

# Behaviour Policy

## Bushbury School



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## 1. Scope

This policy sets out the expectations of behaviour at our school. Staff, parents/carers, and pupils seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. It also sets out the consequences for inappropriate behaviour, should it occur, and reflects guidance provided by the Department for Education.

A school's behaviour policy should be seen as an integral part of its curriculum, for all schools teach values as well as knowledge and skills. It must be based on clear values – such as respect, fairness, and inclusion – that will also be reflected in the school's overall aims and its social, moral, and religious education programmes.

A school's culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.

(‘Behaviour in schools, Advice for headteachers and school staff.’ -DfE September 2022)

## 2. Vision

Whilst it is recognised that a comprehensive list of rules is valuable to ensure expectations of behaviour are met, it has also been noted that staff and pupils can find these overwhelming and over-complicated. As a tenet for a whole school vision, the focus will be on introducing, reinforcing, and promoting three basic rules:

- ‘Responsible, Respectful and Ready to learn’.

These three concepts are suitable to encompass all ideas and thoughts listed in the overall playground or classroom behaviour expectations yet remain accessible to staff and pupils. By exploring:

- Responsibility to yourself and others.
- What respect is and how to give and earn it.
- What the expectations are to be ready to learn.

The school will provide a framework of behavioural expectations that will not only support pupils within school but will also give them tools to cope within other settings.

### 2.1 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](#). 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.

### **3. Aims**

To develop an environment that supports pupil progress and reduces behaviours of distress and or behaviour of concern.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the nature of their need. For many of our pupils their communication difficulties, sensory impairment, sensory processing difficulties and mental health issues can lead to some form of behaviours of distress or behaviours of concern at some point during a typical school day, week, month or year.

In partnership with parents/carers and outside agencies, as appropriate, the school will offer support and guidance, whilst recognising the individual needs of all its pupils.

To this end we strive to:

- create a welcoming, happy environment that sets realistic expectations for all;
- work in partnership with parents/carers;
- provide a safe, caring, and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of a person's protected characteristics;
- show appreciation of the efforts and contribution of all; and
- ensure all pupils, parents/carers and staff are clear about the expectations regarding behaviour.

#### **3.1 Definitions**

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, including 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/ Vaping.
- Racist, sexist, homophobic, transphobic, discriminatory behaviour, or the promotion of extremist views.
- Possession of any prohibited items. These are:
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco and cigarette papers/ Vapes.
  - 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).

(This is not an exhaustive list).

Behaviours of Distress can be defined as:

- Self-harm (e.g., head butting)
- Harm to others
- Damage to property
- Sexualised behaviour
- Vocalisation
- PICA (e.g., eating non- edible items, such as clothing or paper).

Behaviours of Concern covers all behaviours that impact on a pupil, the environment and their community. Such behaviours may:

- Create a barrier to learning
- Cause physical risk to the pupil or others
- Cause emotional harm to the pupil or others
- Isolate the pupil from engaging with peers and adults and forming positive relationships
- Inhibit the pupil from engaging in activities within the school and their community.

#### **4. Rationale**

The school aims to educate its pupils within a moral, spiritual, and cultural context which promotes respect for others.

Staff and pupils have a clear sense of what is important, what will be valued and what will not be tolerated. In seeking to define acceptable standards of behaviour it is acknowledged that these goals are ideals to be worked towards.

Pupils bring to school a wide variety of experiences based on differences in home values, attitudes and parenting approach and our aim is to work towards standards of behaviour based on the principles of honesty, respect for ourselves and others, respect for property, consideration, and personal responsibility.

To this end we aim to ensure that everyone is clear about the kind of behaviour that is expected of them and how they can expect others to behave towards them.

The following principles underpin the strategies for behaviour at the school:

- Positive behaviour is recognised and continually reinforced; individual and the whole class achievement is celebrated and rewarded.
- Parents/carers' support and contribution is valued and respected. The school works in partnership with parents/carers to promote positive behaviour within school. Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other.
- Staff use appropriate prompting and modelling when teaching and supporting pupils to ensure pupils can be successful in their learning.
- Pupils are given consistent boundaries appropriate to the level of the learner, and this is reflected in the rewards system, school notices and continued behaviour management actions.
- Pupils are recognised as individuals and the staff develop motivating activities that take into account the individual interests of the pupil.
- Staff recognise that pupils respond best to environments that are happy, fair, and equitable to all.
- Ensuring therapeutic guidance is followed to support sensory and communication throughout the day.
- Pupils are encouraged to take responsibility for their behaviour by seeing the natural consequences for their actions. This is supported by plans to support pupils to understand actions and consequences.
- Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other.
- Pupils are given clear explanations of acceptable behaviour.
- Pupils are given consistent boundaries, and this is reflected in the rewards system, school notices and continued behaviour management actions.
- Pupils are recognised as individuals. The school's structures and systems recognise the need for some pupils to follow individual behaviour programmes which allow the pupils to learn to manage their own behaviour whilst being part of a school community.
- Staff understand that emotional issues can impact on behaviour, however, they will not be recognised as an excuse for poor behaviour. Individual behaviour plans will be developed with appropriate guidance on behaviour systems to implement with a pupil.
- Staff will show disapproval of the behaviour the pupil displays, but never of the pupil themselves.
- Staff recognise that pupils respond best to environments that are happy, fair, and equitable to all.

## **5. Code of conduct**

This code has been agreed by all staff and pupils and is communicated to parents on admission.

We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school, however, behaviours of distress or behaviours of concern are not treated as a problem to be treated or stopped but, are recognised as a response to environmental circumstances or a function. We must always consider the function of the behaviour and what the behaviour is communicating.

- We will respect and care for others.
- We have the right to be happy and a good quality of life.
- We respect that everybody has the right to come to school and learn without being disturbed by others.
- We will take care of our school and the property of others.

## **6. Roles and responsibilities**

### **6.1 Managing Director, Head Teacher, and Horizon Senior Leaders**

The Head Teacher and Managing Director are responsible for agreeing the principles and guidelines underlying the standards of discipline and behaviour in the school and reviewing their effectiveness.

The Head Teacher has day-to-day responsibility for implementing the school's behaviour policy but may seek advice and guidance from the Managing Director about specific disciplinary issues. It is the responsibility of the Head Teacher to monitor the consistent implementation of the policy and to report to the Managing Director on its effectiveness.

The Head Teacher is responsible for keeping records of reported serious incidents and has the responsibility to contact the Managing Director to decide upon exclusions. It is the responsibility of the Head Teacher to notify the parents/carers and the Local Authority on these occasions in accordance with Local Authority guidelines.

For very serious acts of anti-social behaviour, the Head Teacher, in consultation with the Managing Director, may permanently exclude a pupil.

The Head Teacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils.

### **6.2 Staff**

Classroom management and teaching methods have a significant influence on pupils' behaviour as pupils need a calm and purposeful classroom environment. Relationships between staff and pupils are paramount in developing mutual respect and trust and in developing a pupil's self-esteem and feeling of self-worth.

The pastoral team in liaison with teachers provides support for all pupils, develops, and maintains relationships with parents/carers and assists with any behaviour plans that have been put in place. In addition, teaching assistants provide valuable insight into pupils' behaviour, assisting in the monitoring of individual pupils' behaviour as well as providing stability throughout the day.

The role of staff in implementing behaviour strategies and supporting pupils is recognised as being at the heart of the behaviour management systems at the school. Staff will aim to ensure that in the classroom setting:

- Pupils are aware of classroom procedures.

- Using a non-confrontational approach.
- Explanations are clear and concise.
- Work requirements are clearly explained, and progress is carefully monitored.
- Appropriate strategies are deployed to de-escalate inappropriate behaviour.
- Work is set appropriate to pupils' abilities.
- Well-paced lessons start and end on time.
- Classrooms are suited to a particular activity.
- External interruptions are minimised whenever possible.
- Appropriate and sufficient resources are available.
- Pupils work with staff whom they have chosen to be with and with whom they feel safe. Marking and record keeping is a supportive activity providing feedback to the pupils on their achievements and helping them to plan the next learning steps.
- Promoting and supporting positive behaviour through rewards.
- That the pupil is healthy and not in pain
- That the pupil is comfortable and feels safe in their environment.

It is the responsibility of the pastoral team to inform all adults, including TA's, of any individual or class behaviour plans.

### **6.3 Parents/Carers**

The school believes in working in partnership with parents and carers as they have a vital role to play in fostering positive behaviour. Young people benefit from parent/carer encouragement and support to participate fully and positively in both their schoolwork and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents/carers of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour are set out in detail on admission to the school. Parents/carers and pupils are asked to show their agreement to the expectations laid out in the 'Behaviour Guidelines'.

The school develops a positive working partnership with parents/carers through the provision of:

- A welcoming environment for parents/carers and an 'open door' policy.
- The school prospectus, newsletter, behaviour guidelines booklet, home-school agreement etc.
- Home-school liaison, contact via home-school books or by telephone, text, email or letters.
- Parents/carer meetings, statutory and transitional review meetings, open evenings.
- Invitations for parents/carers to attend special events.
- The hosting of multi-agency meetings for external agencies and parents/carers.
- Support offered to parents/carers around EHCP reviews, behaviour management within the home etc.

### **6.4 Pupils**

The pupils have a central role in shaping and promoting the school's Behaviour Guidelines and in supporting the staff and other pupils. Unacceptable behaviour can be changed through the concerted actions of all pupils, staff, and parents/carers and through pupils taking responsibility for their own actions. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.



Incidents of inappropriate behaviour are managed by staff with pupils being given the opportunity to discuss and reflect on their behaviour and its consequences as well as being given the opportunity to resolve and find alternatives to conflict. To this end the staff strive to ensure that pupils have a clear understanding of what is expected of them as a group and individually.

Staff believe that pupils should experience consistent and predictable approaches to their personal and social development. This is reflected in PSHE lessons, one-to-one mentoring, and all lessons.

## **7. Rewards**

The school operates a Positive Behaviour Management system. Pupils are reminded of the agreed expectations and encouraged to make the 'right choice'.

### **7.1 Positive behaviour management**

Each key stage has a specific plan for managing the behaviour of its pupils in the classroom, lunchtime, and playtime. These plans have been drawn up by the staff and have the approval of the Head Teacher and the Senior Leadership Team. Pupils are informed of the rewards, sanctions, and expected behaviours in school at the start of each academic year and receive continual updates on its implementation and successes. Pupils receive a copy of the school's rewards system during their induction.

### **7.2 Reward schemes**

Pupils will get the same reward for academic achievement as they would for showing positive behaviour. In this way the pupils will be aware quite quickly that their behaviour and work is being constantly monitored by staff.

Importantly, pupils have the opportunity to see their own achievements recorded and will be able to work to increase, improve and sustain their future achievements.

- Respectful to staff and peers
- Following instructions
- Behaviour target (personal).

Ticks can be earned in every lesson for completion of the individual targets that has have been set for the pupil. At the end of each day a pupil can gain a maximum of 3 tokens, 15 tokens for the week. A pupil is then able to redeem their tokens throughout the half term. There are three tiers to the token reward scheme and a pupil can redeem their tokens when they have 3, 15 or 45 tokens.

Celebration of good behaviour occurs:

- Daily by all staff.
- During weekly assembly
- During end of half term and end of term celebration assembly

### **7.3 Behaviour guidelines for pupils in key stages 3 and 4**

#### **Overall Expectations**

- To behave in such a way as to enable teaching, learning and social integration to take place.
- To be in school on time and ready to work in lessons.
- To be dressed appropriately.

- To show consideration for others.
- To have respect for others' well-being and safety.
- To have verbal and physical respect for everyone.
- To walk around the school.
- To line up quietly at the start of lessons.
- To look after your own possessions and not to take or interfere with those belonging to others.
- To ensure that all mobile phones and electronic equipment are handed in at the start of the day.
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies and PSHE lessons.

### **Classroom Expectations**

The following classroom rules have been agreed by pupils:

- Enter the room and go quietly to your place, when invited.
- Listen to and follow instructions.
- Put your hand up or ask to speak in an appropriate manner. (In informal situations the teacher may tell you that this rule does not apply).
- Speak without shouting and use appropriate language.
- Leave other people and their belongings alone.
- Ask permission to enter or leave the classrooms.
- Arrive punctually for each lesson or give a polite reason to the teacher if you are late. Be ready to work.
- Walk carefully in the corridors.
- No chewing gum in school.

Pupils will know when their behaviour is acceptable by:

- Rewards achieved.
- Verbal praise.
- Letters home.
- Whole class rewards.
- Rewards afternoons

### **8. Sanctions and Consequences**

The school will use positive behaviour support, this may include strategies designed to reduce risk and the reoccurrence of behaviours. All agreed sanctions will be part of a behavior plan and will be appropriate to the level of need and age of pupil following consultation with the team around the child.

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlight a pupil who is displaying the correct behaviour and praise them accordingly. Sometimes this will be sufficient to initiate the desired behaviour. If measures are not successful, the school's behaviour guidelines will be followed.

Any sanction applied will be proportionate to the undesirable behaviour exhibited, used to encourage more positive behaviour choices in the future and may include:

- Positive behaviour points not being earned
- The request for an apology (verbal or written)
- Phone call home
- Missed break time to catch up on work
- 1 to 1 inclusion lessons
- Temporary withdrawal from offsite activities, or if dangerous behaviour has been an issue, temporary withdrawal from onsite practical activities.
- Fixed -term exclusion (suspension)
- Following a review of individual risk assessment and consultation with parents and local authority SEND team, temporary amendment to onsite program.

## **9. Playground**

The following rules have been agreed by staff and pupils:

### **Key Stage 1 and 2**

- Use kind words (no swearing or unkind words or gestures. Be polite and respectful to your friends and adults).
- Be kind (no hurting, kicking, biting, pushing, hitting, spitting, pinching).
- Stay in the playground area. Ask if you need to leave.
- Walk along the paths and the corridors.
- Use the play equipment safely.
- No play fighting.

### **Key stages 3 and 4**

- Be polite to your friends and adults - no swearing or name calling.
- Play safely and kindly - no rough play fighting or bullying.
- Stay on the playground areas - ask an adult if you need to leave.
- Walk along paths and corridors.
- Use the seating area in correct manner
- Use the play area safely and keep the football in the football area.
- Follow all adult requests or instructions.
- End of Playtime Arrangements.
- Pupils make their way to their lining up point.
- Pupils line up quietly by the door waiting for staff to open door.

End of Breaktime Arrangements:

Staff who are on duty will call end of break, pupils and staff will return into school in an orderly manner, when pupils enter the building, they will sanitise their hands then walk down the corridor following staff instruction and into their rooms.

## **10. Recording and Reporting**

The incident reporting system is used by staff to monitor and track positive and negative behaviour incidents at school. This includes, separately, those concerning physical intervention, those concerning discriminatory actions/language and those concerning bullying.

Negative and positive incidents are recorded on feed directly into the school's Reward

System. Parental/carer contact following an incident may be by telephone, contact book, text, or email. Class teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

Incidents are monitored by the Headteacher and Executive Principal to identify and target persistent behavioural issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis during Leadership meeting time.

### **11. Special cases**

The sanctions and consequence outlined above offer a framework for most pupils. However, rigid sanctions for some pupils can be counter-productive and in these situations an individualised approach is required. Individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents/carers.

For persistent inappropriate behaviour, parents/carers will be informed, and a meeting will be requested in order to develop a Behaviour Support Plan for the pupil.

#### **One-to-one room**

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of withdrawal to a one-to-one room, with minimal stimulation and no audience, where pupils can calm down and regain control of their behaviour and emotions. One-to-one rooms are operated on an 'open door' policy. The one-to-one room may be offered to a pupil by a member of staff, or a pupil may be directed to go there. In either case the aim is to allow the opportunity for the young person to regain control. Pupils are always accompanied to the one-to-one room. If a pupil is displaying aggressive or threatening behaviour or is putting themselves and others at risk, it may be necessary to provide a guided escort using one of the approved Positive Behaviour Support (Sherwood) techniques.

Use of one-to-one rooms will be recorded on behaviour incident and physical intervention logs. When in the one-to-one room, pupils can be monitored by staff. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the pupil is calm and able to take responsibility for his / her own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the room, for example, when a pupil's challenging and violent behaviour is putting themselves or staff at risk. This is used as a last resort.

Once a pupil is felt to be calm, the pupil may be moved to another quiet place to work or more generally taken back to class.

### **12. Emergency procedure**

Extreme behaviour will be referred directly to a member of the leadership team.

In the event of a child endangering themselves or others, the child will be escorted using Sherwood positive handling techniques, and if necessary, additional staff will be called to assist using a school code, 'Assistance'.

### **13. Physical restrictive intervention**

Should a pupil's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use restrictive interventions.

Physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff, or others at risk.

The school's policy on restrictive interventions is framed by guidance from the DfE, '**Use of Reasonable Force**' Behaviour and Discipline in Schools and Keeping Children Safe in Education and uses Sherwood's positive handling techniques and strategies.

Whilst it is recognised that some pupils in key stage 2 will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in key stages 3 and 4 require restrictive strategies. In the majority of cases, it is safe for pupils to run into safe spaces to avoid the need for restrictive interventions. The positive use of touch is considered a beneficial strategy, e.g., help hug, guided walk, reassuring touch.

Physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour is putting other pupils, staff, or others in danger of physical harm, for example, if a pupil is attacking another person.
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting causing the risk of injury.
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a pupil is causing or is on the verge of causing deliberate damage to property.
- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils in order to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupils' school placement.
- When it is necessary to prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others.
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
- When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force). However, it may be justifiable where a pupil remaining in a classroom or leaving would entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or Lead to behaviour that prejudices good order and discipline, such as disrupting other classes.

Should restrictive intervention be necessary the well-being of the pupil will be of paramount concern and the physical intervention used will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result. Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for a more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical restraint may need to be used:

It must be noted that during a physical intervention scratches, bruises and red marks may occur. This does not mean that the procedure has been administered incorrectly but is an occurrence with physical contact.

**See additional advice in Horizon Education and Care Restrictive Physical Intervention Policy.**

For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Intervention Plan based on Sherwood advice will be devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with pupils.

All staff are trained in Sherwood Positive Intervention and receive refresher courses to ensure an updating of knowledge. Horizon employs a team of Sherwood PI instructors that are always available for advice on guidance.

Although it would be envisaged that restrictive interventions would be used in situations where a plan had been put in place, it is important to recognise that there will be times when circumstances dictate immediate responses to a situation in order to keep the pupil, other pupils, staff and others safe. At these times it is assumed that staff will act in good faith and that their responses will be proportionate to the consequences that they are intending to prevent. Pupils running off and leaving the school premises causes significant anxiety for staff. Staff should share that responsibility by informing Office Staff and Site Managers. Once it is established that a pupil has left the school site then a dynamic risk assessment will be carried out to ensure parents or carers and if necessary, police are informed. A timeline will be maintained to ensure all parties have accurate information and the situation will be monitored by a member of the SLT. Following an incident of a pupil absconding from school behaviour plans will be amended to include this identified risk.

Following an intervention where positive physical restraint has been necessary, the incident will be recorded on an incident form.

In the event of an incident involving an injury to a member of staff then the staff member should also complete the school's accident book.

All PIs are reported to Horizon SLT and are checked against historical data to check for trends and patterns.

## **14. Truancy**

Regular attendance is always expected, as outlined in the Attendance Policy.

Because of the strong home/school links and transportation to school, truancy is an unusual occurrence. All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

## **15. Bullying**

Bullying can take many forms, but it usually includes the following four types of behaviour:

- Physical - hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack.
- Damage to or taking someone else's belongings (this may also constitute physical bullying.)
- Verbal - Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks.
- Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber - any type of bullying that is carried out by electronic medium.

For further information see the school's Anti-Bullying Policy in line with Section 89 of the Education and Inspections Act 2006.

## **16. External support services**

The advice and assistance of external services is highly valued in dealing with pupils' behaviour and supporting staff training. Practically, this may mean involving in one or more of the following:

- Education Welfare Office and Educational Psychologist.
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care.
- Local community services.
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups.

Additional support available to parents/carers includes:

- 'Open Door' policy at the school.
- Parent/carer workshops.
- Signposting to other agencies.
- Advice and guidance from school staff.

## **17. Review**

This policy will be reviewed annually. Key elements will be brought to the attention of staff at the beginning of the Autumn Term, and through a rolling programme of inset on a need driven basis.

## Appendix 1: Serious incident protocol

Protocols for all staff following a serious incident involving aggressive behaviour an injury to a member of staff:

- Remove pupil from the incident.
- Reassure the other pupils and ensure all other pupils are safe. Get back to normal lessons as quickly as possible.
- Offer support to the member of staff and take them away from the scene of the incident.
- Inform a member of the Leadership Team who will assess the situation and take the following steps, as necessary,
- Offer the member of staff medical assistance and make a First-Aider available to see them.
- Ensure any injuries are recorded in the Staff Accident Book.
- Provide the member of staff with a quiet space to go and offer colleague support. Arrange cover as required.
- Following the First-Aider assessment and in consultation with the member of staff ascertain whether further medical assistance or support is required. If this is required, arrange for appropriate transport to hospital.
- Organise for a Serious Incident Form to be completed and take witness statements from other staff and if required, other pupils.
- Take a statement from the pupil when calm. This may not be possible immediately and may need to be done at a later date.
- In consultation with the Headteacher, decide whether the pupil should be excluded. This will be based on the information gathered and individual circumstances.
- Inform the pupil's parents/carers of the incident and any decisions that have been made. If it is required, arrange for the pupil to go home.
- Leadership Team to collate witness statements and staff account before making a decision about further sanctions.
- Head Teacher to inform relevant staff of any decisions that have been made and this to be cascaded.
- Head Teacher /Deputy Head to inform parents/carers of these decisions.

### Follow Up

- Individual Behaviour Plan for the pupil to be written or amended in consultation with the Class/Form Teacher and Behaviour Team and shared.
- A Risk Assessment to be completed if required.
- Restorative Justice to be offered and facilitated where appropriate and relevant.
- In the light of long-term absence, a staff buddy will maintain regular contact.
- Staff member to be offered contact details of the confidential staff counselling service and guided to the supported services for staff booklet.





## Appendix 2: Behaviours and consequences

### Behaviours & Consequences

All consequences will be challenged by staff and any incidents will be reported to parents and carers by the Pastoral Team where appropriate.

As well as the issues below, pupils can be given a consequence that relates to their actions.

These should be logged onto RM Integris and recorded on the appropriate form by the end of the day.

These will be discussed during daily debrief and follow up actions will be identified.

These are expected behaviours of pupils and positive encouragement following school rules should be used.

Issues	Expectations	Consequences/Action
Prohibited items	Pupils should not bring <b>any</b> personal belongings into school including: mobile phones, headphones, smart watches, money, aerosols	Encourage the pupil to hand in the items and if they do no further consequence Reported to parents/carers if continued Behaviour points not earned Individual work with a member of the pastoral team if continued
Prohibited items	Pupils should not bring items of food or drink into school with the exception of water.	Encourage the pupil to hand in the items and if they do no further consequence Reported to parents/carers if continued Behaviour points not earned
Absconding	Pupils to remain under supervision and in site of staff	Pupil will receive an offsite ban (short or long-term depending on severity of incident) Behaviour points not earned Individual work with a member of the pastoral team Possible police action Meeting with parents/carers

Respect	Pupils to treat everyone with respect, both staff and pupils.	Verbal apology to be made Letter of apology Individual work with a member of the pastoral team Behaviour points not earned Reported to parents/carers if continued
Discrimination	Pupils to not use words or actions which show discrimination or prejudice against others.	Reported to parents/carers and meeting held if continued. Meeting with Deputy Headteacher and/or Headteacher Behaviour points not earned Reported to local authority and / or police dependent on severity of incident
Lateness / Punctuality	Pupils to be in school for 09:00 Pupils to be on time for all lessons	Pupil to work 1:1 with support until their next lesson Pupil to complete catch up work
Smoking	Pupils are prohibited from smoking on or near the school premises during school hours	Parents and/or carers will be notified Behaviour points not earned Possible offsite 1:1 inclusion lessons Referral to outside agencies for stop smoking support
Drugs / drugs paraphernalia	Drug taking / being under the influence of drugs or bringing drugs onto the premises is strictly prohibited and is a criminal offence	Police will be called Parents / carers will be called Meeting with Deputy Headteacher and/or Headteacher Exclusion (fixed term / permanent depending on severity) Referral to outside agencies for support
Cigarettes / Lighters	Pupils are prohibited from bringing smoking items onto the school premises	Parents /carers will be called Items to be handed in Work to be completed based around fire safety (if necessary) Referral to outside agencies for stop smoking support Possible offsite 1:1 inclusion lessons
Fire setting	Fire setting is not tolerated	Possible emergency services dependent upon seriousness Meeting with Deputy Headteacher and/or Headteacher Work to be completed based around fire safety Parents/carers will be called Possible offsite 1-1 inclusion lessons Possible exclusion

Lesson refusal	Pupils are expected to attend all lessons	<p>Give pupils time limit to turn around refusal</p> <p>Behaviour / engagement points will not be earned</p> <p>Send work home at the end of the day</p> <p>Catch up missed work during Friday catch up session (if applicable)</p> <p>Possible intervention plan to be put in place if persists</p>
Damage to property	<p>Pupils are expected to respect <b>all</b> school property (building, resources, outdoors)</p> <p>Damage to school property including graffiti is not acceptable</p>	<p>Pupils to be invoiced an amount agreed by Deputy Headteacher and/or Headteacher</p> <p>Pupils can pay damage by various jobs around the school agreed by pastoral team</p> <p>Pupils to fix the property damaged in their own time (after school/lunch time)</p> <p>Parents and/or carers to support this</p> <p>Behaviour points not earned</p> <p>Possible exclusion</p> <p>Possible police action</p>
Failure to be respectful of the school environment	Pupils are expected to tidy up after themselves in both classrooms, dining room and communal areas.	<p>Pupil given opportunity to correct their behaviour</p> <p>Reminder of school rules and responsibilities</p> <p>Behaviour points not earned</p> <p>Dining room ban (if applicable)</p>
Bullying	Bullying is not tolerated in school	<p>Individual sessions with pastoral team</p> <p>PSHE, assembly, restorative justice meeting,</p> <p>Follow bullying procedure meetings at school.</p> <p>Possible off-site education</p> <p>Possible on-site 1-1 inclusion lessons</p> <p>Meeting with parents/carers</p> <p>Behaviour points not earned</p> <p>Enforce positive behaviour and anti-bullying policies</p> <p>Possible exclusion</p> <p>Possible police involvement</p>
Safety in cars including seat belts	Pupils to follow all car safety rules	<p>Reported to parents/carers</p> <p>Individual sessions based around car safety</p> <p>Allocated seats during travel</p> <p>Public transport to be used</p> <p>Car ban for a period of time for activities / public transport to be used</p>

Kitchen	Pupils to follow kitchen safety rules at all times	Reported to parents/carers Individual sessions based around kitchen safety Ban from the kitchen including practical food technology Theory lessons to replace practical lessons
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Refusal to leave area/classroom/office	<p>Pupils are expected to follow instructions at all times</p> <p>Pupils to be mindful of health and safety</p>	<p>Give pupils time limit to turn around refusal</p> <p>Behaviour / engagement points will not be earned</p> <p>Possible intervention plan to be put in place if persists</p> <p>Reward other pupils for ignoring negative behaviour</p> <p>Reported to parents/carers</p>
Climbing	<p>Pupils are expected to keep themselves safe and follow instructions at all times</p>	<p>Encouraged to come down safely</p> <p>Planned ignoring</p> <p>Reported to parents/carers</p> <p>Behaviour points will not be earned</p> <p>Individual sessions with pastoral team around keeping safe</p> <p>Adaption of IBSP / RA to provide alternative when pupil is in distress / flight</p>
Inappropriate language	<p>Pupils are expected to be respectful and not use abusive language</p>	<p>Reminder of school rules and responsibilities</p> <p>Apology from pupil (verbal/written)</p> <p>Behaviour points will not be earned</p>
Assault	<p>Pupils to understand assaults are not permitted (either on pupils/staff)</p>	<p>Reported to parents/carers</p> <p>Possible emergency services dependent upon seriousness</p> <p>Meeting with Deputy Headteacher and/or Headteacher</p> <p>Reminder of school rules and responsibilities</p> <p>Behaviour points will not be earned</p> <p>Possible off-site education</p> <p>Possible on-site 1:1 inclusion lessons</p> <p>Possible physical intervention</p> <p>Letter of apology/verbal apology</p> <p>Restorative meeting</p> <p>Possible exclusion</p>
Unacceptable behaviour in public	<p>Pupils to be made aware of what is acceptable behaviour in public</p>	<p>Reminder of school rules and responsibilities</p> <p>On next trip, in that particular lesson pupils to stay on site</p> <p>Possible intervention programme put into place</p> <p>Behaviour points not earned</p>
Uniform	<p>Correct school uniform must be worn all the time</p> <p>Prohibited items of jewellery cannot be worn</p>	<p>Reported to parents/carers</p> <p>Reminder of school rules and responsibilities</p> <p>Letter to be sent to remind parents/carers of uniform policy</p> <p>Parents to bring in uniform</p>

Hoods and Caps	Hood and caps are not allowed to be worn during the school day.	Reminder and loss of behaviour points unless a valid reason. i.e., sensory/security issues Reported to parents/carers Reminder of school rules and responsibilities Letter to be sent to remind parents/carers of uniform policy Parents to bring in uniform
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