



**BOVINGTON**

AN ASPIRATIONS ACADEMY

# Behaviour Policy

<b>Date of last review:</b>	September 2023	<b>Review Period:</b>	1 year
<b>Date of next review:</b>	September 2024	<b>Owner:</b>	Principal
<b>Type of policy:</b>	School	<b>LAB or Trust Approved:</b>	LAB

## **1. Aims**

We believe that teaching children in a way, which promotes high self-esteem, helps promote good behaviour. The teacher has the right to teach; children have the right to learn.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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

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

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

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

This policy complies with our funding agreement and articles of association.

### **3. Definitions**

Staff work without compromise to ensure that all pupils leave our school ready for their future lives. Bovington Academy believes whole-heartedly in the three key principles of being safe, ready to learn and respectful to all.

**Behaviour incidents** are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious behaviour incidents** are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexualised comments, sexual jokes/taunting, physical behaviour like interfering with clothing, online sexual harassment such as unwanted sexual comments and messages (including social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- 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)

Where pupils regularly disrupt lessons or break the school rules they are tracked through a STAR (see appendix 1) tracking system to identify barriers/triggers so that support can be rapidly introduced. These represent:

- Setting
- Trigger
- Action
- Response

### **4. Bullying**

Bullying is defined as the repetitive, intentional harming of 1 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, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic /biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy (appendix 2)

## **5. Roles and responsibilities**

### **5.1 *The Regional Board***

The Regional Board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

### **5.2 *The Principal***

The principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 *Teachers and staff***

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 1 for STAR charts)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- 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

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.

## **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy/steps
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive through in-year admissions.

## **6. School Behaviour Curriculum**

Pupils have more likelihood of success when they feel connected to school. When pupils feel that adults in the school care about them as people as well as their learning they are more likely to feel connected.

All schools adults;

- Have high expectations of pupils
- Follow the school behaviour systems

- Plan engaging activities
- Focus on building positive relationships
- Foster positive relationships with parents/carers

Pupils are expected to demonstrate the school behaviour values:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- 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.

### **6.1 Mobile phones**

- Where possible, pupils should not have mobile phones in school. Where parents/carers want this to happen, the following should be followed;
- All phones should be handed into the school office for safe keeping
- Pupils should turn off their mobile phones

There will be exceptions to the rules for medical or personal reasons, such as pupils with diabetes who use their phones to track insulin levels for example

Liability is an issue, in case of loss or damage

## 7. Responding to Behaviour



### 7.1 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 stimulating environment that encourages pupils to show the values of purpose, engagement and self-worth within their learning.

Display the behaviour poster and create their own class reward system

Develop a positive relationship with pupils, which include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Listening to their pupils



## **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

## **7.3 Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty 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 (see appendix 3 for RPI)

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.

## **7.4 Confiscation, Searches**

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

### **Confiscation**

Any prohibited items (listed in section 3) found in a 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.

## Searching a pupil

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

Subject to the exception below, the authorised 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.

An authorised member of staff of a different sex to the pupil 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 pupil; **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 principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

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 can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the principal, to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

### **Searching pupils' possessions**

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

- Desks
- Lockers
- Bags

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

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

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

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

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

## **Informing parents**

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

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

## **Support after a search**

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

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

## **Strip searches**

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

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

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

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

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents/carers 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/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## **Who will be present**

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the principal
- 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 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.

### **7.5 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).

### **7.6 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.

### **7.7 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 principal 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.

### **7.8 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

## **8. Serious Sanctions**

### **8.1 Detentions**

Pupils can be issued with detentions during break/lunch, and in exceptional cases after school

The school will decide whether it is necessary to inform the pupil's parents for break/lunch, but parent/carer permission must always be sought for after-school detentions.

When imposing an after-school detention, the school will consider whether doing so would:

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

### **8.2 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.

Removal 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.

Removal 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 the leadership team or a member of the inclusion team, and will usually only be removed for a maximum of a day.

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

Pupils 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 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;

- Individual behaviour plans (IBPs) or pastoral support plans (PSPs).
- 123 professional meetings
- Use of LSAs (Learning support assistants)
- Short term behaviour reports
- Long term behaviour plans
- Learning profiling
- 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.

### ***8.3 Suspension and Permanent Exclusion***

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 principal and only as a last resort.

Please refer to our exclusions policy for more information.



## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 *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 cooperate 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.

### **9.2 *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?
- Whether the pupil 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 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.

### **9.3 *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.

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

The provisions set out in the EHC plan must be secured and the school will cooperate 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.

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/ehc-needs-assessments-and-plans/education-and-early-help-send-team>

#### **10. 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 includes:

- Reintegration meetings
- Daily contact with the inclusion team
- A report card with personalised behaviour goals
- Pastoral Support Plan
- ELSA (emotional literacy support)

#### **11. Pupil Transition**

##### **11.1 *Inducting incoming pupils***

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

##### **11.2 *Preparing outgoing pupils for transition***

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of term or year.

#### **12. Training**

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

- Positive handling
- The needs of the pupils at the school
- Training on individual disabilities/conditions
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

A staff training log is kept.

### **13. Monitoring Arrangements**

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

The school will collect data on the following:

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

The data will be analysed every term (6x a year) by the principal and the leaders of the school.

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

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

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

#### ***13.2 Monitoring this policy***

This behaviour policy will be reviewed by the principal and CEO at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the regional board.

### **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy
- Online Safety Policy

# Appendix 1 - STAR Chart



## Behaviour Recording Document – STAR Recording Chart

Pupil Name:                      Date of Incident:

<b>S – Setting</b> What were the context and activity prior to the incident?	<b>T – Trigger</b> What events led up to the incident?	<b>A – Action</b> What happened?	<b>R – Results</b> What happened as a consequence? How did the pupil react? How did the rest of the group react? How did you feel about the incident?	<b>Signature and date</b>

## **Appendix 2 - Anti-Bullying Strategy**

### **Promoting Friendship and Anti-Bullying Strategies**

Bullying is defined as:

‘Deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism and homophobic), physical, social or psychological.’

We support pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion. Whole class targets are sometimes related to demonstrating social skills through our PSHE curriculum. We reinforce positive behaviour through rewards outlined above.

Pupils are encouraged through a range of systems to talk about bullying:

- Circle time
- Buddies
- Access to the Pastoral Team
- Reporting bullying to staff, including when witnessing bullying
- Bubble time
- “Worry Box” or other systems to pass messages

#### **Staff are responsible for:**

- helping children understand and define what bullying is
- modelling by their own behaviour how to address inappropriate behaviour through dialogue and support from others.
- taking bullying seriously and challenging bullying as antisocial reporting incidents through the appropriate form
- asking for advice on how to support a child

#### **Parents can play a part by:**

- informing the school if they think their child is being bullied or is bullying other children;
- trying to establish the facts and keeping an open mind;
- talking about the problems of bullying with their child.  
Important information to ask the child:
  - who has been bullying them, or if they witnessed an incident? How long has this been going on?
  - how many times has this happened to them? Has anyone seen this happen? If so, who?
  - have they told anyone else about this before?
  - have they done anything unhelpful that has not helped the situation?

### **Important information about bullying**

- As pupils grow older, the nature of bullying changes and can become more subtle and include the use of social media/text messaging.
- Most bullying is not physical or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.
- Most bullying is between children of the same ages.
- Those who witness bullying are as deeply affected as those who are directly bullied. Children follow the example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves, they will tend to adopt aggressive behaviour patterns.

## Appendix 3 - RPI

### RECORD OF THE USE OF RESTRICTIVE PHYSICAL INTERVENTION/s

Name of pupil:

Year Group :

Date of incident:

Place/s incident occurred:

Report written by:

All staff involved in any RPI:

1-	2-	3-
4-	5-	

Any witnesses:

1-	2-	3-
4-	5-	6-

Start time of whole incident:

End time:

Start time of RPI:

End time:

Day of week:	Lesson and subject:
Staffing for lesson :	Other pupils present:

#### How did the incident begin? (antecedents)

What led to the incident/triggered the behaviour? (tell the full story)

#### What behaviour was observed and how was it managed? (behaviour)

State actual behaviour observed, e.g. hitting rather than aggressive. (tell the full story including all details, not just keywords) .

#### What was done to defuse/de-escalate the situation? (please highlight)

☐ Ignoring



- ☐ Change of face
- ☐ Time out
- ☐ IEP/ BSP followed
- ☐ Other (please state): choice given, take up time given, reminder of success,

**Was the Pupil's Behaviour Support Plan followed? (please highlight)**

- ☐ No plan was in place – Plan not usually necessary, new adult & new location created scenario. Continue to monitor and implement plan if any further incidents
- ☐ Yes, and was adequate to manage the incident
- ☐ Yes, but additional measures were needed and/or behaviour had not been experienced before and the Risk assessment, PHP and IEP will need reviewing as a result of the incident, if so what?

**Reason why reasonable force was thought necessary (please highlight)**

- ☐ The pupil was at immediate risk of injury
- ☐ The pupil was placing other pupils at risk of injury
- ☐ The pupil was placing staff or others present at risk of injury
- ☐ Property was about to be damaged
- ☐ Good order was prejudiced – how?
- ☐ Other

## Physical interventions used (Team Teach)

<i>RPI</i>	<i>Technique used</i> <i>(please highlight)</i>	<i>Type</i> <i>(please highlight)</i>	<i>Additional support</i> <i>(please highlight)</i>	<i>Adult roles in RPI and name</i> <i>(please highlight)</i>	<i>Location</i>	<i>Time applied</i> <i>(mins/secs)</i>
1	- Small Person - Single elbow - Figure 4 - Double elbow - ½ Shield	Escort Standing Seated	- Leg support - Head support (spitting) - Supported sitting on 3 chairs - Supported on <b>floor</b> – child <b>dropped</b> to floor	- left side  - right side  - single		
2	- Small Person - Single elbow - Figure 4 - Double elbow - ½ Shield	Escort Standing Seated	- Leg support - Head support (spitting) - Supported sitting on 3 chairs - Supported on <b>floor</b> – child <b>dropped</b> to floor	- left side <i>(name)</i> - right side <i>(name)</i> - single <i>(name)</i>		
3	- Small Person - Single elbow - Figure 4 - Double elbow - ½ Shield	Escort Standing Seated	- Leg support - Head support (spitting) - Supported sitting on 3 chairs - Supported on <b>floor</b> – child <b>dropped</b> to floor	- left side <i>(name)</i> - right side <i>(name)</i> - single		
4	- Small Person - Single elbow - Figure 4 - Double elbow - ½ Shield	Escort Standing Seated	- Leg support - Head support (spitting) - Supported sitting on 3 chairs - Supported on <b>floor</b> – child <b>dropped</b> to floor	- left side <i>(name)</i> - right side <i>(name)</i> - single <i>(name)</i>		
5	- Small Person	Escort	- Leg support - Head support (spitting)	- left side		

	- Single elbow - Figure 4 - Double elbow - ½ Shield	Standing  Seated	- Supported sitting on 3 chairs - Supported on <b>floor</b> – child <b>dropped</b> to floor	(name) - right side (name) - single (name)		
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### Post incident support (please highlight)

How was the pupil calmed after the incident?

- ☐ Quiet time allowed:
- ☐ Fixed term exclusion
- ☐ Medical
- ☐ Praised for appropriate/on task behaviour
- ☐ Other - please state:-
- ☐ Incident discussed with pupil at level appropriate to their understanding? Y/N
- By whom?
- ☐ Pupil's views recorded via debrief sheet (place in debrief file) Y/ N If no why?

### Parents informed (please highlight)

- ☐ By telephone – by whom?
- ☐ Letter sent home – by whom?
- ☐ Discussed with parent in person – by whom?

### Injuries – please tick all that apply

- ☐ Staff injured Punched [ Y/N ] 1<sup>st</sup> Aid completed (Y/N)

☐ Pupil involved in incident injured [ Y/N ] 1<sup>st</sup> Aid completed (Y/N)

☐ Other pupils injured [ Y/N ] 1<sup>st</sup> Aid completed (Y/N)

☐ Other people injured [ Y/N ] 1<sup>st</sup> Aid completed (Y/N)

### **Damage to property**

Record any damage to property: (informed SLT (Y/ N)

**Bound book completed** Y/ N Signed Date

***All staff involved please sign to confirm this is an accurate record of the incident:***

Name:	Signed:	Date:

***Senior member of staff monitoring:***

Name:	Signed:	Date: