Behaviour Policy

St Michael's C E Primary School

"Growing and learning together"

Date: September 2026

School Lead: M Lewis

Governor Lead: J Hughes

Review Date: September 2027

"Growing and learning together"

Our principles on behaviour are based on our school vision 'Growing and learning together' taken from the parable of The Mustard Seed. Our core Christian values are friendship, faith, love, peace and trust and joy.



At St Michael's C E Primary School we follow 3 rules:

*We respect everyone

*We keep ourselves and others safe

*We are ready

Aims

- To create an environment that actively encourages and reinforces good behaviour.
- To encourage consistency of response to both positive and negative behaviours.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure safety of all pupils by ensuring that incidents of bullying or peer on peer abuse are investigated and dealt with as quickly and thoroughly as possible.
- To ensure that excellent behaviour is the expectation for all.

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

Legislation, statutory requirements and statutory guidance

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

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

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.

Definitions

We recognise that behaviour is a communication, when a pupil displays challenging behaviour they may be finding a situation difficult and feel unable to manage their feelings. Our relational approach means pupils are given support to good choices and to remain emotionally regulated.

Dysregulated behaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork

Poor attitude

Serious misbehaviour is defined as:

Repeated breaches of the school rules (Ready, Motivated, Respectful)

Any form of bullying

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

• Sexual comments

• Sexual jokes or taunting

• Physical behaviour like interfering with clothes

• Online sexual harassment, such as unwanted sexual comments and messages (including on social media),

sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

• Knives or weapons

• Alcohol

• Illegal drugs

• Stolen items

• Tobacco and cigarette papers

• Fireworks

• Pornographic images

• Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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 or gaming sites

Bullying is prevented by:

• Everyone understanding our expectations

• Staff modelling high standards of behaviour

• Everyone taking it seriously

Bullying is dealt with by:

• Children being listened to

• Prompt and effective investigation and action being taken

• Support for victims of bullying as needed

• Sharing information with parents

• Children (with staff and parents) understanding the consequences of their actions, apologising

• Behaviour plan and review of that plan at regular intervals

Roles and responsibilities

The governing board

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

The headteacher

The 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.

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 on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly (using My Concern)

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, 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.

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 pastoral support that is available to them to help them meet the behavioural 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 through pupil surveys 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 in addition to transition support to new classes and to new settings.

School behaviour curriculum

Our approach is to support children to stay emotionally regulated through relational and trauma informed approach. We encourage children to manage their feelings and emotions in order to be successful and flourish within our school community. Our fully inclusive approach means that all children will be supported to be the best they possibly can. Adults are expected to support children in a calm and controlled manner.

Our school rules, which all pupils are expected to follow, are to be:

*We respect everyone

*We keep ourselves and others safe

*We are ready

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can demonstrate positive learning behaviours across the curriculum. This is particularly necessary for some of our children with more complex needs and SEMH needs.

Mobile phones

Children in Y5/6 may bring mobile phones to school and they must be left in the office for collection at the end of the day.

Responding to behaviour / emotional dysregulation

Classroom management

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

Positive relationships between staff and pupils underpin the relational approach used. Staff will model expected behaviours and use visuals alongside simple, consistent and clear language to encourage good behaviour choices to be made by all children. We aim to

always de-escalate and offer children strategies in order for them to emotionally regulate within a situation.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display our school rules

Develop a positive relationship with pupils, which may include:

*Greeting pupils in the morning/at the start of lessons

* Establishing and sustaining clear routines

* Communicating expectations of behaviour in ways other than verbally

*Highlighting and promoting good behaviour

*Concluding the day positively and always starting the next day afresh

*Show an awareness of more vulnerable pupils and make adaptions and prepare them for changes

*Use of a range of resources to encourage good learning behaviours and support pupils to feel emotionally regulated (ear defenders, fiddle toys, weighted blankets/lap pads, seating plan, visual timetables, task planners, motivators, movement breaks)

o Having a plan for dealing with low-level disruption

*Using positive reinforcement

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 pastoral 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

Responding to good behaviour

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

ethos.

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

Positive behaviour will be rewarded with:

Verbal praise

Communicating to parents in person, by phone call or email

Stars of the week

Providing positions of responsibility

Responding to emotional dysregulation

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 the behaviour.

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 emotional dysregulation 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, visuals and phrases. Paul Dix training is used across the school to ensure pupils feel emotionally safe and have positive staff relationships.

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 consequences, 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 1 or more of the following sanctions in response to unacceptable behaviour:

Sending the pupil out of the class with an adult

A verbal reminder of the expectations of behaviour and the school rules

Expecting work to be completed at break or lunchtime

Loss of some break or lunchtime as reflection time

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

Time out

Referring the pupil to a senior member of staff

Letter or phone call home to parents

Completion of a behaviour plan to share with parents and all staff

Removal of the pupil from the classroom

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, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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 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 headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead or 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 headteacher / designated safeguarding lead 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 but not to search for items that are only identified in the school rules.

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

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin

Searching pupils' possessions

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

Desks

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.

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

If they believe that a search has revealed a safeguarding risk

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead

(DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site behaviour

Sanctions may be applied where a pupil has made poor behaviour choices off-site when representing the school. This means behaviours such as:

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 made a poor behaviour choice off-site, at any time, whether or not the conditions above apply, if the behaviour:

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).

Online behaviour

The school can issue behaviour consequences to pupils for online poor behaviour choices 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

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

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 it is this will be done by a member of SLT

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.

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

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 as well as allegations against members of staff or more information on responding to allegations of abuse against staff or other pupils.

Serious Consequences

Minutes loss of playtimes

Any staff member in liaison with the child's class teacher (who will hold the relevant information about the child) can detain a child for part of a playtime, consideration will be given as to how the child will be supported during this reflection time.

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

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. Thought will always be given as to how this consequence could affect the self-esteem of a pupil and particularly those pupils with attachment issues.

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 incident. 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 feel emotionally regulated within a calm and safe space alongside a trusted adult

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. This could be support from our school counsellor or family learning mentor

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

Meetings with the School Counsellor

Use of ELSA/Lego Therapy

Use of teaching assistants

Short or long term behaviour planning

Intervention placements off-site

SEMH Team may will be involved

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

Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

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

When dealing with emotional dysregulation 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 emotional dysregulation, 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.

Showing fairness – ensuring equity rather than equality by providing resources to support a pupil's regulation.

Recognising that a child is communicating through their behaviours and usually stem from underlying causes

Knowing our pupils and their needs well and using our relationships with the pupil and their parents/carers to support new strategies

Sharing with key adults a range of sensory resources and strategies that work well for each pupil. For example, ear defenders, movement breaks, seating plans, adapted uniform, safe spaces

Ensuring expectations for pupils are clear to all – use of Widgit visuals, explicit teaching and reminders

Adapting consequences for pupils with SEND

When considering a behavioural consequence 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 consequence the pupil for the behaviour.

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

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 to create the plan and review it on a regular basis. A behaviour plan may be written involving all staff working with the pupil.

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan through Herefordshire's SEND team.

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. For minor and major incidents it is important that all relationships have a chance to be restored. Adults should model moving on from any situation so that children always feel welcome and nurtured. This is particularly important for the rare occasions where some sort of exclusion has been used:

* Communication with child and parents/carers so they know what to expect on the return to school

*Reintegration meeting for child, parent/carer and key school staff

*Daily support and check-ins for the child with trusted adult or pastoral staff

*Targets or aims set with child and family so they know what they are working on alongside the support they can us

Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. For all incidents it is key for any relationships to be built and restored. All adults should model moving on from any situation and having that fresh start, so that pupils feel nurtured and welcomed. It is important when a child has had a suspension that there; - clear communication with the parent/carers and the pupils so they know what to expect - A planned reintegration meeting with key school staff - daily support and check-ins for the pupil with a trusted adult - A clear personalised plan shared with all staff

Pupil transition

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.

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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year through planned transition meetings.

Training

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

training on:

The key needs of the pupils at the school

How SEND and mental health needs can impact behaviour

Restorative practice

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspensions

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

Incidents of searching, screening and confiscation

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

The data will be analysed annually

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 it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governors annually to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by governors.