BEHAVIOUR POLICY

SCOPE:	Academy Policy
AUTHOR/ORIGINATOR:	Principal
NAME OF RESPONSIBLE DIRECTOR/PRINCIPAL:	Academy Principal
APPROVING COMMITTEE:	Academy Committee
STATUTORY BASIS:	Statutory Policy
REQUIREMENT TO PUBLISH ON WEBSITE:	Yes
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Outstanding Achievement for All

Contents

Statement of Intent

Ambitions Academies Trust (AAT) is committed to taking all steps possible to avoid placing anyone at a substantial disadvantage and to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

AAT is committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness across AAT.

This policy must be adhered to by all staff, pupils, parents/carers and visitors.

Signed:

Principal   Date   12 October 2022

CEO   Date   12 October 2022

Aims:

Queen's Park Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Queen's Park Academy has established a baseline of expectations it requires pupils to meet during their day-to-day learning. The underlying message within this baseline expectation is that all pupils are, 'prepared to learn' and have 'high expectations.' This baseline is:

- Maintain and promote high expectations in everything they do;
- Work hard and to the best of their ability;
- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space;
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand;
- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers and all adults in the Academy;
- Work sensibly with other children in the classroom; talk quietly and not interrupt;
- Behave sensibly and in an orderly fashion when moving around the school, walking on the left in single file; look after personal belongings; take good care of the Academy environment; tidy away equipment;
- Take responsibility for their own actions and consequences;
- Develop the self-esteem of everyone in the Academy, through praise, rewards, teamwork;
- Promote mutual respect;
- Create a climate in which quality relationships can develop between everyone in the Academy;
- Promote mutual understanding and teamwork in order that an atmosphere is created for effective learning.
- To create a safe and secure learning environment in which everyone is treated fairly and with respect;
- To ensure that children behave appropriately in order that they may develop academically, socially and emotionally;
- To set acceptable standards of behaviour, challenging and disciplining misbehaviour;
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.

Rewards and sanctions are seen as a logical consequence of behaviour. They serve to recognise and reinforce effort to adherence to the academy's behavioural expectations and can be implemented to try and remediate issues and prevent behaviour that falls below expectations from escalating.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

Pupils will be provided with support and encouragement to help them adhere to the expected behavioural standards. These are important as they serve to create a safe, respectful learning environment in which all pupils can learn and thrive.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Legal Framework:

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for Headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil and Parent Code of Conduct – signed when children start at the Academy
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection Policy
- Anti-bullying Policy

Roles and responsibilities

The AAC (Academy Advisory Committee) will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Principal will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the AAC on the implementation of this policy, including its effectiveness in addressing any SEMH related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with this Policy.

The SENCO / Inclusion Lead will be responsible for:

- Collaborating with the AAC, Principal and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's SEND Policy
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO / Inclusion Lead
  - Principal.
  - Head of Year and Vice Principals
  - DSL
- As authorised by the Principal, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Bullying takes many forms and can include: physical assault, teasing, making threats, name calling and cyberbullying.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that requires the immediate attention of a staff member.

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour. A child who retaliates will be seen to be at fault as well.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Principal will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

A record is kept of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Amended seating plan in the classroom
- Removal of privileges
- Detention – break or after school
- Liaison with parent / carer if appropriate

Following repeated incidents of unacceptable behaviour, the following sanctions / actions, in addition to above, will be implemented:

- Individual targets and specific rewards for the child separate from star reward system through the use of a monitoring card.
- Regular parent/carer, HOY/SLT and class teacher meetings.
- Pupils should make up time lost where appropriate in order to complete assigned work.
- Creation of an Individual Behaviour Plan, completed with pupil and parents/carers
- Work left unfinished as a result of poor behaviour will be completed in the pupil's own time.
- Break time or lunch time detentions
- After school detentions – these detentions can vary in length dependent on the behaviour, they can vary from 30 minutes to 1.5 hours.
- The Principal will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Principal determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The Principal will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction (alternative provision).

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Principal.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and Inclusion Team are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term monitoring cards
- Long-term behaviour plans
- Alternative Provision support
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum (which is incorporated into the PSHE curriculum), in order to enable them to understand what

behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

To better understand their own emotional responses to situations and rights and responsibilities, the Academy visits topics during PHSE, other curricular lessons and assemblies. Where possible the Academy takes opportunities to use outside agencies to support the teaching of our culture and ethos, - through showing how the academy's culture and ethos supports wider societal expectations such as the Schools and Community Team. It is of great importance however, that children understand that all children are different and may be responded to slightly differently. It is key to teach our children that they are all treated fairly but not necessarily in the same way. It is also important when dealing with situations that the behaviour is targeted and not the child as it is vital to understand that all behaviour is communication, and we continually seek to identify the cause rather than just dealing with the symptoms.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, a graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Equipment to support the child's sensory needs such as fidget toys, chair bands, wobble cushions etc.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Used appropriately physical intervention can be viewed as taking control of a child who has temporarily lost the ability to regulate their own actions with the intention to return control to the child at the earliest possible moment.

Legally we are able to intervene if:
- The child is liable to cause physical harm to themselves or to another person.
- They are likely to cause considerable damage to property.
- Their behaviour is undermining the learning environment of the school.
- They are in danger of committing a criminal offence.

Physical intervention is never used as a punishment. Physical intervention should be reasonable and proportional to the perceived risk and should not be attempted if to do so would place the member of staff in unreasonable danger. This could be for example when a single member of staff is present during a fight and to intervene is likely to result in their injury therefore staff must intervene.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, written records are to completed using the Academy Template.

At Queen's Park Academy we seek to minimise the use of physical intervention by emphasising the importance of other strategies and by encouraging the child to explore different behaviours to express their feelings.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school

- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required. The Principal will request that the pupil's class teachers set them appropriate work to complete.

The Principal / SLT will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Restorative Approaches

It is often appropriate for our Academy to use restorative approaches which encourages pupils to take responsibility for their own behaviours and how they approach accepting and understanding the consequences for that behaviour. Restorative approaches seek to rebuild relationships that may have broken down due to behavioural incidents and are a way of teaching pupils and staff to see issues from different stand points. Restorative approaches serve to build emotional intelligence and can support the development of empathy focusing on the consequences of behaviour and its impact.

Consistency across the Academy also allows pupils to predict outcomes for their actions and then make appropriate choices regarding their behaviour.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be

made aware of when it may be used. The Principal / SLT will make the decision to issue an after-school detention to a pupil.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions, however, parents will always be notified of the detention, the reasons for it and the length.

When issuing detentions, the Principal / SLT will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, adequate time will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Suspension or Permanent Exclusions
Escalating, inappropriate behaviours or serious breaches of the baseline behaviour expectations can result in further sanctions. Strategies to support the pupils in these instances could include Suspension or Permanent Exclusion, however these are deemed as a last resort.

Our Attitude to Exclusion:
We cater for young children in our communities, often with high levels of special, social and emotional mental health needs. We accept our coping capacity and skills in management has to be sufficient to cope with most behaviours that challenge our school environment: staff, pupils and physical space.

We are committed to ensuring that we have the knowledge, skills and resources which enable us to manage and support pupils to work within the behavioural expectations of the academy. The notion of acceptance, effective management, pastoral, sensory and intermediate therapeutic interventions are central to our philosophy. We accept that our children who find schooling and social interaction difficult for different reasons will often display behaviour that at times we may find troublesome.

We have always taken the stance that our pupils are unconditionally given the support and guidance when they need it so that they can regulate their behaviours within our behaviour policy.

Exclusion, therefore, is very rarely used in our academy and should always be considered as a last resort.

Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child on child sexual abuse and discrimination are detailed in the Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Prohibited items, searching pupils and confiscation

Principals and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item and confiscate the item/s. The prohibited items that may trigger a search are:

- Alcohol or other chemicals
- Knives and weapons
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vapes and e-cigarettes
- Fireworks
- Inappropriate images.
- Energy drinks
- Aerosols
- Lighters or matches
- Electrical devices such as phones or tablets
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements, following academy guidance.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Home School Agreement, which requires pupils to:

- Be organised with correct equipment and keep my drawer and classroom tidy.
- Be on time for lessons and bring homework in on time.
- Keep my homework diary up-to-date (Years 5 and 6)/reading record (Years 3 and 4).
- Wear correct uniform and shoes.
- Have high expectations of myself.
- Support school activities and talk with my parents about what I am doing.
- Always conduct myself in a way that supports the school's belief that:
  "High Expectations lead to High Achievers".

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Stars – good behaviour, manners, homework, hard work etc
- Badges – to celebrate gaining 100 stars
- House System
- Pupil Passports – certain agreed activities
- Postcards home
- Positive phone calls home
- Attendance awards
- Sporting awards
- Prefect roles of responsibility
- Head Boy/Girl
- House Captains
- Character Awards

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Use of pupil support units (Alternative Provisions) and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, AAC, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the Principal and the SLT in accordance to the Self Review Monitoring Programme. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the Principal on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.