

CHULMLEIGH ACADEMY TRUST

Behaviour policy and statement of behaviour principles

Approved by:

Directors

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1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (if the behaviour is online, that is considered to be an aggravating factor, often making it worse)
- Refusal to accept the school rules
- Refusal to show any remorse for wrongdoing
- Refusal to give an undertaking that school rules would not continue to be breached
- 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 cigarettes or vapes whilst on the school premises or in school uniform
- Racist, sexist, homophobic or discriminatory behaviour
- Undermining the work of staff
- Undermining the school's ethos
- use of foul and abusive language or using gestures that are obscene
- refusal to follow reasonable instructions from a member of staff"

- › rudeness to a member of staff
- › Being in the company of another pupil who is smoking
- › Assaulting a member of the school community
- › Possession of any prohibited items. These are:
 - Cigarettes
 - Vapes
 - Knives or weapons
 - Water pistols
 - 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)

4. Bullying

Please see our anti-bullying policy

5. Roles and responsibilities

5.1 The Board of Directors

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

5.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

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

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

Pupils will be supported to meet the behaviour standards

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

6. School behaviour curriculum

We believe it is more important than ever that our school promotes a culture of excellent behaviour. In our PHSE curriculum, we emphasise the importance of good behaviour in schools. All teaching staff remind pupils of our expectations (see PHSE Curriculum)

- 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 around the school system in an orderly way, including following any one-way systems in place
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

Pupils are allowed to have mobile phones with them on site on condition that they are switched off and out of view and that they respect these rules.

If staff see mobile phones, they will confiscate them

Within one term:

A first confiscation will lead to the phone being removed for one day

A second confiscation will be for 5 school days

A third confiscation will lead to a request for a parent to pick up the phone after it has been confiscated for 5 days. After a third confiscation, the school will ban the pupil from bringing a phone into school if the Executive Headteacher or (in a primary school) the Head of School believes that is appropriate.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Make classroom rules clear
- Develop a positive relationship with pupils, which may 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
 - Using online systems to communicate matters relating to behaviour to pupils and parents

- Having a plan for dealing with low-level disruption, including “parking” pupils within the department
- Using positive reinforcement

7.2 Safeguarding

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

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

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

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

7.3 Responding to good behaviour

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will acknowledge 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 will be rewarded with:

- Verbal praise
- Communicating with parents, including using online systems
- Positions of responsibility

And in the secondary school:

- House colours
- House points
- Postcards home
- Scholar Awards for high levels of effort

7.4 Responding to 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 misbehaviour.

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 misbehaviour 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.

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

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.

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

- › Sending the pupil out of the class for a short period
- › “Parking” a pupil with another teacher

- › A verbal reprimand and reminder of the expectations of behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour plan
- › Putting a pupil 'on report'
- › Suspension
- › 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. Decisions will have regard to the impact on perceived fairness and therefore the standard of behaviour in the school.

7.5 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
- › Attempting to leave an area in order to cause 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.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher (or Head of School in a primary school), or by the Executive Headteacher or Head of School themselves.

Subject to the exception below, any search will take place in the presence of two members of staff and at least one will be of the same sex as the pupil.

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 Executive Headteacher (or Head of School in a primary school), Designated Safeguarding Lead (DSL) (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, DSL, Deputy Headteacher or Assistant Headteacher to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL 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.

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 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.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 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 Executive Headteacher, Head of School, Deputy Headteacher or Assistant 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 DSL will make a tandem report to children's social care, if appropriate.

7.11 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.

8. Serious sanctions

8.1 Detention

All teachers are authorised to carry out detentions at lunch periods.

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

8.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Executive Headteacher, Head of School, Deputy Headteacher or Assistant 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.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent breaches of this policy, which has not improved following in-school sanctions and interventions.

By law, the decision to exclude a child from an academy, whether for a fixed period exclusion (also known as a suspension) or permanently can only be made by the head teacher of an academy or an acting head teacher.

The Heads of Schools of the Trust's primary schools are the head teachers of their schools and may issue fixed term exclusions. The Executive Headteacher is a headteacher of all the schools in the Trust and may also issue fixed term exclusions in any school in the Trust.

While the Heads of Schools of the Trust's primary schools have the legal power to exclude a child permanently, it is the Trust's policy, in light of the seriousness of this sanction, that only the Executive Headteacher will permanently exclude a pupil from any school in the Trust.

If a Head of School considers that permanent exclusion may be appropriate, he or she will discuss the circumstances with the Executive Headteacher, who will decide whether to exclude the child permanently, taking into account the DfE's [statutory guidance on exclusions](#).

8.4 Primary School Pupils

Appendix 2 shall apply to the management of behaviour in Chulmleigh Academy Trust's primary schools, in addition to the relevant points above.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must 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.

9.2 Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.
- Whether the pupil is likely to behave aggressively due to their particular SEND.

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDSCO) 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 to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured.

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.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings, which may or may not be minuted.
- Daily contact with a named member of staff

- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

12. Training

As part of their induction process, our staff are provided with training on

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Staff will attend training courses as appropriate

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension

13.2 Monitoring this policy

This behaviour policy will be reviewed regularly by the Board of Directors

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Drugs policy
- Anti Bullying Policy

Appendix 1: Pupil code of conduct

All 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 property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Support the ethos of the school
- Accept responsibility for their learning

Appendix 2: Primary Schools' Behaviour Management Statement

At Chulmleigh Academy Trust's Primary Schools, we create a climate underpinned by The Trust values of Compassion, Ambition and Teamwork.

Positive attitudes and relationships allow and encourage practices which guarantee the success of inclusion. Attitudes govern all day-to-day practices of classrooms and schools. An inclusive school prioritises relational practice and removes barriers to learning and participation. We manage and support behaviour using relational and restorative practice and principles. These principles are underpinned by our Trust Inclusion Pledge and the recommendations of the EEF's 2019 report:

Our Trust is the very best health between;

- person
- Child/young person and child/young person
- Child/young person and school staff

invested in supporting possible relational

- Parent and child/young

- Parent and school staff
- School staff
- School staff and senior/Trust leaders
- School staff and external agencies.

To this end our Trust is committed to educational practices which **Protect, Relate, Regulate and Reflect;**

In our Primary School and nursery provision we aim:

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between all stakeholders.
- To help children develop a sense of worth, identity and achievement
- To help children to form positive internal working models of self, others and the world
- To help all children to accept responsibility for their own actions and to consider the impact of their behaviour upon relationships through the use of restorative approaches
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistently safe and caring that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support with unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is "connection before correction"
- Pupils are provided with excellent role models
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children and young people are within their control.
- Staff have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met. There will be times when we need to be flexible around boundaries depending on pupil needs. We always make reasonable adjustments.

Communication – Appropriate language

Restorative Approach

Restorative approaches also known as restorative practice create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found to be very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability.

Restorative approaches are not intended to replace the use of consequences but support the decision-making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in education.

Good routines rooted in a low arousal approach MUST be in place for:

- Start and end of day
- Transition times
- Lining up including assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes
- Taxi/Bus/Transport time
- Start and finish of the day

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. We must be consistent in our application of the rules, codes of conduct, rewards and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in our systems. We always make reasonable adjustments.

- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.
- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.

All staff will do the following to support the relational based behaviour principles: Protect, Relate, Regulate and Reflect;

Protect

- Empathise
- Use an attachment / trauma informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Demonstrate unconditional positive regard
- Ensure 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers.
- Will provide routine in every lesson, in every classroom so pupils know what happens next
- Will provide activities at breaktime to help manage social time.
- Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).
- Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- A whole school commitment to ensure no use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- Staff 'interactively repair' occasions when they themselves move into defensiveness.
- Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.
- Vulnerable children have easy and daily access to at least one named, emotionally available

adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

- School staff adjust expectations around vulnerable children to engender equity and correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground/social spaces can access a calmer, smaller areas with emotionally regulating adults).
- Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time.
- The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Help pupils to find ways to recognise and manage emotions in an appropriate way supported by adult emotional co-regulation.
- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Will respond calmly to help pupils become calm
- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.
- The emotional well-being and regulating of staff is treated as a priority to prevent burnt out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff (working cooperative alliance), children are given the means and opportunity to symbolise painful life experiences through images/play and artistic expression as well as words, as a key part of 'working through' these experiences and memory re-consolidation.
- Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- PSHE (Personal, Social and Health Education) and psycho education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'.

- Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences and developing resilience.
- Staff referencing and helping them develop positive, coherent narratives about their lives.
- A behaviour policy based not on punishment, sanctions, resolution and interactive repair (e.g. restorative conversations).

Pupils who experience anxiety:

Due to the differing needs pupils sometimes are in a state of high anxiety. We offer pupils different calming strategies and areas around the school for them to regain composure and be supported through co-regulation strategies. To help lessen anxiety and help pupils to self-regulate they also have access to:

- Safe spaces in classrooms
- Outside space to physically cool down
- Interventions specific to their needs
- One-page Profiles
- Calmer classrooms
- Key 'check ins' with staff
- Creative therapies

Supporting Appropriate Behaviour:

Modelling

One way that pupils learn about both appropriate and inappropriate behaviour is by observing others. Pupils model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role models.

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency (Paul Dix, 2017)

The school is committed to providing positive role models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight pupils' appropriate behaviour to their peers
- Staff acknowledge and reward pupils' appropriate behaviour
- Older pupils are given opportunities to act as positive role models to younger pupils (e.g. having a position or responsibility or mentoring role). Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school

Praise and positive reinforcement and reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. Positive reinforcement may take the form of different approaches across each Key Stage:

- Acknowledgement of good behaviour
- Team points
- Special mention in school assembly

- Positive messages communicated to parents / carers through postcards / telephone call home
- Individual reinforcement such as sticker charts
- Lovely Learner celebration achievement
- Responsibilities around the school i.e. helping the younger children
- Reward trip or activity
- More subtle forms of praise for pupils who find overt praise difficult to accept
- Recognising and celebrating achievements whilst in and out of school.

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive, respectful school environment.
- Increase pupils' self-esteem and self-efficacy
- Reduce pupils need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours as they move from primary to secondary.
- Promote a model for appropriate behaviour and positive relationships

Consistency of approach and the use of a common language to reflect this is essential. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

The Key Concepts of Relational Practice (taken from the Pivotal Schools approach):

1. Consistent, calm adult behaviour.
2. First attention to best conduct.
3. Relentless routines.
4. Scripted interventions.
5. Restorative follow up.

The approach celebrates "pride before prizes".

Examples of RELATIONAL approaches used with pupils:

School Situation: Pupil in heightened state of anxiety, attempting to climb over the fence and not following instructions to come down.

Playfulness – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

Acceptance - the pupil is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

Curiosity- Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

Empathy - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using a calm approach, the pupil's anxiety decreased and they came down off the fence. . Instead of imposing consequences, once the pupil was calm, a discussion was had about the dangers of climbing the fence. The pupil was able to reflect on their behaviour and think of alternative things they could do next time

Questions to support restorative conversations.

Can you tell me;

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by this?
4. In which way?

5. What can be done make things right?

Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.

Chulmleigh Academy Trust hold a strong ethos of non-exclusion/suspension where possible. However, exclusion/suspension may be used on the grounds of health and safety if the behaviour is or is potentially harmful to themselves or others (e.g., absconding, assault, bullying including cyberbullying, damage to property, repeated racism or homophobia) Exclusion will only be undertaken with a view to the safeguarding arrangements in place in each individual case. Only the Principal may exclude a pupil. See guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place.

Limit-setting approaches:

Normal classroom management strategies should be in place to support positive behaviour. The Praise to criticism ratio should be 5-1 and this enables staff to highlight expected behaviour, build self-esteem and foster positive relationships.

Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.

Recording behaviour

Behaviour is logged onto Class Charts and actions are taken as necessary.

Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there will be occasions when physical intervention may be necessary to keep pupils and others safe. Designated staff attend training in PIPS for Positive Handling. Parents will be informed if their child is involved in a significant incident.

Please refer to the DFE document “Reducing the need for Restraint and Restrictive Intervention in School” (June 2019) Physical intervention must be recorded with the Principal and also on the online safeguarding system. A meeting will be held with a member of SLT to discuss the intervention and debrief. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

Please see guidance and policy:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Safeguarding Duties

All behaviour is a form of communication. All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the Trust and locally determined Safeguarding procedures. The school will also consider whether continuing issues around behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether support systems such as the Graduated Response and/or Early Help should be put in place and whether liaising with external agencies is necessary or appropriate.

Keeping Children Safe in Education 2021

[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616253/Keeping-children-safe-in-education-2021.pdf)

The Role of Parents / Carers

Parents / carers have a vital role to play in their pupils' education. It is very important that parents / carers support their pupil's learning and co-operate with the school to promote positive outcomes.

The school is very conscious of the importance of having strong links with parents and good communication between home and school therefore the school works collaboratively with parents.

The school will ensure that parents are kept informed as to their pupil's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school. The School's Behaviour Policy is accessible to all parents/carers via the school website.

If the school has to implement consequences for pupil behaviour, parents should support the actions of the school. If parents have any concern about the way their pupil has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression to staff by parents/carers/extended family of pupils in the school will be reported immediately to the Principal who will take appropriate action.

Staff wellbeing and supervision

Staff well being is paramount. It is essential that all adults are able to recognise and respond to their own feelings and emotions. Staff should ensure that they access Occupational Health, their own GP or other appropriate support services if they feel low or vulnerable. (TalkWorks <https://www.talkworks.dpt.nhs.uk/>). All these services are confidential. If staff feel comfortable speaking to colleagues they should be aware that, in the first instance, informal supervision should be available from the school's Senior Mental Health Lead and/or an Adult Mental Health First Aider.

