Behaviour Policy

Promoting and Supporting Positive Behaviour

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Aim

Break Through School operates a provision offering a combination of permanent placements and respite placements designed for young people who have experienced significant difficulties in mainstream school including exclusion. Many of our learners have a disrupted and inconsistent experience of school and learning. Most of our learners present a complex range of learning, social, emotional, and mental health needs. Many also face significant challenges in their lives or have experienced ACES (adverse childhood experiences). It is important that our positive behaviour support policy reflects these challenges, is consistent while remaining responsive to the specific needs of our individual learners.

Break Through School understands that positive behaviour support works to ensure the welfare and security of all learners by maximising their opportunities to understand, exercise control over, and take responsibility for, their own behaviour. We are committed to providing an environment where our young people are happy, accepted, and integrated happy and safe to enhance both their learning and quality of life.

The intention of this policy is to determine the boundaries of acceptable and unacceptable behaviour, the staged system of rewards and sanctions and how they will be fairly and consistently communicated and applied.

We understand that behaviour is a form of communication and a learner's dysregulated behaviour is often a way of communicating that there is something that is happening in their life or that they are experiencing trauma/past trauma. Many of our learners have complex needs and can present their own challenges, however, we will provide stability, consistency, and care which will allow them to develop and thrive in safety.

This policy aims to enable us to:
- Create a positive culture across the school that promotes and teaches positive behaviour, ensuring that all learners can learn in a calm, safe and supportive environment.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all learners.
- Define what we consider to be unacceptable behaviour, including bullying and understanding of the 9 protected characteristics.

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 learners with medical conditions at school

It is also based on the <u>Special Educational Needs and Disability (SEND) Code of Practice</u>.

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

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the learner's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time, we measure standards of behaviour in terms of the learner's developing ability to conform to behavioural goals.

The learners bring to school a wide variety of behaviour patterns based on differences in SEN, home values, attitudes, and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration, and responsibility.

Each learner has an IEP, this enables both staff and learners to work towards specific targets and it also helps in identifying areas of behaviour that require work and support for everyone. Learners discuss their individual targets daily and they reflect on their own behaviour and progress.

All staff aim to:
- create an environment that encourages and reinforces positive behaviour.
- define acceptable standards of behaviour.
- encourage consistency of response to both positive and negative behaviour.
- promote self-esteem, self-discipline, and positive relationships.
- ensure that the school's expectations and strategies are widely known and understood.
- encourage the involvement of learners, home, and school in the implementation of this policy.

We believe that supporting positive behaviour is an integral part of the learning process. Individual learners have the right to work and develop in an atmosphere of respect, trust, security, honesty, and openness – where positive relationships are valued within the school and the wider community.

The key elements in this philosophy are:
- Clear, shared learning goals and expectations regarding behaviour.
- Creation of a safe and caring environment
- Enabling, recognising, and celebrating individual achievement
- Tolerance and understanding of others

Positive relationships between learners, their peers and adults are integral to the effective Implementation of this policy. We understand the potential challenges we face in building effective partnerships between home and school and look to build positive relationships.

Bullying

Break Through School has a separate Anti-Bullying Policy which supports this policy. Bullying is not tolerated and 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. We also understand that many of our learners have communication and interaction difficulties which can lead to behaviours which at the first instance may be interpreted as bullying, when it is in fact a trait of a learner's special educational need. Considering that a clear definition has been required, bullying is:

- Intentional.
- Repeated, often over a period.
- Difficult to defend against.
- Discriminatory.
- Deliberately hurtful.

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/bi-phobic • Transphobic • Disability-based	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.

Roles and Responsibilities
The School Advisory Panel
Break Through's School Advisory Panel are responsible for monitoring this policy and its delivery and holding the principal to account. A SAP member is given specific overall responsibility for oversight of behaviour in the school. This is also part of the roles and responsibilities for safeguarding.

The Principal

The principal is responsible for:
- Reviewing and approving this behaviour policy in conjunction with the Assistant Principal for Behaviour and the senior leadership team.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with behaviours that challenge.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners (within the boundaries of their needs to ensure equity).
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff and learners with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners 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, including trauma informed practices, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer learners both sanctions and support when necessary.
- Ensuring that the data from the management information system is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.

Teachers and Staff

Staff are responsible for:
- Creating a calm and safe environment for learners.
- Establishing and maintaining clear boundaries of acceptable learner behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with learners.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of learners.
- Considering impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on the school management information system.
- Challenging learners to meet the school's expectations.
- Communicating with parents/carers, where appropriate, about both positive and unacceptable behaviours.

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

See Appendix 2 Charlie Taylor's Checklist from EEF's Improving Behaviour in Schools October 2021.

Parents and Carers

Parents and carers, where possible, should:
- Understand 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 school 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.
- 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.

Learners
Learners 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.
- 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 do not meet the standard (where possible, these will be natural consequences based on restoration).
- The pastoral support that is available to them to help them meet the behavioural standards.

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

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

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

School Behaviour Curriculum
We aim to articulate the central values, rights and responsibilities which underpin the management of learner behaviour within our school. This is based on our whole school approach to rights and responsibilities outlined below.

All members of Break Through School will:
- Work safely and productively.
- Share information and learning skills – without distraction or disruption.
- Have recognition and reward for successes and efforts.
- Have self-esteem enhanced.
- Work in a co-operative manner and treat each other with respect and dignity.
- Have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability, or disability.
- Reflect on situations and find a way to learn from mistakes.
- Actively teach content and programmes to help learners understand their emotions, behaviours and have access to strategies they can use in order that they can begin to take responsibility for their behaviours.

To help clarify the expectations of learners, we have a list of school expectations:
- Be in school on time in the correct uniform.
- Hand in mobile phones and electronic devices
- Follow all instructions/requests.
- Stick to your timetable and stay in your lesson.
- Allow yourself and others to learn.
- No shouting or swearing or violence.
- No sugary drinks or chewing gum.
- Do not cause damage to work, resources, or the building.
- Show respect to yourself, other learners, members or staff and guests.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum. To support this, we use the Principles of Restorative Justice. The Restorative Justice approach provides an alternative to the belief that punishment will change behaviour and achieve compliance. Restorative Justice is an educative approach, to help those involved to learn how to change. It offers an alternative to the traditional responses to challenging behaviour.

9 Protected Characteristics

We are proud of our diverse cohort and promote inclusivity in all we do. To ensure we are actively inclusive, we proudly combat against any forms of discrimination towards our learners, our staff, and our wider community. We promote this ethos throughout our school with posters, integrating diversity and inclusivity into our curriculum and ensuring we address all actions that can be defined as discriminatory. We endeavour to offer a restorative approach to breaches against the 9 protected characteristics, where possible, but we also ensure consequences are appropriately enforced.

Mobile Phones and Electronic Devices

We are a phone free school. All learners are expected to hand in mobile phones and electronic devices on entry to the school. All staff are expected to leave their mobile phone in the staff room or office.

Responding to Behaviour
Classroom Management

Senior leaders, teachers 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 learners to be engaged.
- Display the school rules and standards of behaviour poster.
- Make the school points system an integral part of the lesson and discuss this with learners.
- Develop a positive relationship with learners, which may include:
  - Greeting learners 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.
  - Follow the Principals of Restorative Justice.

- Understand that behaviour is a form communication and treat it as such.

Safeguarding
The school recognises that changes in behaviour may be an indicator that a learner needs help or protection. We will consider whether a learner'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 Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Rewards
Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Positive behaviour will be rewarded with but not limited to:
- Verbal praise.
- Positive call home.
- Reward recommendations.
- Task of learner's choice.
- Principal's prizes.
- Reward lesson for whole class.
- Weekly rewards milkshakes for consistent positive behaviours, special efforts, shout outs for positive progress and kindness hero.
- Term celebrations, rewards assembly, good efforts, attendance, and kindness are celebrated with certificates and prizes from the Betty Boo box.
- WOW moments on teams.

Responding to Behaviour
When a learner's behaviour falls below the standard that can be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of behaviour that affects learning.

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

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future. This could range from but not limited to 5-minute timeouts, 1-2-1 support, a movement break. PADS sessions or restorative conversation.

The range of sanctions the school uses are, but not limited to:
- Warnings.
- Loss of privileges.
- Work 1:1.
- Discussion with explanation of their wrongdoing.
- Parent/carer contact.
- Meeting with parents/carers.
- Behaviour contract.
- Suspension.
- In extreme cases, permanent exclusion, or withdrawal of placement.

The level of sanction should meet the nature of the incident (be reasonable and relevant) and examples of these are given on the levels of behaviour chart.

All sanctions are fair, open, and honest and treat all participants with respect. Suspension is a last resort as a sanction and can only be authorised by the principal. Learners who show consistent dysregulated behaviours should be taken to an area away from other learners, with a member of staff, for a limited period for a 1-2-1 restorative conversation. The decision to remove a learner from a lesson can be taken by any member of staff but should be led by the teacher leading the lesson. Learners, after a period of cooling off and reflection, may ask to go back to the original lesson. This is solely at the discretion of the staff facilitating the lesson. Learners will be given work to complete outside of the classroom. The aims of the removal are:

- To allow other learners the opportunity to learn without distraction.
- To support learners to modify negative behaviour.
- To give learners the opportunity to calm down and discuss issues with a teaching assistant or other members of staff.
- To allow learners thinking time to reflect on what led to removal.
- To deal with incidents that affect the learning of others.
- To encourage learners to take responsibility for their own behaviour.
- To support the school's policies on behaviour.

Learners who seriously breach the school's reasonable expectations of appropriate behaviour and whose behaviour is deemed to prevent the effective learning of themself and/or others consistently will be removed from lessons for a longer period to work with a member of the Senior Leadership Team. Personal circumstances of the learner will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but regarding the impact on perceived fairness.

Support for Learners
Some learners will need additional support to manage dysregulated behaviour. The school supports these learners and proactively works to pre-empt escalating behaviours and put in place proactive interventions. If a learner is struggling and negative behaviours are starting to show, they may be asked by the teacher if they would like to take some time out. Time out of the class to talk to a teaching assistant/keyworker, time out to have fresh air, or time talking to a member of the senior leadership team/preferred adult is sometimes what learners need to calm down and discuss the thing that is bothering them and stopping them from working. We work with the learners and fully support them when they are in this position and praise them for taking responsibility for their own feelings and behaviour. We believe that prevention is better than cure. We use zones of regulation and emotional vocabulary wheels to support learners accessing and identifying their emotional states.

Reasonable Force
Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. We do not believe or promote positive handling, e.g., Price or Team Teach and seek to actively de-escalate rather than restrain our learners. However, there are two exceptions; these are if we believe that the young person would themself suffer harm, or that they would harm somebody else. In these cases, the restraining would be done under the statutory rights of government's July 2013 guidance "Use of reasonable force" document. Which states that; "Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder."

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner 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 using school systems.

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

Confiscation, Searches, Screening
Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items found in a learner's possession because of a search will be confiscated. These items will not be returned to the learner. Prohibited items include mobile phones (during school hours), electronics, cigarettes, vapes, lighters, drugs, alcohol, drug paraphernalia, pornography, sharps, weapons, or items that could be used as weapons. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching a Learner
Searches will only be carried out by a member of staff who has been authorised to do so or by the principal. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, 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 learner 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 learner; **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) who may have more information about the learner. During this time, the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner 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 learner has agreed.
An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, 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 learners or staff at risk.
- Consider whether the search would pose a safeguarding risk to the learner.
- Explain to the learner why they are being searched.
- Explain to the learner 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 learner the opportunity to ask questions.
- Seek the learner's co-operation.

If the learner 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 principal and/or Designated Safeguarding Lead (or deputy DSL), to try and determine why the learner is refusing to comply. We will not use any form of reasonable force to search learners. 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. An authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a learner's outer clothing, pockets, or possessions. Outer clothing includes:
- Any item of clothing that is not worn immediately over a garment that is being worn 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 Learners' Possessions
Possessions means any items that the learner has or appears to have control of, including:
- Pencil Cases
- Bags and coats

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner 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 learner's possessions when the learner 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
The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a learner 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 (best practice is before it takes place) 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 learner.

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner 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 and Child Protection Policy and speak to the designated safeguarding lead. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

At Break Through School, we will endeavour to ensure no strip searches take place on the school property. We will always insist, should a strip search be deemed necessary by the authorities, that the learner be taken to a police station with an appropriate adult.

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 will not be allowed to take place on school premises even if being carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

The school will always advocate for the safety and wellbeing of learner(s) involved. Staff retain a duty of care to the learners involved and should always advocate for a learner's wellbeing. We do not believe a strip search on school premises is in the best interests of any learner and will, therefore, not advocate one.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before strip search takes place and ask them if they would like to come attend the police station to act as the learner's appropriate adult. If the school cannot contact the parents, or they are not able to get to the location (police station) 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 school will keep records of strip searches that have occurred and monitor them for any trends that emerge.

Who Will Be Present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others. One of these must be the appropriate adult, except if:

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

No more than two people other than the learner 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 learner.
- Not be a police officer or otherwise associated with the police.
- Not be the principal.
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex.

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

Care After a Strip Search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner 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 learner 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 Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead. 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 learner(s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

Off-Site Dysregulated Behaviour

Sanctions may be applied where a learner has demonstrated dysregulated behaviour off-site when representing the school. This means behaviour that challenges when the learner 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 learner who attends our school.
- Sanctions may also be applied where a learner has presented with behaviours that challenge off-site, at any time, whether the conditions above apply, if the behaviours:

- Could have repercussions for the orderly running of the school.
- Pose a threat to another learner.
- Could adversely affect the reputation of the school.
- Sanctions will only be given on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g., on a school-organised trip).

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Online Behaviour
The school can issue behaviour sanctions to learners for online behaviour when:
- Behaviours pose a threat or causes harm to another learner.
- Behaviours could have repercussions for the orderly running of the school.
- Behaviours adversely affects the reputation of the school.
- The learner is identifiable as a member of the school.
- Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

Suspected Criminal Behaviour
If a learner 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 or Assistant 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 if it does not conflict with police action. If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero Tolerance Approach to Sexual Harassment and Sexual Violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Learners 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 clear safeguarding procedures in place to respond to any allegations or concerns regarding a learner'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 Safeguarding and Child Protection policy for more information.

Malicious Allegations
Where a learner 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 learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner 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 learner who made the allegation needs 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 learners accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy and our allegations against staff guidance, for more information on responding to allegations of abuse against staff or other learners.

Suspension and Permanent Exclusions

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.

Monitoring Arrangements

Monitoring and Evaluating School Behaviour

The school will collect data on the following:
- Behavioural incidents (orange or red).
- Attendance, permanent exclusion, and suspension.
- Offsite provision.
- Incidents of searching, screening, and confiscation.
- Anonymous surveys for staff, learners, advisory panel members, and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every month by the Assistant Principal - Behaviour and Welfare.

The data will be analysed from a variety of perspectives including:
- At school level.
- By age group.
- At the level of individual members of staff.
- By time of day/week/term.
- 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 learners are identified by this analysis, the school will review its policies to tackle it.
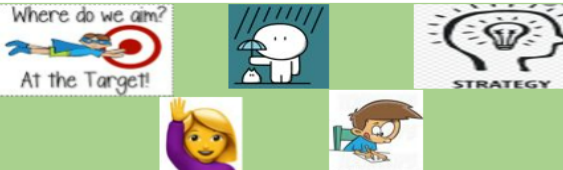
Links With Other Policies

This behaviour policy is linked to the following policies:
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Exclusions Policy
- Mobile Phone Policy

APPENDIX I:
CHARLIE TAYLOR'S CHECKLISTS

Education
Endowment
Foundation

For senior leadership team:	
Policy:	Ensure absolute clarity about the expected standard of pupils' behaviour.
	Ensure that behaviour policy is clearly understood by all staff, parents, and pupils.
	Display school rules clearly in classes and around the building; staff and pupils should know what they are.
	Display the tariff of sanctions and rewards in each class.
	Have a system in place for ensuring that children never miss out on sanctions or rewards.
Leadership:	Model the behaviour you want to see from your staff.
Building:	Visit the lunch hall and playground, and be around at the beginning and the end of the school day
	Ensure that other Senior Leadership Team members are a visible presence around the school
	Check that pupils come in from the playground and move around the school in an orderly manner.
	Check up on behaviour outside the school.
	Check the building is clean and well-maintained.
Staff:	Know the names of all staff.
	Praise the good performance of staff.
	Take action to deal with poor teaching or staff who fail to follow the behaviour policy.
Children:	Praise good behaviour.
	Celebrate successes.
Teaching:	Monitor the amount of praise, rewards, and punishments given by individual staff.
	Ensure that staff praise good behaviour and work.
	Ensure that staff understand special needs of pupils.
Individual pupils:	Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
	Put in place suitable support for pupils with behavioural difficulties.
	Build positive relationships, particularly with parents of pupils with behaviour difficulties.

For teachers:	
Classroom:	Know the names and roles of any adults in class.
	Meet and greet pupils when they come into the classroom.
	Display rules in the class—and ensure that the pupils and staff know what they are.
	Display the tariff of sanctions in class.
	Have a system in place to follow through with all sanctions.
	Display the tariff of rewards in class.
	Have a system in place to follow through with all rewards.
	Have a visual timetable on the wall.
	Follow the school behaviour policy.
Pupils:	Know the names of children.
	Have a plan for children who are likely to misbehave.
	Ensure other adults in the class know the plan.
	Understand pupils' special needs.
Teaching:	Ensure that all resources are prepared in advance.
	Praise the behaviour you want to see more of.
	Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
	Differentiate.
	Stay calm.
	Have clear routines for transitions and for stopping the class.
	Teach children the class routines.
Parents:	Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.

	Examples of Behaviours	Rewards / Actions	Infographs
Positive Behaviour	• Being kind/caring to others • Following instructions • Request help • Complete classwork to the best of your ability • Achieving Targets / Learning Objectives • Respect for self, others and equipment • Using your agreed strategies	• Milkshake Friday • Postcard home • Raffle Tickets • Positive calls home • Attendance/Punctuality prizes (gift cards) • Pizza/ food reward for class	
Level One Behaviour	• General swearing • Not following instructions after prompting • Disrupting others learning • Lack of participation • Being unkind to others • Late to school	• Verbal warning • Use an agreed strategy • Ask for a movement break • Take 5 minutes • Behaviours logged and monitored	
Level Two Behaviour	• Walking out of class • Swearing AT someone directly • Minor damage to property • Being disrespectful to staff • Repeated level one behaviour • Persistent non-compliance • Causing an unsafe environment for others	• Staff to facilitate YP letter/verbal apology • Restorative Justice • Tutors to address issues in weekly phone calls • Warning Phone call home – Parents/carer to talk to YP • Minor Damage – call home to discuss with parents/carers	
Level Three Behaviour	• Theft • Serious damage to property • Discriminatory comments (*9 protected characteristics) • Bullying of others • Consistently not following instructions • Threatening behaviour/comments to others • Causing a severe Health & Safety hazard in the school environment • Walking out of school	• Parent/carers requested to attend meeting • School placement at risk • Parent/Carers charged for damage/replacements • Logged	

*9 protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; Race; religion or belief; sex.

Proactive				Reactive

1

Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2

Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3

Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4

Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

5

Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6

Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level