The Federation of St Bernadette's and St. Patrick's Catholic Primary Schools

Behaviour Policy

Policy Reference:	B1 - F
Responsibility:	Curriculum and Standards Committee
Designation:	Statutory (Behaviour Principles)
Reviewed by:	Mr Peter Lynch
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Next Review Due:	June 2027
Cycle:	Annual
Ratified by Full Governing Body on:	
Signed:	
	Chair of Governors

At our school, with Jesus in our hearts, we have:

The passion to learn;
The courage to fail; The strength to love.

With Christ as our guide and example we celebrate the uniqueness of the individual.

Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.

Behaviour Principles Statement

The guiding principles for behaviour are reflected in the charism of the federation and the mission statement of each school. We live together as a Catholic community in mutual respect, based on love, understanding and reconciliation.

Every child has the right to feel safe, valued and respected and to be able to learn in an environment which is free from disruption.

The approach of each school to behaviour is positive, encouraging a sense of personal value, self-discipline, and responsibility through praise, reward and reinforcement. High standards of work, behaviour and appearance are expected. Sanctions are used appropriately and consistently.

Aims

- To create a positive culture which promotes excellent behaviour, ensuring all children have the opportunity to learn in a calm, safe and supportive environment
- To establish and promote good relationships so that children are able to work and play together in an effective and considerate way
- To develop children's understanding of right and wrong, and what is acceptable or unacceptable behaviour
- To prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying
- To develop children's responsibility for their own behaviour, intrinsic motivation to make the right choices and proper regard for authority
- To provide opportunities and support for reconciliation and restorative justice, following an incident related to poor behaviour
- To provide a consistent approach to behaviour management which remains 'trauma informed' recognising that all behaviour is a form of communication and an opportunity to develop self-regulation

Legal Framework

This policy is based on the following legislation and advice from the Department for Education:

- 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
- Special Educational Needs and Disability (SEND) Code of Practice.
- 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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in shared areas between lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of school rules
- Bullying
- Sexual violence, including intentional touching without consent
- Sexual harassment, including sexual comments, jokes or taunting
- Online sexual harassment, including messages, sharing of images or unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items, including: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, undisclosed mobile phones or smart watches

Bullying is defined as the repeated intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.
Bullying can be physical, emotional, prejudice based or discriminatory, sexual, verbal or cyber based. Please refer to the anti-bullying policy located in each school office.

Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles at the beginning of this policy
- Reviewing this policy in liaison with the Headteachers
- Monitoring the effectiveness of this policy
- Holding the Headteachers to account for its implementation

The Headteacher is responsible for:

- Reviewing this policy in liaison with the governing body
- Giving due consideration to the federation's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented consistently by all staff
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction to the behaviour culture to ensure they understand rules, routines and how to support all children to behave well

- Offering appropriate training in behaviour management
- Offering appropriate training and guidance on the impact of SEND, mental health needs and trauma on children's behaviour and any adjustments which are necessary
- Ensuring this policy works alongside the safeguarding policy to offer support and sanctions as necessary
- Ensuring any information from CPOMS or ABCC charts is reviewed regularly to make sure no groups of children are being disproportionally impacted by this policy

Teachers and Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour policy consistently
- Communicating the federation's expectations, routines, values and standards through teaching about behaviour and by every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour and attitude on the culture of the school and how they can uphold schools rules and expectations
- Recording behaviour incidents promptly
- Challenging children to meet the federation's expectations
- Raising any concerns about serious misbehaviour with the Headteacher

Parents and Carers are responsible for:

- Getting to know the federation's behaviour policy and reinforcing it at home
- Supporting their child in adhering to the behaviour policy
- Informing the school of any changes in circumstances which may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following misbehaviour – e.g. attending reviews
- Raising any concerns about the management of behaviour with the school directly, with the class teacher in the first instance
- Taking part in the life and ethos of the school

Children are responsible for:

- Being aware of the standard of behaviour they should be displaying at school
- Making sure they follow the behaviour policy
- Knowing the school's key rules and routines
- Understand the positive rewards of good behaviour and the consequences of not meeting an acceptable standard of behaviour
- Working with staff to manage and improve their behaviour, with individual needs being taken into account

The Behaviour Curriculum

Children will be taught appropriate behaviour through the curriculum (PSHE, RSE, RE) and through incidental opportunities which arise. When appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children are supported in meeting behavioural expectations.
Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to each other and to members of staff
- Make it possible for all children to learn
- Walk around the school quietly, keeping to the left

- Treat the school building and property with respect
- Wear the correct uniform at all times
- Accept consequences and sanctions when they are given
- Refrain from behaving in a way which brings the school into disrepute, including when outside school or online

Safeguarding

The federation recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering or being likely to suffer significant harm and, where this may be the case, we will follow our Child Protection and Safeguarding policies – please refer to these policies in the school office or on the school website for more information. We will also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs. At this point, a further referral may be necessary.

Mobile phones and Smart Watches

Children are not allowed to have mobile phones or smart watches with them on site. If older children bring a phone to school in preparation for transition to secondary school, parents must give them permission to do so and the phone must be handed into the office on arrival at school and collected at the end of the school day. The school does not accept responsibility for loss or damage.

There may be exceptions to this rule for medical reasons.

Responding to Good Behaviour

Good behaviour is the normal expectation. Where a child's behaviour consistently meets or goes above and beyond expectations staff will recognise this with positive recognition and rewards. This provides an opportunity to reinforce the routines, expectations and norms of the federation's behaviour culture.

Positive behaviour will be rewarded by:

- Verbal praise
- House points, dojos or other class based reward system
- Communicating praise to parents, in person or by phone or written note
- Headteacher certificates or mentions in assembly
- Positions of responsibility or being entrusted with a particular project
- Whole class rewards such as extra play or a popular activity

Responding to Misbehaviour

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent any recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour which falls short of expectations and by responding in a consistent, fair and proportionate manner so that children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues, along with pre-arranged scripts and actions.

All children will be treated equitably under the policy however, we recognise that individual circumstances and experiences have an impact on behaviour therefore a response may need to be adapted according to the needs of the child. Personal circumstances will be taken into account and decisions will be made on a case by case basis, but with regard to the impact on perceived fairness.

When giving behaviour sanctions, staff should consider what support could be offered to the child to help them to meet behaviour standards in the future. Staff should record repeated poor behaviour or single serious incidents on CPOMS.

The federation may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour or an apology
- Expecting work to be completed at break/lunchtime with appropriate supervision, or at home
- Loss of part of play time
- Loss of privileges – e.g. a class responsibility
- Performing a service such as tidying the classroom
- Speaking to parents – in person or via a phone call
- In serious circumstances, removing a child from the classroom, with adequate supervision
- Referring the pupil to another member of staff
- In serious circumstances, involving a member of the SLT
- Agreeing an Individual Behaviour Plan (in liaison with SENDCo)
- Agreeing a behaviour contract (Headteacher responsibility)
- Suspension (Headteacher responsibility)
- Exclusion (Headteacher responsibility)

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Reasonable Force

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

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

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

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

Please read this in conjunction with our Restrictive Physical Intervention Policy.

Confiscation and Searching

Any prohibited items (listed in Definitions) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child and the child's parents will be contacted.

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.

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

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

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

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

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

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

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

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, 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 children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child 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 child the opportunity to ask questions
- Seek the child's co-operation

If the child refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
If they still refuse to co-operate, the member of staff will contact the Headteacher/Designated Safeguarding Lead (or deputy) to try and determine why the child is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in the Definitions section above, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a child's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

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

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

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

- Desks
- Lockers
- Bags

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

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

The staff member who carried out the search should inform the DSL without delay off any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item as listed in the Definitions Section or if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in Definition) including incidents where no items were found, will be recorded in CPOMS.

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

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

Irrespective of whether any items are found as the result of any search, the school will consider whether the child may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

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

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

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

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

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

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

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

- The child 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 child's decision and it will be signed by the appropriate adult.

No more than 2 people other than the child 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 child
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher

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

Except for an appropriate adult of a different sex if the child 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 chilld could be seen by anyone else.

After any strip search, the child will be given appropriate support, irrespective of whether any suspected item is found. The child 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 child 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 child who has been strip searched more than once and/or groups of children 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.

Off-site Misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child 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 child 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 child 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 children for online misbehaviour when:

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

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

Suspected Criminal Behaviour

If a child 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.

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.

Children 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

Each 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 and 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 policies for more information.

Malicious Allegations

Where a child 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 child makes an allegation of sexual violence or sexual harassment against another child 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 child 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 children accused of misconduct. Please refer to our child protection and safeguarding policies.

Serious Sanctions

A child may be kept in at playtime for minor misbehaviour with appropriate supervision but the federation does not operate a system of formal detention.

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

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

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

Removal can be used to:

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

Children who have been removed from the classroom must be supervised by a teacher or LSA and will be removed for a maximum of one hour.

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

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child 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 children who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- PBS support
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS along with details of the incident that led to the removal, and any protected characteristics of the child.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. A permanent exclusion may be imposed for:

- A single act of dangerous, violent, harmful or reckless behaviour

- Violence, especially where it seems the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist.
- Threats of violence, particularly those which are persistent, or which are intended to subvert the school's discipline policies by intimidation, or which involve calling in a third party, or which are intended to cause fear and anxiety.
- Persistent expression of racist views, racist actions or other discriminatory behaviour
- Bringing drugs or other banned or toxic substances to school, using them on any school occasion, supplying them to other pupils or encouraging other pupils to use them.
- Bringing a weapon to school, or anything intended to be a weapon.
- Bringing fireworks to school, or any other potentially dangerous item
- Deliberately letting off the fire alarm [or issuing threats/alarms] without good cause, or other misuse of firefighting or safety equipment.
- Extreme public misbehaviour, especially when it brings the school into disrepute
- Theft, especially when it is openly perpetrated or premeditated
- Persistent bullying
- Persistent failure to observe acceptable standards of behaviour

A suspension may be given for:

- Disruption of lessons
- Refusal to follow instructions or explicit refusal to obey a school rule
- Verbal abuse against another person
- Disrespectful or insolent behaviour to staff
- Racist or otherwise discriminatory behaviour or language
- Fighting
- Students using any technology to make, or attempt to make, covert audio or visual recordings of other students, staff or visitors will be in serious breach of the behaviour policy. This will constitute a gross invasion of privacy as well as a misuse of technology.
- And for any action from the 'Permanent Exclusion' list for which a permanent exclusion is not imposed.

In excluding pupils, the school will take account of the following factors before making a decision:
The possibility of discrimination on the grounds of disability

- The possibility of discrimination on the grounds of ethnicity
- Special educational needs
- Language fluency
- Age and maturity
- Other mitigating factors

Responding to Misbehaviour from Children with SEND

The school recognises that children's behaviour may be impacted by a special educational need or disability.

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND needs, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children 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 child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child 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. The school may request an urgent review of the EHC plan.

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 child concerned. This may include:

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

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

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

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

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

Mental Health Concerns, Current or Historical Trauma

The school recognises that children's behaviour may be impacted by mental health concerns or as a response to current or previous trauma.

When incidents of misbehaviour arise, we will consider them in relation to a child's mental health or trauma needs, although we recognise that not every incident of misbehaviour will be connected to their needs.

Decisions on whether a child's mental health or traumatic experience had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with mental health concerns or trauma, especially where their experiences affects their behaviour, 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 child concerned

This may include:

- Short, planned movement breaks for a child experiencing mental health issues or trauma
- Adjusting seating plans or group activities to support the child
- Providing ELSA support
- Referring the child to external services such as CAMHS, therapy or counselling
- Training for staff in understanding the impact of trauma and poor mental health

Supporting Children Following a Sanction

Following a sanction, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.
This could include measures such as:

- Reintegration meetings
- Daily contact with a particular member of staff
- A report card with personalised behaviour goals

Training

Staff are provided with appropriate training to support management of behaviour, such as:

- Physical restraint (for appropriate staff)
- The needs of children at the school
- How SEND and mental health needs impact behaviour
- How traumatic childhood experiences impact behaviour

Monitoring

Each school collects information on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation

This behaviour policy, including the written statement of behaviour principles will be reviewed annually by the Headteachers and Full Governing Body.