



Behaviour Policy and statement of behaviour principles



1	Summary	Behaviour Policy and statement of behaviour principles			
2	Responsible person	Caroline Knight			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Tracey Johnson (Deputy Headteacher)			
6	Who has been consulted and recommended policy for approval	Governors			
7	Approved by and date	Governors August 2023			
8	Version number	7			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



Contents

1. Aims.....	4
2. Legislation and statutory requirements.....	4
3. Definitions.....	4-5
4. Bullying.....	5
5. Roles and responsibilities.....	6
6. Pupil code of conduct	7
7. Rewards and sanctions.....	7-9
8. Behaviour management.....	9
9. Pupil transition.....	11
10. Training.....	11
11. Monitoring arrangements	11
12. Links with other policies.....	11
Appendix 1: written statement of behaviour principles.....	12
Appendix 2: samples of documents including Individual Risk Assessment (IAR), Positive Handling Plans (PHP), Positive Handling Record (PHR) ...	13-17



1. Aims

This policy aims to:

-
- Provide a consistent approach to behaviour management to encourage good behaviour and respect for others
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave to promote, among pupils, self-discipline and proper regard for authority
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Ensure that pupils complete tasks reasonably assigned to them in connection with their education

2. Legislation and statutory requirements

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

- Behaviour in schools advice for Headteachers and school staff
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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
- Not following simple instructions
- Poor attitude to learning and others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, on or off line.
- 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
- Online behaviour that negatively impacts on the school culture and can lead to the school feeling an unsafe place
- Vandalism
- Theft
- Fighting
- Swearing or using offensive and abusive language
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Inappropriate behaviour outside of school premises that could pose threat to another pupil or adversely affect the reputation of the school
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers or vapours
 - 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

Bullying is defined as the repetitive, intentional harming of one 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: <ul style="list-style-type: none"> • 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head of school to account for its implementation.

5.2 The Head of School



The Head of school is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour through use of scripted language and setting high expectations
- Providing a personalised approach to the specific behavioural needs of particular pupils, including graduated response forms, risk assessments, safety plans and PHP
- Recording behaviour incidents on CPOMS
- Conduct meetings with pupils, parent/carers and other professionals to address behaviour concerns and promote the schools expectations and standards for behaviour

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Show green behaviour at all times
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- 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

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise and smiles
- Thorpepark credits
- Good day notes, charts or stickers
- Letters or phone calls home to parents
- Special awards in celebration assemblies

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

- A verbal reprimand
- Directed to work away from the classroom environment
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Meeting with parent/carers, year group leaders and SEND coordinator to agree behaviour support or plan
- Pupil on daily report and needs to report to SLT/SMT
- Removal from the classroom
- Suspension or permanent exclusion

7.2 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

To assess the outcome and intervention required, the Academy takes guidance from 'The Aim Project' checklist.

For inappropriate behaviours this might include;

- . Home/school liaison
- . Setting appropriate boundaries and expectations in school
- . Addressing concerns through the curriculum or another appropriate intervention

For problematic behaviours this might include;

- . Possible referral to children's services
- . An Academy safety plan being established
- . Supporting with supervision and/or monitoring
- . Addressing concerns through the curriculum or another appropriate intervention

For abusive/violent behaviours:

- . Referral to children's services and the police
- . An Academy safety plan being established
- . Supporting with direct supervisions and restrictions in place.
- Individual work on understanding and controlling their sexual behaviour

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.

7.3 Off-site behaviour

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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

7.4 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 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 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, Code of Conduct and Disciplinary Policy for more information on responding to allegations of abuse against staff or other pupils.

7.5 Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Head of School can use a suspension or permanent exclusion in response to serious incident or in response to persistent poor behaviour which has not improved following in-school interventions and sanctions. This will be used as a last resort and in line with guidance from DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement and the school's exclusion policy.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, as well as around the school.

They will:



- Create and maintain a stimulating environment that encourages pupils to be engaged
- Set the high expectation that all children will display green behaviour all the time
- Use traffic lights to support and modify pupil's behaviour
- Use precise, scripted language to ensure pupils understand what they need to do
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Recognising and eliminating low-level disruption
 - Using positive reinforcement, such as praise and Thorpeton credits

8.2 Using reasonable force

In some circumstances, staff may use reasonable force to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of using 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 by a member of staff, PHR completed (see appendix 2 for example PHR) of given to Head of School
- Parents to be informed as soon as possible
- Appropriate risk assessments and plans to be put into place (see appendix 2 for samples of Individual Risk Assessments (IAR), Positive Handling Plans (PHP) and other templates).

Use of reasonable force is conducted in line with the DfE's guidance on Use of reasonable force.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.



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

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

The school's Emotional Behaviour, welfare officer can provide additional support, strategies and interventions to support the pupil, families and staff. Referral for ELSA can be made internally and sessions will focus on the pupil's needs and may include strategies for self-regulation, anger management, self-esteem, developing and maintaining positive relationships, etc.

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.

8.5 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher and some pupils will be given transition booklets for their new classes and key adults. Transition meetings for staff are arranged in the summer term to discuss and transfer key information regarding pupil's behaviour issues and support/ strategies in place. Parent and carers are welcome to arrange a transition meeting with the new year group leader, in which the SEND coordinator or a member of the safeguarding team may attend to discuss the pupil's historical information, eliminate any concerns and discuss positive strategies and approaches that may support transition.



10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. All staff are Team Teach Trained and this is updated regularly to ensure certifications are in date and practice is current.

Behaviour management will also form part of continuing professional development. The school will use a range of agencies and services to provide relevant training for staff.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Full Governing Body annually.

The Head of school and Senior Managers will monitor and evaluate the effectiveness of the school's behaviour policy regularly. Data will be collected and analysed to ensure the school is fulfilling and meeting duties under the Equality Act 2010.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Racism policy
- Positive Handling policy
- Equality policy


**Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: RPHP

Date:



Restrictive Physical Handling Plan

Name: _____ DOB: _____

Environments Triggers: (situations which have led to a dangerous incident in the past)

Risk:	Low	Medium	High
Frequency:	Low	Medium	High

Adults targeted	Pupils targeted
slap punch bite pinch spit kick neck grab clothing grab body hold arm grab	
throws missiles used weapons	

Describe other behaviour:

Prevention: (which might reduce the risk of above happening)

Diversion and Distractions: (interests, words, objects used to divert attention from an escalating crisis)

de-escalation – successful strategies/or to avoid	physical intervention – successful strategies/or to avoid																																																																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="width: 10%;">Try</th> <th style="width: 10%;">Avoid</th> </tr> </thead> <tbody> <tr><td>Verbal advice and support</td><td></td><td></td></tr> <tr><td>Firm clear directions</td><td></td><td></td></tr> <tr><td>Negotiation</td><td></td><td></td></tr> <tr><td>Limited choices</td><td></td><td></td></tr> <tr><td>Distraction</td><td></td><td></td></tr> <tr><td>Diversion</td><td></td><td></td></tr> <tr><td>Reassurance</td><td></td><td></td></tr> <tr><td>Planned ignoring when safe</td><td></td><td></td></tr> <tr><td>C.A.L.M. taking/stance</td><td></td><td></td></tr> <tr><td>Take up Time</td><td></td><td></td></tr> <tr><td>Withdrawal Offered</td><td></td><td></td></tr> <tr><td>Withdrawal Directed</td><td></td><td></td></tr> <tr><td>Transfer Adult</td><td></td><td></td></tr> <tr><td>Reminders about Consequence</td><td></td><td></td></tr> <tr><td>Humour</td><td></td><td></td></tr> <tr><td>Success Reminders</td><td></td><td></td></tr> </tbody> </table>		Try	Avoid	Verbal advice and support			Firm clear directions			Negotiation			Limited choices			Distraction			Diversion			Reassurance			Planned ignoring when safe			C.A.L.M. taking/stance			Take up Time			Withdrawal Offered			Withdrawal Directed			Transfer Adult			Reminders about Consequence			Humour			Success Reminders			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="width: 10%;">Try</th> <th style="width: 10%;">Avoid</th> </tr> </thead> <tbody> <tr><td>Help Hug</td><td></td><td></td></tr> <tr><td>Cradle Hug</td><td></td><td></td></tr> <tr><td>Standing Wrap if size appropriate</td><td></td><td></td></tr> <tr><td>Sitting Wrap if size appropriate</td><td></td><td></td></tr> <tr><td>Standing Double Elbow</td><td></td><td></td></tr> <tr><td>Standing Single Elbow</td><td></td><td></td></tr> <tr><td>Standing Single Elbow (2 person)</td><td></td><td></td></tr> <tr><td>Sitting Single Elbow (2 person)</td><td></td><td></td></tr> <tr><td>Other Time Out removed to less stimulating environment with supervision</td><td></td><td></td></tr> <tr><td>Small child escort</td><td></td><td></td></tr> <tr><td>Half shield</td><td></td><td></td></tr> <tr><td>Seated beanbag hold</td><td></td><td></td></tr> </tbody> </table>		Try	Avoid	Help Hug			Cradle Hug			Standing Wrap if size appropriate			Sitting Wrap if size appropriate			Standing Double Elbow			Standing Single Elbow			Standing Single Elbow (2 person)			Sitting Single Elbow (2 person)			Other Time Out removed to less stimulating environment with supervision			Small child escort			Half shield			Seated beanbag hold		
	Try	Avoid																																																																																									
Verbal advice and support																																																																																											
Firm clear directions																																																																																											
Negotiation																																																																																											
Limited choices																																																																																											
Distraction																																																																																											
Diversion																																																																																											
Reassurance																																																																																											
Planned ignoring when safe																																																																																											
C.A.L.M. taking/stance																																																																																											
Take up Time																																																																																											
Withdrawal Offered																																																																																											
Withdrawal Directed																																																																																											
Transfer Adult																																																																																											
Reminders about Consequence																																																																																											
Humour																																																																																											
Success Reminders																																																																																											
	Try	Avoid																																																																																									
Help Hug																																																																																											
Cradle Hug																																																																																											
Standing Wrap if size appropriate																																																																																											
Sitting Wrap if size appropriate																																																																																											
Standing Double Elbow																																																																																											
Standing Single Elbow																																																																																											
Standing Single Elbow (2 person)																																																																																											
Sitting Single Elbow (2 person)																																																																																											
Other Time Out removed to less stimulating environment with supervision																																																																																											
Small child escort																																																																																											
Half shield																																																																																											
Seated beanbag hold																																																																																											

Name	Role	Signed	Date
Caroline Knight	Head of School		
Vikki Eggleton	SENCO / Assistant Head		
Gary Baron	Emotional, Wellbeing and Behaviour Officer		
	Year group leader		
	Class teacher		

Updated: September 2022



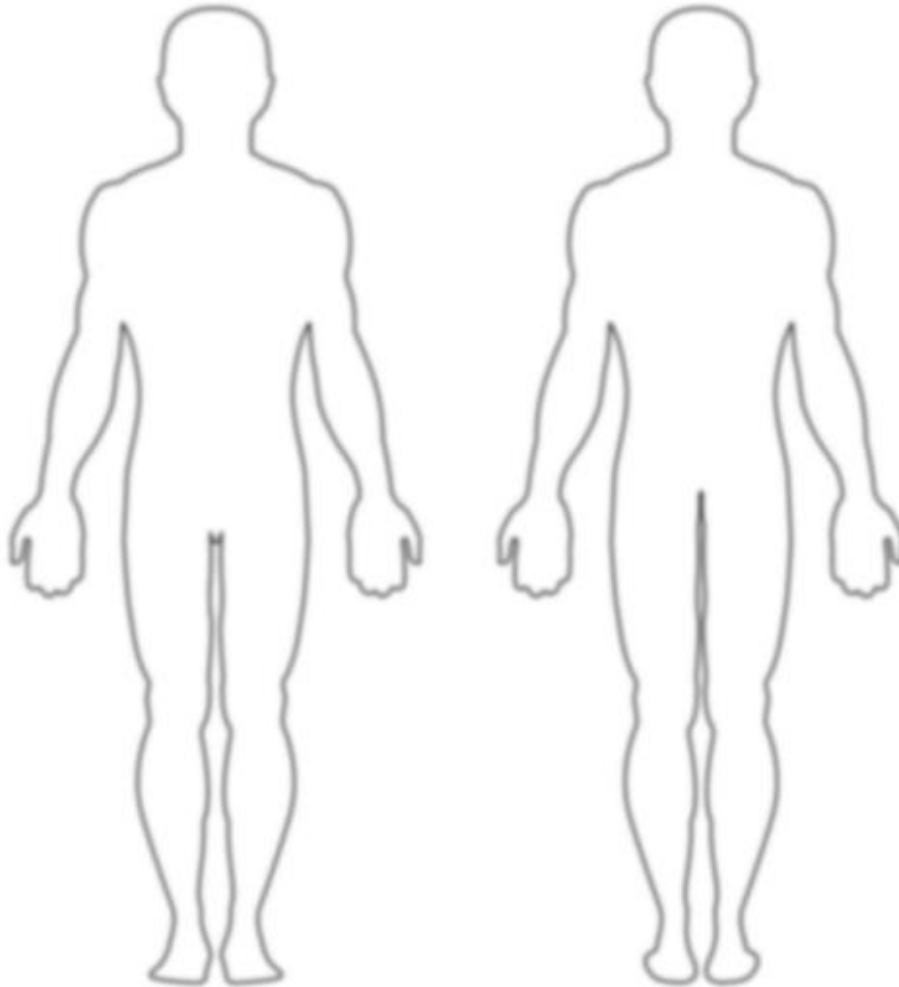
Appendix 2: RPIR template

Restrictive Physical Intervention Record							
Child's Name:			Location:			Log No:	
Date:		Duration of Restraint:		Staff Involved (Full Name):			
Time:							
Help Script Used?	Y	N	Reason:				
	Classroom Disruption	Maintain Good Order	Absconding	Damaging School Property	Self-Harming	Kicking/Punching /Biting/Spitting	Use of Weapons
Incident:							
Name of Parent/Guardian/Social Worker Contacted?							
Date:							
Time:							
De-escalation Technique Used:							
Verbal Support		Firm Clear Directions		Planned Ignored		Limited Choices	
Distraction		Diversion/Diffusion		Reassurance		CALM Talk/Stance	
Supportive Withdrawal		Directed Time Allowed		Reminder about Expectations		Reminders of Positive Choices	
Humour		Change of Face		Withdrawal Directed			
Restrictive Physical Intervention:							
		Jaw Manual Manipulation		Response to dead weight		Closed Fist Hold	
Standing Figure 4 (2 person)		Standing Single Elbow (2 person)		Standing Double Elbow (1 person)		Bean Bag Supported	
Seated Figure 4 (2 person)		Seated Single Elbow (2 person)		Standing Double Elbow (2 person)		Head Supported	
Punch/Kick/Bite Response		Small Child Escort		Half Shield		Legs Supported	
Restorative Completed?							
Behaviour Support Plan Amended?		Y	N				



Restrictive Physical Intervention Record

Post Incident Check:	Was First Aid Required? Yes/No (Do not leave blank)
What was required?	



Signatures:	Date	Signatures:	Date
Print Name:		Print Name:	
Monitors Signature:			

Appendix 2: IRA

INDIVIDUAL RISK ASSESSMENT

How to use this form

1. Identify potential hazards and risks e.g. self-harm, absconding, violence, communication, vulnerability, medical etc.
2. Identify those affected by the hazard or risk e.g. Child (C), Staff (S), Other Children (OC), Other Adults (OA)
3. State the measures have been taken to reduce the risk by limiting the severity or likelihood of harm arising as a result.

When staff become aware of a new behaviour, risk or successful de-escalation strategy they must update this document on the same day. All plans and risk assessments should be read prior to working with a class.

Name of Child:		Admission Date:	
Date of Birth		Date of Risk Assessment:	
Risk Assessment Last Reviewed:		Next Review Date:	

Risk identified	Person(s) Affected				Measures to control risk
Violence	(C)	(S)	(OC)	(OA)	
Additional Information:					
Absconding	(C)	(S)	(OC)	(OA)	
Additional Information:					
Self-harm	(C)	(S)	(OC)	(OA)	
Additional Information:					
Communication	(C)	(S)	(OC)	(OA)	
Additional Information:					
Medical / Medical Diagnosis	(C)	(S)	(OC)	(OA)	
Additional Information:					

Head of school:	EBWO:	Parents:
Class teacher:	Phase leader:	SENCO: