and environment to *grow, excel and learn*.
- **Notice Everything** – A shared commitment to uphold the trust's high standards and expectations by "noticing everything", knowing our people and schools well and striving for the very best each day.
- **Recognition Focused** – Achievements of all pupils are routinely recognised and celebrated, forging a culture whereby we are all proud of our exceptional performance.
- **Creating Centres of Excellence and Opportunity** – Staff are motivated to provide the widest range of top-quality learning experiences and opportunities so all our pupils have the chance to shine.
- **Positive Relationships** – Empowering staff to be confident in enabling timely and effective resolutions which are then communicated effectively, promoting a culture of care, respect and support.

- **Certainty vs Severity** – We believe in certainty of consequence rather than necessarily severity of consequence and that descriptive verbal praise is a powerful way of developing happy and purposeful schools.

3.0 School Mission Statement

At Linthwaite Clough ...

We are 'Shaping a Learning Culture'

Our vision is to be a community of confident creative learners thriving in a rich, inclusive environment that raises the aspirations of each unique child.

'Be Brave, Be Bold, Be Brilliant!'

4.0 Roles and Responsibilities

TLT recognises that every pupil and member of staff is responsible for modelling outstanding behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

4.1 The Trust Board

The Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of pupils.

4.2 TLT Senior Director of Education – Behaviour and Culture

On behalf of Together Learning Trust, the Senior Director will provide strategic and operational support and guidance to all schools regarding the implementation of this policy. The Senior Director will monitor, analyse and evaluate the effectiveness of the policy and associated procedures and systems, providing timely and constructive feedback to all stakeholders. They will also ensure that policies and procedures are in line with current government guidance and that the use of suspension and exclusion is lawful, reasonable, fair and proportionate when considered against the civic standard of proof (i.e. on the balance of probabilities). Furthermore, the Senior Director will provide support and guidance to Trustees and Local Governing Committees to ensure they meet their statutory responsibilities regarding behaviour and exclusion.

4.3 Local Governing Committees

The Local Governing Committee annually adopts this policy and monitors, scrutinises and supports its implementation. They systematically review key performance indicators and take responsibility for the continuous improvement of:

- pupil welfare, well-being and behaviour
- staff welfare and well-being
- safeguarding
- parental engagement and feedback

The Local Governing Committee will also act as panel members for behaviour and appeals committees and fulfil their statutory responsibilities regarding exclusions.

4.4 Headteacher / Head of School

The Head is responsible for ensuring the school aligns to the Trust's mission and values, follows policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of praise, recognition and consequence. In addition, the Head has the legal responsibility for decision

making regarding the use of their statutory powers, such as those relating to suspension and exclusion, using the civic standard of proof (i.e. on the balance of probabilities).

4.5 Senior Leaders

Senior Leaders will ensure they are visible around the school and known to pupils, actively seeking out opportunities for praise and recognition. Senior Leaders will also ensure the fair and consistent implementation of consequences, giving confidence to staff and pupils alike by routinely upholding the schools values, policies and procedures.

4.6 SENDCO

The SENDCO will support the development and implementation of the behaviour policy, in particular with due regard to pupils with SEND or SEMH needs in line with the schools SEND policy. They will also play a key role in supporting staff in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

4.7 All Staff

All Staff are aware of the strategies available to them, and due to the support provided by colleagues they will confidently challenge/reprimand pupils and ameliorate poor behaviour by applying appropriate consequences in a timely manner. All staff are responsible for modelling outstanding professional conduct and for maintaining a calm, safe environment. All Staff will be aware of relevant policies and procedures and apply these routinely and consistently, demonstrating a genuine care and respect for pupils.

4.8 Parents / Carers

Parents and Carers will promote and encourage excellent behaviour from their child(ren). They will be aware of school rules and expectations, which will be made explicit in school policy and associated home-school agreements and will support staff in ensuring their children meet the schools behaviour expectations. We ask parents and carers to work with us in a positive and productive manner thus ensuring any issues can be dealt with in a timely and appropriate way. Examples of how Parents/Carers can support their children and our school include:

- Signing the Home – School Agreement
- Support and cooperate with the school and its policies
- Inform the school of problems and concerns and working in partnership, try to solve them
- Ensure full attendance and excellent punctuality
- Take appropriate action with their child to support staff at the school
- Ensure a pupil is appropriately presented, dressed and equipped for school in accordance with school policy and procedures
- Attend parent/carer interviews and meeting as required
- Not take holidays in term time as these will not be authorised in line with the law and government guidance
- Provide a suitable environment for the completion of homework and ensure that homework is completed

5.0 Recognising and Celebrating Success

We are recognition focussed and understand the importance of acknowledging and celebrating outstanding behaviours and achievements. By “noticing everything” and celebrating these positives, we aim to promote self-confidence and encourage pupils to go beyond what they thought was possible.

It is our belief that praise is the simplest and most effective way of recognising success and staff will proactively seek opportunities to praise our pupils. In order for praise to be most effective, staff will consider the following:

- making praise specific and linking it to a particular action or achievement
- offering praise sincerely, using the appropriate language and tone
- personalising praise through use of the pupils name
- using praise consistently, in class as part of our teaching and across our school community as part of our common approach
- deciding on whether public or discreet praise is best by knowing our pupils well and judging each circumstance on merit.
- the use of different types of praise including, verbal, non-verbal (eg. thumbs up) and written

In addition to praise, staff are also able to recognise and reward examples of positive behaviour and achievement through a range of additional means, this includes but is not limited to:

- Positive phone calls and messages home
- Dojos, house points or similar
- Stickers, bands, prizes
- Certificates
- Headteacher’s special praise
- Achievement and special mention assemblies
- Awards ceremonies/events
- Showcasing work and other achievements in class
- Displaying work and other achievements around school
- Ensuring pupil achievements are at the heart of our communication strategy (website, newsletters, social media etc)

6.0 Behaviour Expectations

To ensure a calm, orderly and purposeful environment permeates the school, it is important our behaviour expectations are clear and explicitly communicated to all pupils. This includes but is not limited to when pupils start at the school (induction), following school holidays and when pupils return from a suspension (reintegration / readmittance). These expectations extend to their journey to and from school.

6.1 Basic Expectations

- Attend school each day on time (see attendance and punctuality policy)
- School uniform worn correctly, in full and with pride (see website)
- Be ‘Ready to Learn’ at the start of each day and each activity
- Be considerate and respectful to others in both our words and actions. Be polite, courteous and kind to everyone in the School.
- Follow requests and instructions from staff at the first time of asking.
- Bullying, discrimination and abuse of any nature will not be tolerated
- Be respectful to the school environment, especially with regards to litter.
- Adhere to the rules regarding mobile phones and other mobile devices

6.2 Expectations in classrooms and learning spaces

- Sit / stand where you are asked by the teacher

- Be respectful and considerate to other people, school property and equipment
- Respect every person's right to work and learn without disruption or distraction
- Do not leave the classroom without the knowledge and permission of a member of staff
- Work hard, show determination to persevere, try our best, demonstrating a "can do" attitude.

6.3 Expectations on corridors and around school

- Be respectful and considerate of others
- Move around quietly and sensibly, no running or shouting
- Line up sensibly and quietly when required to do so by staff
- Maintain standards of uniform and appearance. No coats are to be worn in class.
- Keep moving and avoid unnecessarily stopping or gathering

6.4 Expectations at break and lunch

- Only access permitted areas
- Food and drink is to be consumed in the designated spaces.
- Clear away all cutlery, plates and litter
- Play nicely with other pupils, showing kindness and sharing play equipment

6.5 Expectations beyond the school gate

We recognise our position at the heart of the community and want to ensure all members of our school contribute positively to the local area. As such we reserve the right to discipline pupils for behaviour incidents outside core school hours if:

- They are taking part in a school organised or school related activity
- They are travelling to or from school
- They are wearing school uniform or are in some other way identifiable as a pupil of the school
- They are engaging in behaviour which could be considered peer on peer abuse (see section 11), including online bullying and mis-use of social media

In addition, we will deal with pupils' misconduct at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat or causes harm to another pupil or member of the public, or
- could adversely affect the reputation of the school

6.6 Expectations of Parents/Carers and Visitors

We actively promote positive relationships with parents/carers and members of the local community. We believe that pupils benefit when the relationship between home and school is a positive one and we welcome open and honest dialogue. However, such dialogue must always be done respectfully, all members of our school community deserve the right to work and learn in a safe and orderly environment. As such, abuse, threatening behaviour or violence against any member of our school will not be tolerated and will be followed up appropriately, including informing the police where appropriate. Persistent abusive, threatening or violent behaviour may also result in a person being removed from the premises and banned from entering the school site.

Our expectations are routinely communicated to pupils. Our staff are well trained and provided with a range of strategies to promote positive behaviour and prevent the escalation of incidents.

7.0 Behaviour Curriculum

The school behaviour curriculum provides us with the framework by which we teach pupils how to behave. It is important that we explicitly teach and model high standards of behaviour. This is detailed throughout this document and demonstrated via our day to day practice and our interactions and interventions with people. All our staff teach all pupils about character at every opportunity, instilling the values and virtues we want staff and pupils to live by throughout the wider school curriculum. The school behaviour curriculum includes:

- The expectations of pupils as part of the school community and wider society
- An understanding of British Values, why they are important and what they look like in practice
- What excellent behaviour looks like
- What positive reinforcements will be used to encourage excellent behaviour
- What sanctions will be used when rules are broken
- Good habits and routines required in school

Repeated practices will be used to promote the values of the school, behaviour expectations and to communicate clearly of consequence for unacceptable behaviour. Any aspect of behaviour expected from pupils will, wherever possible, be part of a commonly understood routine which is simple to understand and follow.

Adjustments will proactively be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behaviour expectations. These adjustments may be temporary. Where pupils do not meet behaviour expectations, we will support them in being able to do so. This support does not mean that sanctions will not also be applied, alongside learning, intervention and support.

8.0 Behaviour Management

Our behaviour expectations are clear, consistent and communicated effectively promoting **conduct conducive to learning**. Whilst we make every effort to ensure positive behaviour is maintained at all times, we recognise that on some occasions, where behaviour falls short of our expectations we may need to implement more robust strategies to minimise the detrimental effect on others and ensure pupils are dealt with fairly and consistently. The following behaviour strategies and systems are in place to support these efforts and to provide every pupil multiple opportunities and support to regulate themselves and modify any poor behaviour:

8.1 Classroom Management

8.1.1 NON VERBAL CUE

We encourage all pupils to take responsibility for their behaviour and will use a range of strategies to promote self-regulation and positive behaviour. These include but are not limited to:

- Non - verbal communication (eye contact, hand signal etc)
- Pause in communication
- Use of physical proximity

8.1.2 VERBAL REMINDER

Where initial efforts to encourage self-regulation have not been successful, staff will endeavour to minimise any further impact of negative behaviour and support self-regulation through a precise verbal reminder which will identify the behaviour which needs correcting.

8.1.3 VERBAL WARNING / REDIRECTION

Where behaviour continues to disrupt the learning of themselves and others, a verbal warning will be issued. Strategies include but are not limited to:

- Verbal warning – this should be explicit and precise
- Revisiting the expectations with regards to producing high quality work

- Revisiting the impact a poor attitude to learning can have on others
- Reference to the amount of “**lost learning time**” which will need to be made up
- Where appropriate, redirection to the “**Regulation Station**” as a means of further supporting self-regulation.

8.1.4 FINAL WARNING

Where a pupil continues to display behaviour which falls below our expectations and/or repeatedly fails to engage with the interventions put in place by staff, a single final and explicit warning will be issued, giving a pupil a final opportunity to remain within the classroom and involved in the learning activities with their peers. Alongside this, staff may also:

- Issue a change of location within the classroom or learning space
- Confirm the amount of “**lost learning time**” which needs to be made up and when this will happen
- Remove play time and other privileges

Moreover...

- Pupils on a final warning may receive a verbal reprimand from senior staff who are visiting classes

8.1.5 TIME OUT / REMOVAL

Where all other strategies have failed and the behaviour continues to cause significant disruption to the learning of others and/or the safe and orderly running of the school and/or where there is a serious/significant single behaviour incident, a pupil will be removed from the classroom. This could include:

- Removal to another classroom
- Removal to work under the supervision of senior staff
- A second direction to the Regulation Station, however this time it will be under the supervision of senior staff who will then decide on the most appropriate course of action once a pupil has self-regulated.

8.2 General Behaviour Management

There may be times, both in the classroom and around school where a pupil displays behaviour which requires immediate intervention and action. Behaviour of this nature will be dealt with on a case by case basis, however as a guide, the behaviours below are a clear breach of our policy and will result in a consequence.

Consequences for General Misbehaviour

- **Loss of play time and other privileges**
- **SLT Supervision**
- **Internal Suspension**
- **Suspension**
- **Permanent Exclusion**

Please note the behaviours listed below is not an exhaustive list and we reserve the right to issue any available consequence which we feel is a reasonable and proportionate response to an incident.

Behaviour Types
Swearing / Inappropriate Language
Possession of a prohibited item
Defiance / Failure to follow reasonable request
Damage
Verbal abuse / threatening behaviour against an adult

Verbal abuse / threatening behaviour against a pupil
Use or threat of use of an offensive or prohibited item
Theft
Sexual misconduct
Physical assault against an adult
Physical assault against a pupil
Inappropriate use of social media or online technology
Abuse relating to disability
Abuse against sexuality or gender identity
Racist Abuse
Persistent disruptive / defiant behaviour
Bullying

9.0 Behaviour Interventions & Preventative Measures

9.1 Loss of Playtime and other privileges

The removal of playtime and/or other privileges is used as a possible consequence to poor behaviour and where there has been lost learning time. This level of intervention can be issued by all staff.

Loss of playtime can be implemented a both break time and lunchtime, at the discretion of staff and will aim to be a comparable sanction to the disruption caused by the pupil, meaning the amount of lost time will vary from case to case.

There may be occasions where staff feel it is necessary and appropriate for pupils to remain after the school day has finished, something schools are legally allowed to do. However, given the age of the pupils in our care, this will always be discussed with parents/carers beforehand.

9.2 Report Cards

Report cards allow key staff to monitor a pupil's progress towards agreed targets following repeat offences of a similar nature. A report card may be issued by the following staff depending on the individual context and type of behaviour requiring modification:

- Class Teacher
- SENDCO
- SLT
- Headteacher

On each occasion the targets set will be agreed with the pupil and parents and will be clearly focussed with measurable outcomes. The member of staff issuing the report card will be responsible for overseeing its implementation and will review it on a daily basis. Parents / Carers are also asked to play an active role in the use of Report Cards, reviewing the report card daily to ensure targets are being met and liaising with staff to address any concerns.

9.3 Partial Timetables

As an alternative to exclusion, the Headteacher may, in limited circumstances, make use of a partial timetable to support a pupil. This is an agreement between the school, pupil and parent/carer and the local authority should be notified. Details of the partial timetable must be documented, logged and reviewed regularly. DfE guidance states "A part time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary".

9.5 Internal Suspension

Internal Suspension forms part of the schools behaviour management system. The purpose is to provide a suitable consequence and provision for pupils who have, to a significant extent, contravened school rules. An Internal Suspension is a serious, formal sanction. Pupils on Internal Suspension will be based away from the rest of the pupil population for either a half day or a full day. Through prior arrangement with parents, pupils may also be required to attend school at alternative times to reinforce the severity of Internal Suspension. Whilst serving an Internal Suspension, pupils will be provided with appropriate work and support to prevent lost learning time, alongside any restorative work which may be required to resolve the incident for which they have received the Internal Suspension. Pupils will be provided with opportunities to eat, drink and use the toilet.

9.6 SLT Supervision

There may be occasions where a pupil is placed under the supervision of a member of the senior leadership team. This strategy will be used to provide the pupil with an opportunity to reflect and reset following an incident, away from any other pupils involved in negative behaviour.

9.7 Partner School Suspension

Partner school suspensions are another strategy used to address serious misbehaviour. We work in partnership with other local primary schools and schools from across the Together Learning Trust to provide a further serious consequence prior to a fixed term suspension where appropriate. A partner school suspension involves a pupil being temporarily required to attend another school for a fixed period of no more than 5 days. During this time the pupil will complete learning activities provided by our school. Arrangements will be shared with a pupil's family in advance of the partner school suspension so that they may make the necessary arrangements.

9.8 Off Site Direction

The board of trustees may use their general powers to arrange for any registered pupil to attend a place outside the school premises for the purpose of receiving appropriate educational provision intended to improve their behaviour.

The local governing committee and the headteacher will decide, in communication with the pupil and their parents, whether off-site direction is an appropriate solution to manage a pupil's behaviour and avoid suspension or exclusion. Where school feel this is the correct course of action, the school will work with the pupil and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the pupil will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

The local governing committee will ensure parents, and the LA if the pupil has an EHC plan, are notified in writing with information about the placement no later than two school days before the relevant day.

The school will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by the local governing committee; the local governing committee will ensure, where possible, that review meetings are convened at a time suitable for the pupil's parents, and will invite parents to each review meeting no later than six days before that date. Where parents request, in writing, that the local governing committee hold a review meeting, the local governing committee will arrange review meetings in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.

9.9 Managed Moves

Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the headteacher and the governing committee will discuss this with the parents of the pupil, and the LA if the pupil has an EHC plan – managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The school will also cooperate with the pupil's new school to create an effective integration strategy.

9.10 Alternative Provision

Sometimes it may be appropriate to place a pupil in alternative provision (AP). We only take this decision if it is in the pupil's best interest. Pupils in AP remain the responsibility of our school and we take this responsibility very seriously. Normally, placement in AP is short term. As a result, we make sure that AP meets a pupil's needs and offers continuity of education so that reintegration has the best chance of success. AP placements are monitored closely and we work with parents/carers to give the placement the best chance of success.

9.11 Governors Behaviour and Welfare Panels (pupils)

Where a pupils behaviour continues to cause significant concern and/or they have been subject to multiple suspensions, the Headteacher and/or designated senior leader may require the pupil and their parent/carer to attend a meeting with members of the local governing committee, trustees and/or trust executive team. The purpose of the meeting will be to outline the seriousness of the current situation and offer any additional support required. Targets will be set in line with current behaviour concerns, which the pupil must meet. The meeting will also be used to agree with the pupil and their parent/carer what steps they will take to address the behaviour causing concern. Agreed targets will be shared with all parties and this presents the pupil with a final opportunity to modify their behaviour and demonstrate a positive attitude towards their learning before more definitive steps may need to be taken.

10.0 Exclusion

Good behaviour in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Therefore the government recognises that school suspensions and exclusions are important behaviour management tools for Headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

The decision to exclude both for a fixed period (Suspension) and permanently will always be made in line with Government guidance. Any decision to exclude a pupil from school will be:

- lawful
- rational
- reasonable
- fair
- proportionate

The decision to exclude a pupil from school will be done so only on disciplinary grounds. It is unlawful to exclude for non-disciplinary reasons, such as the action of a parent or academic achievement. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure as required. In deciding whether to exclude, the school will consider contributing factors, for example, bereavement, mental health and special educational needs. In accordance with DfE guidance, where a pupil is at risk of exclusion the school will explore early intervention strategies to assess and address any possible underlying need.

10.1 Suspension (fixed term exclusion)

A Suspension is an exclusion from school for a fixed period of time. A pupil may be issued with a suspension for one or more fixed periods, up to a maximum of 45 days per academic year. A suspension does not have to be for a continuous period. A suspension will usually run for a maximum of 5 days, during which time work will be provided by the school for the pupil to complete at home. Should a suspension be issued for more than 5 consecutive days, a suitable, full time alternative educational provision must be put in place from day 6 onwards by arrangement with the pupil's family. A suspension will be issued to address persistent poor behaviour which has not otherwise been rectified by our behaviour management strategies or in response to a serious incident where other strategies are not deemed sufficient. The pupil, their family and the appropriate local authority will be notified of all suspensions. The Local Governing Committee will also be made aware of all Suspensions through our reporting procedures.

10.2 Reintegration Meetings

Reintegration meetings are held between senior staff, the pupil and their parent/carer following a suspension or a period where the pupil has been educated offsite. At this meeting the pupil's behaviour will be discussed and a reintegration form completed. This is so pupils can be supported to readjust successfully back into school routines. Targets from the meeting will be shared with staff and included on a report card where appropriate. Parents are responsible for their child's behaviour and it is important that they explain how they intend to address their child's behaviour alongside the efforts of the school.

10.3 Permanent Exclusion

The decision to permanently exclude a pupil will only be taken

- in response to a serious breach or persistent breaches of the school's behaviour policy **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school.

In the event of a permanent exclusion, the pupil, their family, the local authority, the local Governing Body and the Senior Director of Education of Together Learning Trust will all be notified. Where appropriate social workers and virtual school heads will also be notified. The local authority within which the pupil resides will arrange suitable, full time education from day 6 following a permanent exclusion.

For full details regarding exclusions, including examples of incidents where exclusion would be appropriate, our exclusion process and the right of appeal, please see our Suspension and Exclusion Policy.

It is also important to note that due to data protection and confidentiality legislation, we are unable to discuss with Parents / Carers any follow up action taken regarding children which are not their own.

11.0 Early Years and Foundation Stage (EYFS)

The school Behaviour Policy fully applies to EYFS. However, we acknowledge and take into account the fact that these children are at the beginning of their school life and may take time to adapt to 7 school expectations regarding behaviour. The Foundation Stage is crucial to the success of the Behaviour Policy – it is here that routines and expectations will be established.

12.0 Data Collection

We use our management information systems (MIS) to record instances of positive and negative behaviour for each pupil. The recording of such instances is not in itself a reward or consequence. The system is in place to ensure the appropriate and consistent application of rewards and consequences and to ensure that the school has an accurate picture of the impact of this policy and associated strategies in promoting positive behaviour.

13.0 Additional Needs

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

13.1 Social, Emotional and Mental Health (SEMH)

To help reduce the likelihood of behavioural issues related to SEMH, the school will aim 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 will aim 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 informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community 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. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

13.2 Special Educational Needs

We are highly inclusive, behaviour will always be considered in relation to a pupil’s SEND and we take steps to ensure that our most vulnerable pupils are supported in order to meet our high expectations and access a broad and ambitious curriculum in full. 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. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correcting and modifying their behaviour if it falls below the expected standard through reasonable adjustments. These adjustments may be temporary. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Ultimately, however, we have high expectations of all our pupils and we ensure that they all experience a fair system.

14.0 Bullying and Child on Child Abuse

14.1 Bullying

We take a strong and consistent approach to bullying of all forms. Further details of this are listed below in the ‘child-on-child abuse’ section. We also have an anti-bullying policy which outlines the approach the school will take to safeguard its pupils from exposure to bullying, and also links to this behaviour policy in relation to consequences for pupils who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the school’s anti-bullying policy. The Anti-Bullying Alliance define bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.”

14.2 Child on Child Abuse

The term child on child abuse covers a wide range of serious misconduct. It could include bullying, online bullying, discriminatory language, physical or sexual abuse. More details are provided in the school’s Child Protection and Safeguarding policy. We take allegations of child on child abuse very seriously, and leaders

will always investigate all such allegations. It is important to be clear that we will not tolerate instances of child on child abuse and will not pass it off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. We will recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it. Where an incident of this nature is observed or suspected, senior leaders and the school’s Designated Safeguarding Lead will be informed and agreed procedures will be followed. All instances of bullying and child on child abuse will be recorded on CPOMs to ensure that key staff are aware and the associated actions are clearly documented and retained by the school.

15.0 Uniform

We believe that every pupil represents our school, and behaving well and looking smart, both in and on the way to school, are of the utmost importance. We are fiercely proud of our reputation in the local community, and our uniform is an essential part of upholding our standards. Full details of our uniform expectations can be found in our Uniform Policy and on our website.

16.0 Mobile Phones and Devices

Our preference is that mobile phones and other electronic devices are never brought into school. In line with DfE guidance, mobile phones and other smart devices should “never be used, seen or heard whilst at school” and/or on the school site and if they are brought to school, they must be handed in on arrival. A consequences may be used whereby pupils are found using their mobile phone and where the use of mobile devices contravenes the school acceptable use policy and/or causes or may cause harm to others and or damage the reputation of the school or trust. See also section 18 “Authority Available to Schools”.

17.0 Use of CCTV

CCTV is in operation within the school. It may be used for the purpose of maintaining discipline and managing behaviour and safety. It may also be used as evidence during investigations.

18.0 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. 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 SLT 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 relevant training or qualifications. The SLT 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.

19.0 Authority Available to Schools

The following powers are available to Headteachers and their staff where appropriate to ensure an outstanding behaviour culture is maintained:

- The use of reasonable force and other physical contact in order to maintain and restore order
- The right to search pupils if it is necessary to maintain safety, discipline and good order and to recover prohibited items
- The right to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the school / Trust and its staff
- The right to confiscate any property that is not allowed in school or if its use contravenes school rules.
- The right to discipline pupils outside of school hours if it is a school-related matter, or the pupil’s actions undermine the safety of anyone from our community or the good reputation of the school / Trust.

- The right to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention or correction is to occur outside of the usual working day

We work actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol etc) to improve the standard of behaviour across the local authority.

20.0 Prohibited Items

The following items are prohibited (this is not an exhaustive list):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and e-cigarettes
- lighters
- chewing gum
- pornographic images
- laser pens
- fireworks
- any article that is likely to be used to commit an offence, cause personal injury or damage property
- fizzy drinks, energy drinks and unhealthy snacks

In the case of anything illegal, the items will be handed to the police. In the case of prohibited items, these will be confiscated and may not be returned. The Headteacher can authorise a search without consent for illegal/prohibited items or those which may cause offence or harm (e.g. pornography, knives). However this will always be a last resort where staff encounter non-compliance.

21.0 Scope and Legal Framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy will be implemented in conjunction with the following school policies and procedures:

- Behaviour
- Attendance

- SEND
- Wellbeing
- Anti-Bullying
- Child Protection and Safeguarding
- Positive Handling
- Suspension and Exclusion
- Equality / Equal Opportunities
- Professional Conduct
- Complaints
- CCTV
- Character Education
- Homework

22.0 Policy Monitoring and Review

This policy will be reviewed routinely by the Executive Leadership Team. The next scheduled review date for this policy is detailed on the front cover.

Any changes made to this policy will be communicated to all relevant stakeholders.