Behaviour policy

The Alwyn and Courthouse Federation

Approved by:	Governing Board
Last reviewed:	Summer 2024
Next review due:	Summer 2025

We Value
Kindness, Building Belonging and Making choices

1. Aims

- Rehearse routines regularly
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

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

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.   We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing and the school is able to suggest local parenting courses to parents.

Pupils

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

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

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

4. Key Principles

Behaviour as Communication: Recognising that behaviour is a form of communication helps staff to understand the underlying needs or emotions driving a child's actions. Instead of viewing disruptive behaviour as requiring a sanction, this approach encourages identifying the root causes such as anxiety, frustration, or an unmet need.

Regulate, Relate, Reason: Regulate: Helping children to manage their emotions by explicitly teaching self-regulation strategies. This involves teaching and modelling techniques to manage big feelings, such as deep breathing, mindfulness, or taking a break. To quote L.R. Knost, 'When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos.' This can take time and may involve swapping places with another school adult if necessary.

Relate: Building strong, positive relationships between children and staff, particularly their classroom adults. A supportive relationship makes children feel safe and understood, which is essential for effective learning and emotional development.

Reason: Once a child is calm and feels connected, they are better able to engage in reasoning and problem-solving. This step involves discussing the behaviour, understanding its impact, and finding constructive solutions together.

Repairing Relationships: Conflicts and misunderstandings are inevitable in any school or community. The relational approach emphasises the importance of repairing relationships after a conflict. This involves acknowledging hurt feelings, taking responsibility for actions, and working towards reconciliation. It teaches children the value of empathy, accountability, and forgiveness.

Focus on Emotions

Identifying Emotions: Staff are encouraged to help children validate, identify and name their emotions and recognise the physical effects on their bodies. This can be facilitated through emotion charts, regular check-ins, circle times/PSHE lessons and guided discussions. When children can articulate how they feel, they are better equipped to manage their responses and seek appropriate support or help.

Recognising the Impact of Emotions: Teaching children how emotions affect their own behaviour and the behaviour of others fosters empathy and social awareness. Lessons and activities that highlight the connection between emotions and actions can help children understand the importance of emotional regulation in maintaining positive relationships.

Emotion Management Strategies: Providing children with a toolkit of strategies to manage their emotions is essential. It is important to teach children that their emotions are valid but they have a choice in how they react and manage them. Positive strategies can include breathing exercises, movement/sensory breaks, journaling, drawing or talking with a trusted adult. These strategies empower children to take control of their emotional responses in a healthy way.

Implementation Strategies

Professional Development for Staff: Continuous training for all staff on the principles of the relational approach, emotion regulation techniques, and conflict resolution strategies is crucial. This ensures a consistent and informed approach across the school.

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

- Safeguarding and Child protection
- The behaviour policy document
- Quality first teaching principles
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Integration into Curriculum: Incorporating social-emotional learning into the curriculum helps normalise discussions about emotions and relationships. Lessons can include role-playing scenarios, stories that highlight emotional experiences, and group activities that build cooperative skills.

Creating a Supportive Environment: Establishing a school culture that prioritises emotional well-being and positive relationships involves creating safe spaces for children to express their feelings, having open lines of communication between home and school, and fostering a sense of community and belonging.

A relational approach aligns with the understanding that behaviours are communications of underlying emotions. To use an iceberg analogy, the behaviours exhibited by children are the tip of the iceberg so we need to uncover the hidden reasons below the surface. By focusing on regulation, relationship-building, and reasoning, and emphasising the importance of repairing relationships, schools can create an environment where children feel safe, understood, and empowered to manage their emotions and responses/actions. This approach not only addresses immediate behavioural issues but also equips students with essential life skills for emotional intelligence and positive relationships.

5. 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy can be found here in our Anti Bullying Policy.

The School Anti bullying strategy ensures:

Preventative measures are in place through our PSHRE curriculum.

When incidents occur:

- they are appropriately investigated by either the Year Leader, Head of School or if necessary, the Executive Headteacher
- pupils are heard and listened to
- offered emotional and pastoral support
- parents are contacted
- if necessary consequences are applied
- incidents are logged and recorded
- Governors are informed through the School Report to the Governing Board

6. School rules and expected behaviour

In order for Alwyn to have a calm and purposeful atmosphere, we have our Alwyn Aims:
- Kind hands, kind feet, kind words
- Say how we feel
- Look and listen
- Always do our best

In order for Courthouse to have a calm and purposeful atmosphere, we have three rules:
- Be ready
- Be respectful
- Be safe

Pupils at both schools 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 calmly around the school
- Treat the school buildings and school property with respect
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6. Teaching positive behaviour
All children must have basic needs met before they can learn; to feel safe, settled and ready to learn. To meet these requirements adults will work hard to establish expectations, routines and boundaries by explicitly teaching and modelling the correct behaviours while recognising and understanding when children are dysregulated. Establishing these enable positive relationships to thrive.

Both schools are working on trauma informed – attach aware practices and ensure that the needs of pupils are met first and foremost throughout our schools.

7. Rewards

Alwyn	Courthouse
Assembly trophy	House points
Kindness tree	Postcards
Positivity Tree	Certificates
Golden Book	

Class Goals	
At Alwyn, our rewards are linked to our rules	At Courthouse, certificates in assembly are given to children who have lived our values of building belonging, showing kindness or doing the right thing.

8. Consequences - Responding to inappropriate behaviour as a teaching opportunity

As all behaviours are seen as a form of communication it is important to identify or pre-empt any causes and deescalate situations as soon as possible.

When dealing with children who are dysregulated or finding it difficult to follow the school rules the schools will follow their defined approaches:
- Regulate: provide time and space for the child to feel calm and safe.
- Relate: validate their feelings using short clear sentences and focus on connecting (I can see you are …)
- Reason: once calm, discuss the trigger and strategies to manage it positively while reinforcing the school rule or expectation.

Any consequence that is applied by adults is done so with the goal that it will support the learning of appropriate behaviours and the importance of following rules in school and the community.

Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 to anticipating and removing triggers of misbehaviour include but are not limited to the following.

- Short planned movement breaks for a pupil with SEND who finds it hard to sit for a long period of time
- 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 who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of our Universal offer for pupils with SEND
- Use of additional spaces (calm corners, concentration stations, sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

De-escalation strategies
De-escalation strategies are in place to diffuse negative behaviour or a negative situation. Some of these strategies include:
- Calmed and relaxed tone of voice.
- Simple and direct language, avoiding sarcasm or being defensive
- Adequate personal space and offering a 'escape or calm down' route
- Open and accepting body language (not standing crossing your arms)
- Reassurance and creating an agreed goal or outcome.

Adapting sanctions for pupils with SEND
When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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/carers to create the plan and review it on a regular basis.

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

10 Serious consequences

10.1 Reflection

Reflections can be carried out by members of staff across both schools.

When a moment of reflection is used, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with missed learning opportunities

10.2 Removal from classrooms

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

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

Removal is a serious consequence and will only be used in response to serious misbehaviour. Senior leaders can only authorise the removal of a pupil from a classroom. 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 senior leaders and will be removed for a set period of time.

Pupils will not be removed from classrooms for prolonged periods of time (longer than a session) without the explicit agreement of the Executive Headteacher/ Head of School .

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 and to support rebuilding relationships.

Parents/carers will be informed as soon as possible if their child has had to be removed from a 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 report cards
- Long-term behaviour plans
- Pupil support units
- 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 CPOM.

11 Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the Executive Headteacher or Head of School in their absence and only as a last resort.

Notifying appropriate bodies regarding exclusions
The Executive Headteacher must, without delay, notify the governing board and the local authority of:
- a permanent exclusion (including where a suspension is made permanent);
- suspensions which would result in the pupil being suspended for more than five school days (or more than ten lunchtimes) in a term; and
- suspensions which would result in the pupil missing a public examination or national curriculum test.

The governing board has a duty to consider parents' representations about a suspension or exclusion. The requirements on a governing board to consider an exclusion depend upon a number of factors. The governing board must consider the reinstatement of a suspended or excluded pupil within 15 school days of receiving notice of the suspension or exclusion if:
- the exclusion is permanent;
- it is a suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

11.1 Returning from a suspension

Following a suspension, a re-integration meeting will be held involving the pupil, parents / carers, a member of senior staff and other staff, where appropriate. A Behaviour Plan may be written.

Reintegration Strategy - Key features of successful reintegration:

- The whole school community accepting and adhering to a genuinely inclusive and accepting ethos.
- Pupils being listened to and having their point of view understood, especially how any additional needs impacts on them as an individual.
- School staff building a stable, trusting and nurturing relationship with the pupil.
- Aiming to reduce a pupil's anxiety/stress so that they increase their resilience and willingness to engage in learning.
- Working to facilitate positive peer relationships.
- Forming a positive and constructive relationship with parents, carers and other professionals.
- Staff working together as a team, supporting one another; looking for solutions together and agreeing consistent approaches.
- Good partnership work across education, health and care.
- Using strategies to help a pupil to communicate in a way that meets their needs.
- Being clear what action will be taken if the pupil reaches crisis.

A successful reintegration meeting...

- Is planned

- Understands the impact of an exclusion
- Is a time for reflection
- Is when pupils, parents and staff have an opportunity to share
- Aims to reduce anxiety and raise confidence and
- Assesses the risk
- Ensures reasonable adjustments are made
- Creates a readiness to return to learning

Please refer to our suspensions exclusions policy for more information which can be accessed here Alwyn Infant School Policies and Courthouse Junior School Policies.

12 Mobile phones

Our current expectations around mobile phones are as follows:

- Year 6 children only are allowed to bring them on school site
- They must not be taken out once on school property
- They must be handed in to the teacher on arrival
- They will be returned at dismissal
- They must be in concealed until children are off the school site

Further information can be found in the Federation Mobile Phone and Online Safety Policies.

13 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/carers (see appendix 3 for a behaviour log)

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.

14 Confiscation and searching

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

Confiscation

Any prohibited items (listed above) 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/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher, Head of School or by the Executive Headteacher or Head of School 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 make sure 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 Executive Headteacher, Head of School or designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Executive Headteacher, Head of School or DSL, to try to 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 causing disorder.

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

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL 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 above
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, 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/carers, 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 information about the role of the appropriate adult).

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

15 Off-site misbehaviour

Consequences 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

Consequences 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

Consequences 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).

16 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.

Incidents of Online misbehaviour may be reported to the police.

17 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 Head of School or Executive Headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

18 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information which can be accessed here Alwyn Infant School Policies and Courthouse Junior School Policies.

19 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 and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils. This can be accessed via the following links Alwyn Infant School Policies and Courthouse Junior School Policies.

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 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.

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

21. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed at frequent intervals by senior leaders and shared with governors.

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

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

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

Monitoring this policy

This behaviour policy will be reviewed by the Executive Headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 21.1). At each review, the policy will be approved by the Governing Board.

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

22. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Online Safety policy
- Anti-Bullying Strategy

Appendix A: Behaviour principles written statement
- Every child and adult has the right to feel safe, valued and respected, and learn / work free from the disruption
- We expect mutual respect between adults and children and between each other.
- All pupils, staff and visitors are free from any form of discrimination.
- Children are taught standards of behaviour expected by the school.
- We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- Suspensions and exclusions will only be used as a last resort.
- When making decisions the school must balance the needs of the individual with those of the school community and where a child's behaviour places others at risk, the safety of the children and adults as a whole is paramount.
- Some children, for example those with special educational needs, physical or mental health needs, and looked after children can experience particular difficulties with behaviour and the school will seek to ensure that such children receive behavioural support according to their need.
  Violence or threatening behaviour will not be tolerated in any circumstances

Appendix B - Definitions

These are the broad definitions the schools use when referring to or managing behaviour.

Good Choices: These refer to any action or attitude that conform to the reasonable expectations of the school community, or demonstrate a pupil making a concerted effort to improve previous poor choices. Good choices are defined by a clear adherence to the Guiding Powers.

Poor Choices: These refer to incidents and occasions when individuals behave in a way that is not aligned with the school values or rules. They, prevent the learning of themselves and others, or lowering the reputation of the school.

Consequences: These refer to an action that occurs as a result of an escalation of, or a severe, poor choice. These are decided by a combination of pupil, class teacher, witnessing adult, and the relevant member of the senior leadership team, depending on the age of the pupil and the nature and severity of the incident.

Low-level: Refers to poor choices that are insignificant as stand-alone incidents, but cumulatively create consistent disruption to the flow of the learning.

Moderate: Refers to incidents that are not in line with the rules and values and are a reason for a warning or escalation to the next step of the behavior management system.

Serious: Refers to incidents of a nature that require direct action and outside of the scope of the behavior management system.

Dysregulation: Dysregulation, or emotional dysregulation, is an inability to control or regulate one's emotional responses, which can lead to significant mood swings, significant changes in mood, or emotional lability. It can involve many emotions, including sadness, anger, irritability, and frustration.

Appendix C – Behaviour Blueprint

Every Child Flourishing

Positive recognition	Promoting Positive Behaviour by:	Reasonable adjustments
• Class / school goal • Telling parents • Sending to other staff to share success • Postcards / Tokens / stickers • Celebration / Golden Book Assembly	• Emotionally stable • Build positive relationships • Signal for attention • Set and rehearse routines • Only talk when the group is silent and looking at you • Stand still to speak and give good eye contact • Clear and concise expectations • Use non-verbal cues to avoid disruption to flow • Always keep expectations – don't ease off	If additional needs / care are identified, adults make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond to situations. **Adult Reflection** 1. What went well? 2. What didn't go well? 3. What would we do differently next time?

Level 1	Level 2	Level 3
• Defiance • Light physical touch • Unkind (words, hand, feet) • Disruption to class / learning	• Physical contact e.g. pushing over, kicking • Repeat / reactive defiance (in the moment) • Threat of serious physical harm • Swearing	• Racism • Bullying • Serious physical harm to another • Threat of harm to others / self
Who: CT / TA **Action:** • Verbal reminder • 3Rs *if repeated, move to level 2	**Who:** YL / alternative YL **Action:** • Investigate (who, what, when, actions, outcomes) • 3Rs • CPOMS • Phone call home • Consideration of ABC chart, Boxall profile, behaviour plan *if repeated, move to level 3	**Who:** SLT **Action:** • Investigate (who, what, when, actions, outcomes) • 3Rs • CPOMS • Meeting with parents • Behaviour Plan *may result in isolation / exclusion at the discretion of the SLT team.

All behaviour is communication. All interactions are interventions.

Emotion coaching uses moments of heightened emotion and resulting behaviour help the child to understand their feelings, why they occur and more positive ways to manage them.

Restorative Practice		
Regulate *If children are not regulated, then they are not ready to engage in a conversation. Watch from a distance / stay with them 'I am here to keep you safe'. Be regulated for them.*	**Relate** *Children need to know that how they feel is ok and valid. The actions due to these emotions may not be ok or acceptable, but they need to feel understood.*	**Reason** *Restorative and reflective conversation about what happened, who was affected, what could have been done differently, what rules were broken to get children to reflect themselves on their choices.*
You seem (emotion)? Do you need some time or are you ready to talk? (1,2 or 5 minutes choice) Your heart is racing / you are getting hot. (narrate for the child if needed) Tell me what happened.	**I would be** (emotion) too if (event) had happened **It's understandable** that you are (emotion).	**It is ok to feel** (emotion), **but it is not ok to** (insert action) **because** this is not (safe, kind, respectful, hurts others). Which rule/value did you break? What could you have done differently? What would have happened if you had chosen to (walk away, tell an adult)? What will you do next time?
Phone call: (name of child) is fine. Is now a good time to talk? Brief outline of event Don't discuss other children May I ask for your support in reiterating the rules with (name of child) Thank you for your time and support.		

"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos."
L. R Knott

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating.

- The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

  These can be highlighted as triggers, for example: Being asked to stop or start specific tasks or activities, e.g., task transition, a particularly easy or difficult assignment/activity, Independent work, Group work, Being told 'no', Loud noises or bright lighting, A comment or action from another child, Absence of attention (e.g., teacher diverted to another child, or peers working quietly and not looking at the child), Being in 'free-play' (no instructions or guidance), Praise.

  Slower/wider triggers: Time of day (influencing hunger and energy levels/tiredness), Medication, Routine disruption, Family events such as new sibling or bereavement, Specific people/children being present.
- 'B' refers to an objective and clear description of the *behaviour* that occurred e.g., X threw item on the floor.
- 'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g., children moved away from X, noise levels in the room decreased. Consequences may serve to maintain, decrease or increase the frequency of behaviour depending on whether they are positive or negative. Typical consequences on the named child could be: Repeat of request by teacher or another adult, Being given a choice, Behaviour being ignored (no action), Item or toy taken away/received, Time-out/sent out of class, Spoken to by teacher or other adult (negative attention), Praise or reassurance from a teacher or other adult (positive attention).

It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:
- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:
- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?

- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?

2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?

3. How have you addressed the need that the child was trying to communicate?

4. Is there any need for a reward / incentive scheme in the short-term?

5. Have you communicated your plan to everyone who will be working with the child?

ABC (Antecedent, Behaviour, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that may have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour