Diocese of Chelmsford
Vine Schools Trust

# Behaviour and Relationships Policy

**(Including support for children with SEND and/or social, emotional and mental health needs)**

This is a mandatory policy for all Vine schools that has been personalised to reflect local arrangements

***FOR ST ANDREW'S C OF E PRIMARY SCHOOL***

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| Policy Reference: | A004 |
| Approved by Vine Schools Trust on: | Autumn 23 |
| Adopted by this school on: | Autumn 23 |
| Next review: | Autumn 24 or as required |

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit

JOHN 15:5

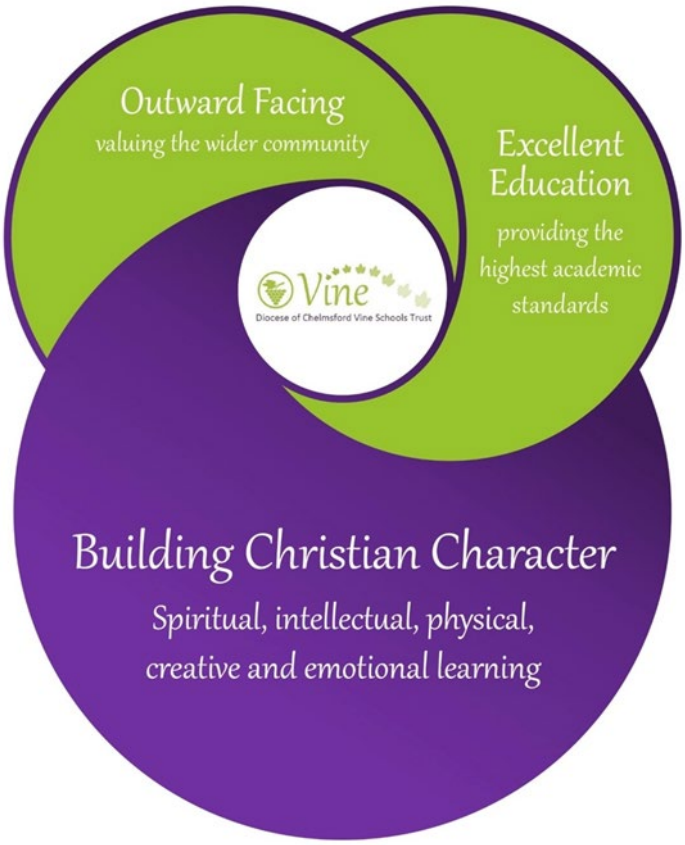
# Vision & Values

**V** Valuing every person

**I** Inspiring great teaching

**N** Nurturing academic excellence and Christian Character

**E** Excelling, unlocking great potential



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## 1. Introduction

The Diocese of Chelmsford Vine Schools Trust and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of the behaviour and relationships policy, that sets out the approach and expectations of behaviour of all those attending the individual academy. We expect all the schools in the Vine Schools Trust to provide a caring and effective learning environment, which encourages relationships based on kindness, respect and understanding in line with our Christian ethos.



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## 2. Policy Aims:

- Create a positive culture that promotes positive relationships, excellent behaviour, in line with Christian values, 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 and the Christian character of the Trust.
- Outline the expectations and consequences of behaviour and promote positive relationships.
- Provide a consistent approach to behaviour and relationships that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## 3. 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 2023
- 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:

- 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.

## 4.1 School Values

At St Andrew's we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with members of staff and a belonging to the whole school community.



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Our school reflects both our Christian Values and the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

**Our Vision for St Andrew's Primary School**

To create a happy, caring, secure atmosphere where children and staff feel valued. We aim to provide our children with the knowledge and skills to develop their God-given talents, within an environment that makes them feel inspired, challenged and excited. Our Christian values of determination, hope, kindness and respect underpin all that we do, enabling our children to flourish academically, socially, emotionally and spiritually. Our children become courageous and determined learners - able to take risks, make mistakes and develop resilience. Our children leave us well - rounded individuals ready to take on the world.

*'Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'*

*Joshua 1.9*

**Our core Christian values that underpin all that we do are:**

*Respect *Kindness *Determination *Hope

This vision can only be effectively realised in an environment of mutual respect, good social behaviour, effective discipline, and genuine respect from all parties. At St Andrew's Primary School, we have high expectations that everyone in our community is kind, thoughtful, helpful, polite, respectful, hardworking and positive. We support everyone to understand and fulfil our aims through a range of opportunities.

We endeavour to make sure that at our school these values and expectations run through all the school policies and practice.

## 4.2 School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on our Christian character, mutual trust, and respect for all. This 'Behaviour and Relationships Policy' is therefore designed to support the way in which all members of the school community can live and work together in a positive way. It aims to promote an environment where everyone feels happy, safe, secure and able to learn.

We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding policies and procedures.

It is also recognised that for some children, variance on some processes may be made to meet any specific social, emotional, learning or other needs which require a personalised approach.



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## 5. Our Principles - the things we will do as adults

- Model compassion, kindness, provide hope and support connection and belonging.
- Understand that any event in a child's life can impact on how they think, feel and act.
- Use logical consequences rather than just simply punishments or sanctions.
- Provide routines, set limits and boundaries.
- Regulate our own emotions.
- Prioritise positive relationships to ensure all children feel safe and secure in line with our Christian values and ethos.
- Apply the behaviour and relationships policy consistently and fairly.

## 6. Roles and responsibilities

### 6.1 The Governing Board

The governing board is responsible for:

- Monitoring the behaviour and relationships policy's effectiveness and holding the headteacher to account for its implementation.
- Considering families' representations about suspensions and permanent exclusions.
- Undertaking their statutory role around suspensions and permanent exclusions.
- Monitoring that all staff have received purposeful training in order that they can undertake their role effectively.
- Ensuring the Headteacher is supported in their role to manage behaviour and relationships across the school community.

### 6.2 The Headteacher

The headteacher is responsible for:

- Personalising, reviewing and approving this behaviour and relationships policy.
- Ensuring that the school environment provides a positive behaviour culture in line with the Christian values and ethos of the Vine Schools Trust.
- Overseeing the implementation of all policies and practice which enable a calm and safe environment for pupils.
- Authorising a suspension or permanent exclusion for a pupil (or the deputy headteacher in their absence).
- Ensuring that staff deal effectively with poor behaviour, including a 'zero tolerance' approach to bullying and prejudice behaviours.
- 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.



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- Offering appropriate training in the behaviour approach/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.
- Offering and providing appropriate support to staff to manage behaviour and relationships effectively.
- Ensuring this policy works alongside the Child protection policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour logs/reports are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Linking with outside agencies to access additional services.

### 6.3 Teachers and Staff

Staff are responsible for:

- Implementing the behaviour and relationships policy consistently and fairly.
- Creating a calm and safe environment for pupils.
- Contributing to the school environment, encouraging a positive behaviour culture in line with the Christian values and ethos of the Vine Schools Trust.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- 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/emotional needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school routines and expectations.
- Recording behaviour incidents promptly and accurately.
- Supporting pupils to meet the school's expectations.
- Communicating and reporting on behaviour and relationships to parents/carers as appropriate.
- Providing support to staff, pupils and parents/carers as necessary.
- Linking with outside agencies to access additional services.

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

### 6.4 Parents and carers

Parents and carers, should:

- Get to know the school's behaviour and relationships policy and reinforce it at home where possible and appropriate.
- Support their child in adhering to the school's behaviour and relationships policy.



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- Inform the school of any changes in circumstances that may affect their child's behaviour and/or relationships.
- Discuss any behavioural concerns with the school promptly.
- Take part in any pastoral work following poor behaviour choices (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 supporting the Christian values and ethos of the Vine Schools Trust.
- Modelling the behaviour expectations outlined in the policy whilst on the school site.
- Ensure compliance to the school visitor charter.

NB. The school will endeavour to build and maintain positive relationships with parents and carers by:

- Keeping them informed about the school's policies and procedures.
- Keeping them informed about developments in their child's behaviour and relationships.
- Working in partnership with them to tackle behavioural and or relationship issues.

### 6.5 Pupils

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

- The behaviour and relationship standards they should be displaying at school.
- That they have a duty to follow the behaviour and relationships policy.
- The school's key expectations and routines.
- The rewards they can earn for positive behaviour choices, and the consequences they will face if they make poor behaviour choices.
- The pastoral support that is available to them to help them make positive behaviour choices.
- Pupils will be supported to increasingly develop an understanding of the school's behaviour and relationships policy in line with Christian values and ethos.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour and relationships policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 7. School Behaviour and Relationships Curriculum

At St Andrew's we adopt and use the relational behaviour model which is the approach from Trauma Perceptive Practice. (The table in Appendix A explains how it is applied).



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We have high expectations for our pupils, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where pupils are representing the school out of hours or off site. This means we:

- Encourage a positive attitude to learning within a safe, happy environment.
- Promote high expectations and enable pupils to become independent responsible learners.
- Encourage a sense of respect for our community and our environment in line with our Christian values and ethos.
- Believe that clear, consistent routines and systems are essential to support pupils' development and ensure the health, safety and wellbeing of everyone in our school community.

At St Andrew's, staff ensure good routines are in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Moving around the school
- Break and Lunchtime

Pupils are expected to:

- 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
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

## 8. Mobile Phones and other electronic devices

Mobile phones are stored in the office during the school day and switched to silent mode. By bringing phones into school parents and carers are accepting responsibility for any loss or damage happening to the phone either travelling to or from school or during the school day.

Mobile phone policy
Child Protection Policy
On-line Safety



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## 9. Responding to Behaviour

### 9.1 Classroom Management

All 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 be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which should 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

### 9.2 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 poor behaviour choices 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 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 for more information – here.

### 9.3 Responding to positive behaviour

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

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

Positive behaviour choices will be rewarded with:
Verbal praise
Stickers
Visits to another teacher
Golden ticket
Recognition boards



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Communicating praise to parents via a phone call or written correspondence
Certificates and special collective worship.
Prize ceremonies or special assemblies
Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
Whole-class points
Team points

### 9.4 Responding to poor behaviour choices (misbehaviour)

When a pupil'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 recurrence of poor behaviour choices.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the pupil knows we are still there, and we recognise their effort and any changes they have made.

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 pupils know with certainty that poor behaviour choices will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. (See Appendix B)

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

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the pupil of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. This will also include exploring the causes of the behaviours and providing the appropriate support.

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

A reminder of the expectations of behaviour as outlined in the policy

A verbal caution/last chance

Expecting work to be completed at home, or at break or lunchtime

Loss of privileges – for instance, the loss of a prized responsibility

Referring the pupil to a senior member of staff



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**More serious sanctions:**

Letter or phone call home to parents

Agreeing a behaviour contract

**Very serious sanctions:**

Removal of the pupil from the classroom

Suspension (fixed term exclusion)

Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Very serious sanctions will only be used as a last resort when all other strategies have been exhausted or if the behaviours are so serious that they impact the safety of themselves or others.

## 10. 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

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.

The use of physical intervention techniques is only one aspect of co-regulation. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

## 11. Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### Confiscation



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Any prohibited items:

- Controlled Drugs
- Alcohol
- Tobacco
- Cigarette papers
- Fireworks
- Pornographic images
- Stolen items
- Weapons or items used to cause harm or an offence

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.

The individual academy will not be responsible for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### Searching a pupil

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

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 headteacher, 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.



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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 co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), 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.

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.



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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 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 (CPOMs)

### 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)



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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 one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them 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 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 headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).



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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.

### Screening

The schools in the Vine Schools Trust do not screen pupils on entry to school

## 12. 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).

## 13. 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.

## 14. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / deputy headteacher will make the report.



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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.

## 15. 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 policy for more information – here.

## 16. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection for more information on responding to allegations of abuse against staff or other pupils.



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## 17. Very Serious Sanctions - Removal, suspension and permanent exclusions

### 17.1 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 an appropriate member of staff authorised by the SLT and will be removed until behaviours have regulated and they are ready to re-enter.

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

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:

Use of teaching assistants

Short term behaviour plans

Long term behaviour

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 on CPOMs.

### 17.2 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 headteacher (or deputy in their absence) and only as a last resort.

Please refer to our suspension and exclusions policy for more information – here.

## 18. Responding to poor behaviour choices from pupils with SEND



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### 18.1 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 poor behaviour choices arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include:

• Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

• Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

• Adjusting uniform requirements for a pupil with sensory issues or a medical condition such as severe eczema

• Training for staff in understanding conditions such as autism/SEHM needs

• Use of safe spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### 18.2 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 expectation 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.



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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.

### 18.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. http://www.essexlocaloffer.org.uk/asking-ehc-needs-assessment/

## 19. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- A reduced timetable
- Daily parental contact at drop off
- Daily contact with the head or deputy teacher
- A report card with personalised behaviour goals

## 20. Pupil transition

### 20.1 Inducting incoming pupils

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

### 20.2 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.



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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 the term or year.

## 21. Training

As part of their induction process and professional development our staff are provided with regular training on managing behaviour and building positive relationships, including training on:

- Policies and practice
- CPOMS
- TPP
- The proper use of reasonable force
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

.

## 22. Monitoring arrangements

### 22.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom, suspension and permanent exclusion.

Attendance

Use of pupil support units, off-site directions and managed moves

Incidents of searching and confiscation.

Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the senior leadership team.

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

At school level

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 pupils are identified by this analysis, the school will review its policies to tackle it.

### 22.2 Monitoring this policy

This behaviour and relationships policy will be reviewed by the headteacher and governance at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 22). At each review, the policy will be approved by the headteacher.

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



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Appendix A

## A Relational Behaviour Model

At St Andrew's we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied

| | |
|---|---|
| Behaviour is something to | interpret |
| Children and young people | are prone to make mistakes and highly responsive to the environment and the context |
| Behaviour management is predominantly through | relationships |
| Children who don't manage should be | understood and included |
| Boundaries and limits are to | keep everyone safe and to meet everyone's needs |
| Rules should be | developed together and adapted where needed |
| Consequences are | only used within a process of restore and repair |
| 'Inappropriate' behaviour is | a sign of unmet need, stress (difficulty in coping), lack of understanding and skills |
| The causes of the difficulties are | mostly in the environment and within the context of relationships |
| The solutions lie in | understanding what the behaviour tells us about the child and their need |
| Practice and policy effectiveness is measured by | wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs |

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attituded and habits.



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## Appendix B

### 30 Second Intervention/Script

### FOR EVERYBODY TO USE WHEN CHILDREN ARE MAKING POOR BEHAVIOUR CHOICES

1. I noticed you are … (having trouble getting started / struggling to focus on your learning task / wandering around the classroom).
2. Remember we expect everyone to be … (lining up quietly / focused on learning / allowing others to focus on their tasks)
3. Do you remember last week when you … (arrived on time every day / got that positive note / received a phone call home)?
4. **That** is what I need to see today.
5. Thank you for listening. (Then give the child some 'take up' time.)

The 30 second intervention

The 30 second intervention is designed to be a planned and predictable and safe way to send a clear message to the child:

"You own your behaviour. Your poor behaviour does not deserve my time.
You are better than the behaviour you are showing today (and I can prove it!)"

Immediately reminding the child of a previous example of their personal discipline / good behaviour / achievement is the key to the scripted response.
Following this, thank the child for listening and move away, leaving the child to their choice.
Don't be tempted to loom over them while they decide what to do … walk away and don't turn back.

If the child responds with an insult / disrespectful mutter, don't be tempted to take the bait. The rest of the class will realise soon enough that you didn't let it go. If you rush back to confront secondary behaviours you pass control over to the child, and you have then lost.
When you walk away write it down, discretely, what happened so that you can speak to the child when everyone is calm.

When delivering a script everything about your physical and tonal approach must scream, "I haven't come here for an argument!" Hide all of your irritation and anger - some children crave this. Leave the child feeling that they can take control of their behaviour themselves, thinking about their actions and knowing that someone important and believes that they are better. Delivering the script takes a great deal of self-control to stop your emotion creeping out. **We will make mistakes**! Yet, when everyone sees that poor behaviour is no longer



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rewarded, that interventions are quick, efficient and predictable, the classroom becomes a safer and less explosive place to learn.

If children turn away from you when you are delivering the script, mimic you, say it with you or deliberately refuse to listen, continue delivering the script.

If a child cries when you deliver the script, say, “I will come back to you when you have stopped crying.” Then you will have to skilfully find your moment to return, often in a breath between howls

Teach the children the script - it shouldn’t be a secret. If other children hear you using the script it is a good thing. It shows them you are consistent and fair and it demonstrates what they might expect if they cross the boundary



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## Appendix C

# Definitions

**Poor behaviour choices (Misbehaviour)** is defined as:

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

**Very Serious misbehaviour** is 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:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- 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)

**Bullying**



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**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:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• 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 |

## Appendix D

## Restorative approach



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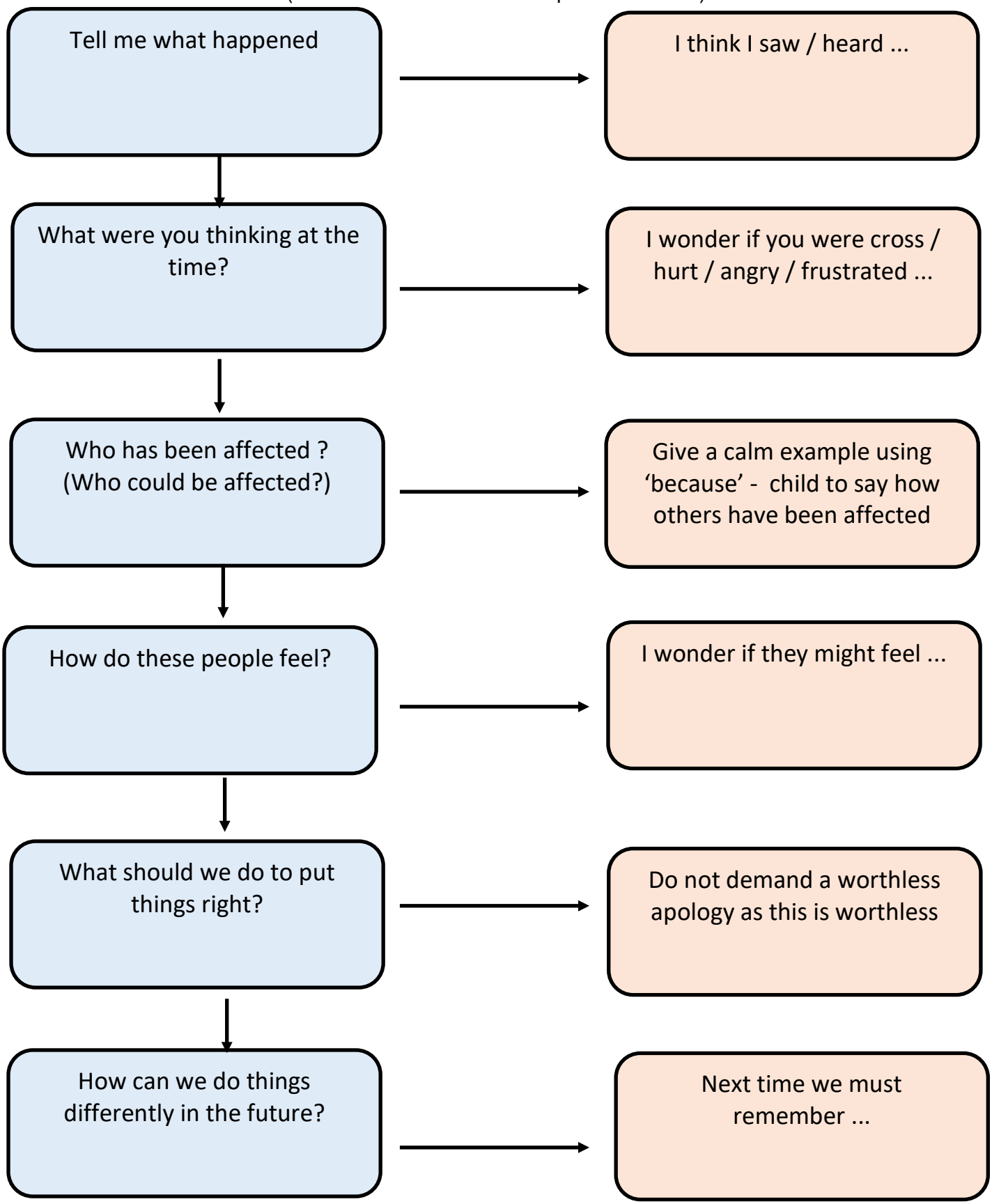
(The restorative conversation p126—Paul Dix)



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## Three Stages to Supporting the Understanding of Behaviour – using the TPP guide

*'A significant proportion of children and young people may need educators to anticipate possible stressors in the normal course of the school day, and to help prevent and manage these. A working assumption for highly fearful or aggressive behaviours, should be that the child or young person has, or is, experiencing stress/distress. It is important and helpful therefore to understand 'challenging behaviour' as a communication or sign of distress or fear. Subsequently this should lead adults to offer different, alternative and more helpful resources which can ensure interventions are supportive and nurturing rather that punitive or shaming.'*

TPP Trainers' Manual page 5

| | |
|---|---|
| **Stage 1**<br><br>Use the Emotional Pot to get to know the child and the family the big picture (holistic sense)<br><br>*Adopt an attitude of curiosity and reflect on the child's circumstance. Sensitively involve all parties who know the child well to gather information. For some CYPs this might involve pupil or parent interview as well as reflection with the staff members working with the child in school.* | |
| **Stage 2**<br><br>Be the Stress detective to find/observe/notice the stressors across the day<br><br>*Stressors could be related to the time of day (when a CYP is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within the CYP's day to notice commonalities and differences.* | |
| **Stage 3**<br><br>Analyse and plan to enable informed co-regulation<br><br>*After gathering assessment information, begin to make a plan for how to support the CYP's co-regulation. Recognise that the adults will need to change their behaviour first.* | |

These 3 stages are explained in more detail below and can be used collaboratively in your school/setting to enable you to more effectively support the child or young person.

**Stage 1.**



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**Use the Emotional Pot to see what's filling it up.**

- ⇨ Why? Why Now?
- ⇨ What's happening? What's happened? What's going on? (Include assumptions)
- ⇨ Feelings: How might they or how do they feel in response to these things?
- ⇨ Thinking: How might they be thinking? What might they be thinking?

| What's happened? | Going on? | Feeling? | Thinking? |
|---|---|---|---|
| **Possible examples**<br>Death of a pet/loved one, parental separation, domestic abuse | **Possible examples**<br>Angry, withdrawn, crying, swearing | **Possible examples**<br>Alone, excluded, confused | **Possible examples**<br>Why me? I am useless… |
| | | | |

- ⇨ What behaviours are you seeing, when and why?
- ⇨ How can these behaviours be reframed?

*Use empathic TPP language to reframe the behaviour as communication in response to stress – See TPP element 5.*

| What are you seeing? | Reframe this behaviour |
|---|---|
| An example linked to above: parental separation<br>Crying<br>Approaching peers with aggression | An example linked to above: parental separation<br>Not able to cope and therefore seeking connection<br>In the 'fight' response |
| | |

**Use – 'A Tool for Understanding and Reframing Behaviour' see Appendix 4**

**Stage 2.**

**Be the Stress detective- find/observe/notice the stressors across the day**

- ⇨ In your 'team around the child' hold a discussion about the child/young person, decide on the stressors you are going to initially monitor e.g. time of day
- ⇨ Monitor through observation the stressors identified across the day
- ⇨ You may need to do this for a number of stressors to build a full picture of the communicating behaviours and stress responses e.g. day of the week, adult teaching/supporting. This can be plotted on a table such as below.



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| States of arousal: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Hyper aroused** | | | | | | | | | |
| Terror | ✓ | | | | | | | | |
| Fear | | | | | ✓ | | | | |
| Alarm | | | | | | | | | |
| Alert | | ✓ | | | | ✓ | | | |
| **Window of tolerance** | | | | | | | | | |
| Calm/engaged | | | ✓ | ✓ | | | ✓ | | |
| **Hypo aroused** | | | | | | | | | |
| **Low** | | | | | | | | ✓ | ✓ |
| **Stressor:**<br>⇨ **Time of the day** | 8:45 am | 9:15 am | 10:00 am | 10:30 am | 10:40 am | 11:00 am | 12:00 pm | 2:00 pm | 3:00 pm |

You can also use the STAR analysis framework to help you monitor trends and patterns.

## Stage 3.

### Plan for co-regulation to help prevent the overflow of the 'emotional pot'

| | |
|---|---|
| ⇨ | The adult provides opportunity to co-regulate by turning the tap.<br>Self-regulation will follow on from this. Children always need to be successfully co-regulated in order for them to be able to successfully self-regulate (soothe themselves). |
| ⇨ | The level then falls to one of emotional containment. |

⇨ **The personalised stress/distress management plan**



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**Adult Response Plan**

| | |
|---|---|
| **Window of Tolerance Description**<br>**What the child is like when regulated, calm and engaged?** | **How best to support and maintain this and support regulation** |
| **Dysregulation Description**<br>**What are the first signs that things are becoming too stressful?** | **Strategies to support and to co-regulate** |
| **Where does this stress behaviour lead to next?** | **What we are trying to avoid?** |
| **Hyperarousal** | **Interventions necessary to support, co-regulate and keep everyone safe** |
| **Hypoarousal** | **Interventions necessary to support, co-regulate and keep everyone safe** |

## Appendix E



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## Risk Assessment

### Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff/pupils can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the pupil in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable pupil (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified pupil or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.



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