

NET Relationship (Behaviour) Policy

Policy Number – 33

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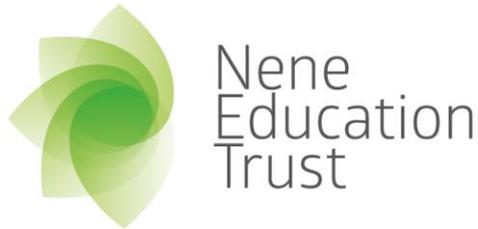
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Revision History

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1	New policy – overarching policy for school behaviour policies	9 June 2022

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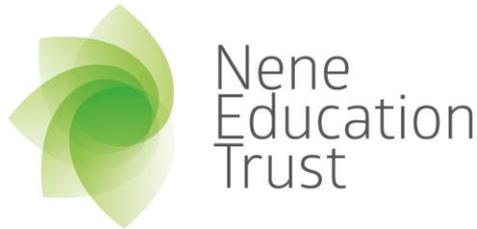
1 Introduction

- 1.1 Nene Education Trust ("the Trust's) relationship (behaviour) policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education across its schools. Through Work, World and Wellness we will raise aspirations and develop character in a positive environment. Good behaviour and self-discipline lead to effective learning and helps prepare our children and young people for their lives beyond the school gate.
- 1.2 We understand as a Trust community that our role in promoting and supporting appropriate behaviour is based upon building and managing consistent positive relationships, however managing conflict can be challenging and so this document aims to set out procedures to be followed to minimise what can be a difficult process. Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have. The Trustees of Nene Education Trust take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:
- Effective line management, Commitment to reducing workload, Supportive and professional working environment, staff wellbeing sessions, The Teacher Support Line telephone number 08000 562561 or website www.teachersupport.info
- 1.3 This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the consequences that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, the Trust and its schools aim to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.



3 Application of Policy

- 3.1 This policy applies to all members of the Trust community. Each school within the Trust will apply consequences within this policy for behaviour that takes place both inside and outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
 - 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team and each respective school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principals to account for its implementation. Trustees will ensure that they and local advisory board members receive relevant training on exclusions, behaviour and discipline at least every two years.

4.2 The Chief Executive Officer

The CEO will ensure that this Relationship Policy is applied consistently across the schools within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Advisory Board (LAB)

Local advisory board members in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school Principal on behavioural consequences and support put in place for pupils at the respective school. LAB's will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Principal.

4.4 Principal

The Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- apply this policy fairly, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable pupils may face;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given consequences on Arbor. Repeated behaviours that are out of character for a pupil should also be recorded on My Concern;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- if age appropriate set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents/Carers

Parents (by parents, we mean parents/carers) play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- sign the home school agreement when their child starts at any Trust school;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible;
- in the case of permanent exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the individual school expectations to which all pupils must adhere. Reminders of the school rule/expectations and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The Trust community believes that it is important to encourage good conduct throughout the school by noticing, celebrating and rewarding positive behaviour. (individual school reward programme listed as an Appendix)

6 Consequences

- 6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them, the school will impose consequences (also known as 'disciplinary penalties'). All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.
- 6.2 The particular level of consequence will depend on the severity and regularity of the behaviour.
- 6.3 Each school uses a range of consequences in response to incidents of poor behaviour. These may include: (Individual school consequences listed as an Appendix)
- verbal reminder;
 - requiring a written apology;
 - confiscation of a pupil's property;

- time to reflect at break / lunchtime /afterschool (this may include catching up on missed work);
 - extra work or repeating unsatisfactory work until it meets the required standard;
 - school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; removing graffiti or mending damaged property;
 - loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
 - asking the student to leave a class or group and directing the student to an identified safe space;
 - internal exclusion;
 - seclusion/isolation to complete tasks set supported by staff;
 - regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
 - education off-site for a designated period;
 - suspension or permanent exclusion.
- 6.4 School staff aim to work in cooperation with parents to understand the reasons behind changes in their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a consequence is imposed, parents will be informed.
- 6.5 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.6 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.7 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions:
- verbal abuse to staff and others;
 - verbal abuse to pupils;
 - physical abuse to/attack on staff;
 - physical abuse to/attack on pupils;
 - any form of bullying (to the extent not covered above);
 - indecent behaviour;
 - damage to property;
 - gambling on school property;
 - recording or taking images of pupils or staff without their express consent;
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;

- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- child on child sexual violence and sexual harassment;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Annex).

6.8 Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a suspension or permanent basis.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning, which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of communicating unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

7.3 Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display behaviour that challenges and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's special educational needs policy for more information.

8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary schools, pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary schools, pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.
- 8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a consequence. Please see the Trust's CCTV policy and privacy notices for more information.
- 8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to conclude on the balance of probabilities.
- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school code of conduct and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a consequence and are protected from liability for damage to, or loss of, any confiscated items.
- 9.3 A teacher or someone who has lawful responsibility of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission the school may impose a consequence for failing to follow a reasonable instruction.

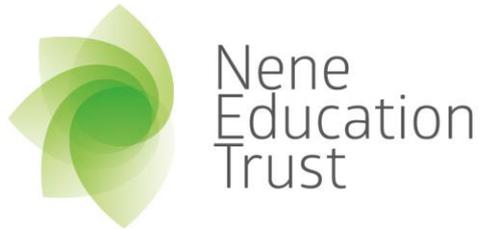
- 9.4 The Principal and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:
- knives or weapons;
 - alcohol;
 - illegal drugs;
 - "legal highs";
 - stolen items;
 - e-cigarettes, tobacco and cigarette papers;
 - fireworks;
 - pornographic images; or
 - articles that have been or could be used to commit an offence or cause harm.
- 9.5 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.6 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.
- 9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

10 Use of reasonable force

- 10.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Principal has given the responsibility to be in charge) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where pupils need to be held to help them to calm down will be securely recorded, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents will be informed as a matter of course.

11 Bullying

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. (see NET anti-bullying policy). 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The Trust wants to make sure that all pupils feel safe in school and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationship (Behaviour) Policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in a consequence for the action.
- 11.4 If an allegation of bullying does come up, the respective school will follow the NET anti-bullying policy guidance and:
- take it seriously;
 - investigate as quickly as possible to establish the facts;
 - record and report the incident; depending on how serious the case is, it may be reported to the Principal;
 - provide support and reassurance to the victim;
 - make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
 - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
 - ensure that if a consequence is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used;
 - consider whether suspension or exclusion is appropriate in light of the circumstances.
- 11.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised



member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the pupil.

12 Complaints

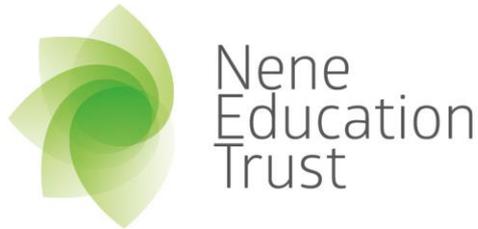
If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

Annex – Rights and Responsibilities of Pupils and code of conduct

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any consequences that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

School code of conduct

- 1 Attend the school and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
- 2 Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's uniform policy at all times to and from the school.
- 4 Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 5 Do not use rude, derogatory, racist or defamatory language.
- 6 Do not bully, belittle, or intentionally harm other pupils or staff.
- 7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 9 Complete school work and homework on time and to the very best of your ability.

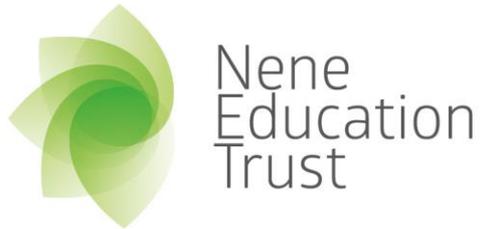


- 10 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
- 11 Take care of school equipment.
- 12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).
- 13 Meeting expectations around sneezing and coughing including adhering to the "catch it, bin it, kill it" policy
- 14 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the school.
- 15 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
- 16 Report to the school office if you arrive late, feel unwell or need to leave for an appointment. Particularly by notifying your teacher or the school office if you begin to experience symptoms of Covid-19 namely: a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
- 17 Stay on the school premises at break and lunch time, (exceptions e.g. unless they have a written, signed permission slip) including adhering to instructions relating to the areas you can be in during break and lunch time.
- 18 Do not bring into the school under any circumstances:
 - alcohol and drugs including "legal highs";
 - e-cigarettes, cigarettes, matches, and lighters;
 - chewing gum;
 - weapons of any kind or instruments/substances intended to be used as weapons;
 - material that is inappropriate or illegal for children to have such as racist or pornographic material;
 - mobile phones/other non-authorized electric devices;
 - any article which 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).



Nene
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Relationships and Behaviour Guidance 2022-2023

Our Relationships and Behaviour Guidance is underpinned by research and evidence from the Education Endowment Foundation (EEF) "Improving Behaviour in School" (June 2019)

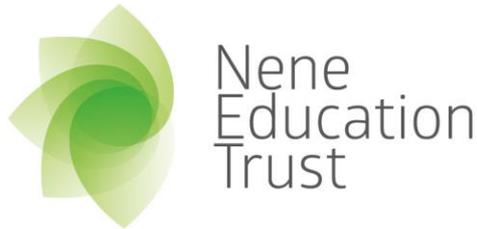
Review Dates **Annually**

Location of Policy **School website and central network**

Access to Policy **Open**

Policy Context **This Policy applies to all staff and students of the School**

Revision Date	Description	Sections Affected	Revised By	Approved By
September 2022	New Policy			



This guidance aims to:

- Provide a consistent approach to creating positive relationships and behaviour
- Define what we consider to be desirable and undesirable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to relationships and behaviour
- Outline our system of rewards and sanctions

Overview

Misbehaviour in lessons is something that has been documented, and while most children in most situations are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the children in the class.

This guidance encourages a renewed focus on the principles of effective relationship development. These principles are formed by six recommendations and they state that teachers and assistant teachers should:

1. Know and understand your children and their influences
 - A child's behaviour has multiple influences, some of which teachers can manage directly
 - Understanding a child's context will inform effective responses to misbehaviour
 - Every child should have a supportive relationship with a member of school staff
2. Teach learning behaviours alongside managing misbehaviour
 - Teaching learning behaviours will reduce the need to manage misbehaviour
 - Teachers can provide the conditions for learning behaviours to develop by ensuring children can access the curriculum, engage with lesson content and participate in their learning
 - Teachers should encourage children to be self-reflective of their own behaviours
3. Use classroom management strategies to support good classroom behaviour
 - Effective classroom management can reduce challenging behaviour, child disengagement, bullying and aggression
 - Improving classroom management involves training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
 - Reward systems based on children gaining rewards can be effective when part of a broader classroom management strategy
4. Use simple approaches as part of your regular routine
 - Some strategies that don't require complex pedagogical changes have been shown to be promising
 - Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
 - Schools should ensure the school guidance is clear and consistently applied
5. Use targeted approaches to meet the needs of individuals in your school
 - Universal behaviour systems are unlikely to meet the needs of all our students
 - For children with more challenging behaviour, the approach should be adapted to individual needs
 - Teachers should be trained in specific strategies if supporting children with high behaviour needs
6. Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- Positive relationships and behaviour is more likely to have an impact on attainment outcomes if implemented at a whole-school level

Vision and values

Our aim is for every child to flourish and we value the pursuit of knowledge, doing the right thing, leadership and team work. Our long-term strategic plan aims to realise the following vision for a calm and purposeful environment:

Our school vision **"Shine among them like stars in the sky" Phil 2:14-16** enables our school community to celebrate each child as an individual and to support them to nurture their uniqueness, passions and talents. We encourage an understanding of faith and culture in our diverse world, and reflect upon the Christian values of joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and they are an integral part of our culture.

We ensure that children experience success so that they are motivated. Kindness and gratitude are the default interactions. Lessons are free from disruption and time is used efficiently. There is a sense of collective responsibility, because all adults have equal authority and consistently lead behaviour in and out of classrooms.

Active ingredients of our positive relationships and behaviour strategy

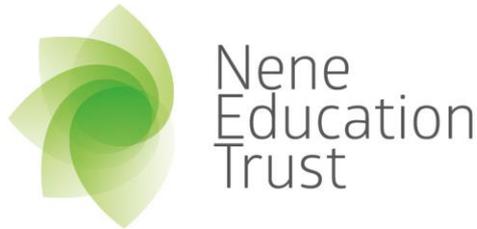
- Build positive relationships
- Set high expectations
- Establish routines, such as: STAR and Learning Modes
- Relentless routines, taught and practised
- Consistent, calm adult behaviour
- Collective responsibility accepted
- Reasonable adjustments
- Analyse, don't personalise
- Positive language choice
- Enable success because success breeds motivation
- Every child has unlimited potential for us to unlock

Expectations of adults

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations.

Adults ensure certainty and take responsibility for behaviour of all children. Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so at Woodford CE Primary:

- we expect that through great teaching, great tasks that are scaffolded where appropriate, and given time, all children can learn age related content
- we expect that all children will attempt work independently



- ATs do not sit with the same child or group of children each lesson, instead ATs are deployed to children or groups of children based on needs in each individual lesson through clear planning
- we talk about children who have quickly grasped a concept or those who are new to it
- we **do not** label children or groups of children by their perceived ability

Positive adult / child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and calm if they get it wrong.

Behaviour is functional, predictable and changeable, so:

- we influence children's moods to be more positive
- we invest time in building trust and relationships with all children

School rules and desirable behaviour

Exceptional behaviour is at the heart of effective learning. In order for Woodford CE Primary to have a calm and purposeful atmosphere, we ask all our children to be:

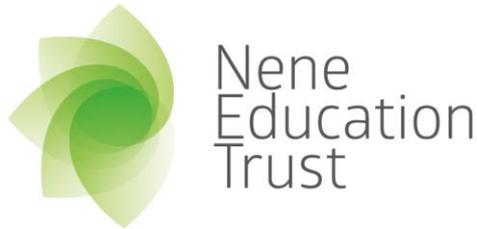
- Ready
- Respectful
- Responsible

A calm and purposeful atmosphere relies on more than rules though. Adults clearly explain what desirable behaviour looks like and below are examples related to our expectations (Appendix D):

Ready	Respectful	Responsible
<ul style="list-style-type: none"> • Come to school on time • Look at and listen to the person talking • Follow instructions the first time • Start work straight away • Wear the correct uniform • Line up promptly • Come to school with the correct equipment 	<ul style="list-style-type: none"> • Greet people politely when we arrive each morning • Pick up after ourselves and offer to help others • Do things for others because it feels good • Work hard in lessons • Notice when others have done something for me • Hold doors open • Be humble in victory and gracious in defeat 	<ul style="list-style-type: none"> • Move calmly around the school and outside • Use play equipment properly • Kind words • Kind actions • Tell an adult if something is wrong • Play only in the places allowed • Use technology responsibly

We ask all our children to be "STARS" (Appendix D):

- Sit and listen
- Track the speaker
- Ask and answer like a scholar
- Respectful



Learning modes in the classroom (Appendix D):

- Respectful Whole Class
- Performance Mode
- Polite Shared Learning

Setting and maintaining social norms

Good behaviour is taught, not told so adults teach children how to behave.

We use routines, rewards and sanctions to encourage children to do the right thing. Adults will:

- Explain clearly what they expect, provide examples and model it
- Tell children why good behaviour is important and get children to explain it to each other and the group
- Narrate positive recognition for children doing the right thing
- Frame instructions using positive language
- Gain attention, pause, then give an instruction
- Only talk when the group is silent and looking at you
- Have a signal for silence such as a bell
- Stand still to speak and give good eye contact
- Explain expectations before they follow an instruction
- Break expectations into small chunks and provide lots of practice
- Arrange furniture with a clear purpose
- Have a lining up order and instruct line leaders to stop at given points
- Keep the highest of expectations at all times – don't ease off
- Reboot expectations regularly.

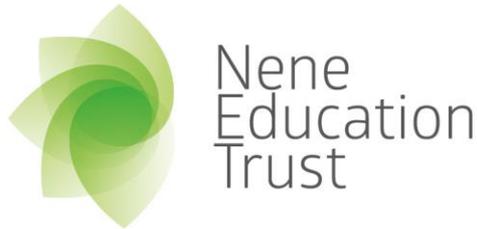
They will also:

- Avoid asking 'why' questions when dealing with misbehaviour
- Use partial agreement (maybe, but) to stop conversations going off on a tangent
- Draw attention to the majority meeting expectations rather than the minority not doing so
- Give conditional permission when children ask to do something "*When you have started your work, then I can come over and help you*".
- Narrate the reason for tidying up: "If we leave this room like this, someone will have to stay later and risk not seeing their families later. That isn't right. Let's do this together now..."

Creating a feeling of belonging

If we do not show children that they belong to our community, they will find somewhere else to belong. What adults say to children and about children makes them feel like they belong:

- Show kindness as the default in every situation
- State regularly, that we are all able to play a positive part in one another's day (difference makers)
- Highlight interests and experiences you and children have in common
- Show a genuine interest in children's lives
- Emphasise the similarities, shared values and common identity between children



- Narrate how lucky children are to have adults that care about them to hold them to high standards
- Make no apologies for having extremely high standards for our community
- Tell children how hard you work for them preparing lessons etc
- Narrate what makes Woodford CE Primary special regularly
- Narrate a child's value to our community
- Tell children that they belong to our community

Teach children important social interactions which make a group more cohesive

- Teach children to notice when someone has done something for them
- Encourage new friendships
- Involve children in choosing awards for their peers (such as the recognition board)
- Encourage children to take joy in the success of others and to appreciate their hard work
- Encourage humility in success
- Encourage children to see their peers' points of view

Set tasks for children that bring a group together as a community

- Children greet teachers politely each morning / first time they see them
- Show kindness as the default in every situation
- Involve children in choosing awards for their peers (such as the recognition board)
- Get children to think / write / talk about values important to them
- Develop a collective activity e.g. song / dance / game
- Children write termly thank you letters

Enabling success

Success breeds motivation so children need to feel successful if they are going to commit to working hard and taking risks. To enable success, adults:

- Give positive recognition
- Provide lots of practice
- Explain why the work is important
- Understand that different children are motivated by different things (pleasing adults, wanting to be the best etc)
- Explain that they were successful because of their own efforts
- Provide clear explanations and modelling
- Give short, clear instructions
- Have a clear outcome in mind
- Show an example of what excellence looks like
- Give timely and useful feedback
- Provide scaffolds
- Prevent disruption
- Break tasks into small steps
- Make it easy to start the work

Recognising desirable behaviour

Adults acknowledge the meeting of expectations and praise children for exceeding expectations. We use intrinsic rewards such as attention, praise, informing parents, house

points or granting privileges and are aware that extrinsic rewards can distract from learning and use them sparingly and with professional judgement.

Other ways that adults reinforce positive behaviour include:

- Using a recognition board and desirable behaviours are celebrated by children's names being added to the recognition board. This is refreshed regularly at the teacher's discretion.
- telling parents
- sending the child to other staff to celebrate success
- a school values certificate in assembly
- receiving a postcard or card from staff
- representing the school in external events

Recognising undesirable behaviour

Undesirable behaviour can be classified as misbehaviour or serious

Misbehaviour is defined as:

- Undesirable behaviour in lessons or at break and lunchtimes
- Failure to comply with: our values, our three school rules (Ready, Respectful & Responsible), Learning Modes or STAR

Serious misbehaviour is defined as:

- Undesirable behaviour that is understood and deliberate

Serious incident is defined as:

- Something that means a person in unsafe
- Something that makes a person feel uncomfortable
- Children 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

Misbehavior	Serious misbehavior	Serious incident
Incorrect learning mode Interrupting others Minor damage to property Not being a STAR Not showing school values Not working to best of ability Out of seat Refusal to follow instructions Rudeness	Physical aggression Bullying E-safety concerns or issues Leaving classroom without permission Major damage to property Swearing	Leaving school site 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

		<p>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</p> <p>Racist, sexist, homophobic or discriminatory behaviour</p> <p>Possession of any prohibited items</p>
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Any sanctions that is applied by adults are done so with the goal that it will make the undesirable behaviour less likely to recur.

Sanctions are applied in the following way:

Misbehaviour, one off disruption, adults will:

- Use non-verbal cues to avoid disruption to flow
- Express **private** disapproval (script 1)
- Reset expectations and set a target to get on track again for more desirable behaviour
- Allow take up time to let the child save face, to process your instruction or to **avoid confrontation in front of an audience.**

Misbehaviour, repeated disruption – adults will:

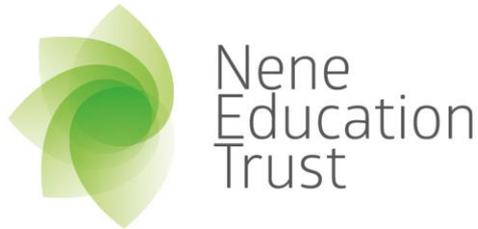
- Give a time out within the classroom / move their seat / send to buddy class. This is done sensitively
- Give a closed choice: You can either get on with your work now or you can finish at break time
- Keep them back briefly at break / lunch / after school to reset expectations (script 2)
- Reset expectations in front of parents at end of the day in private (script 3)
- Class teacher will record on Arbor / My Concern

Misbehaviour, persistent and ongoing disruption – adults will:

- Give a time out to the Principal, this is done sensitively. (supervision only and child will return to learning at appropriate time).
- Class teacher **MUST** follow up at the next opportunity (script 2).
- Class teacher will meet **formally** with parents (script 3).
- Put the child on report for two weeks (child checks in with Principal every break, lunch and after school). Review in two weeks.
- Principal might set an internal exclusion if appropriate
- Class teacher will record on Arbor / My Concern

Serious misbehaviour – adults will:

- Ensure that everyone is safe and send for senior leaders to remove child from the situation



Principal will:

- Call parents into school to inform them and reset expectations (script 5).
- Put the child on report for two weeks (child checks in with Principal every break, lunch and after school). Review in two weeks.
- Principal might set an internal exclusion
- Will record on Arbor / My Concern

Serious incidents – adults will:

- Ensure that everyone is safe and send for Designated Safeguarding Lead and Principal.

Principal will:

- Remove the child from the situation
- Call parents into school to inform them and reset expectations (Principal only using script 5).
- Put the child on report for two weeks (child checks in with Principal every break, lunch and after school). Review in two weeks.
- Carry out a risk assessment and share this staff / family
- Principal might set an internal exclusion, FTE or a PX if appropriate
- Will record on Arbor / My Concern

Playground Expectations

Expectations for playground behaviour are very clear to all staff and children.

- Children are reminded about how to use each playground area and the equipment
- Adults speak with the children in private verbally if misbehaviour is seen
- If the child demonstrates repeated misbehaviour then they are asked to shadow the adult for 5 minutes.
- If misbehaviour is persistent and ongoing, the adult will call for the deputy playground leader to remove the child from the playground and the class teacher will be made aware and logs incident on Arbor. Class Teacher will also reset expectations in front of parents at end of the day in private (script 3).
- Any serious misbehaviour in the playground will be dealt with by the Principal.
- Positive behaviour is rewarded on Arbor.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

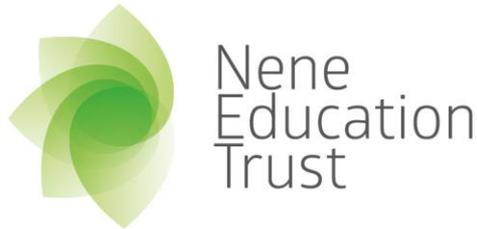
Behaviour outside of school

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip / outing or wearing their uniform to and from school.

Children may be subject to sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Record keeping

Class teachers keep records of low-level misbehaviour and serious misbehaviour on Arbor and when necessary recorded on My Concern also. The Principal will maintain records of



internal, fixed term and permanent exclusions to analyse patterns. We use Arbor for record keeping, because:

- Incidents must be recorded on Arbor to allow a behaviour record to be maintained and to share with other staff members.
- Incidents should be recorded as soon as possible after the event.
- Information should be concise and factual.
- Consequences to the incident should be recorded
- Once shared and discussed with parents there needs to be an action to resolve the incident (incidents must not be left unresolved)

Reasonable adjustments

Where a child has a condition and this adversely affects their behaviour, we make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond in particular situations. Principal and governing bodies must also take account of their statutory duties in relation to special educational needs and disabilities (SEND) when making reasonable adjustments. This includes having regard to the SEN Code of Practice.

Home-school agreement

We believe in an effective and meaningful partnership between home and school. To this end, we will:

- explain our behaviour policy and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary
- contact parents before serious situations develop whenever possible
- at appropriate times involve parents in managing children's behaviour

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies
- co-operate with the school in maintaining good behaviour
- be prepared to act in support of the school

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our team is available to support parents with difficulties that they may be experiencing and the school is able to suggest local agencies that may also be able to support.

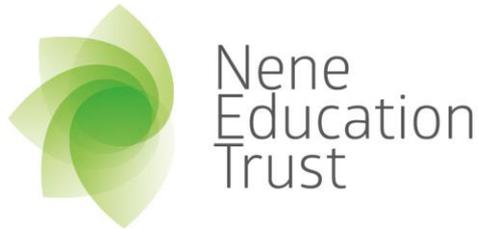
Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Putting themselves at risk
- Damaging property

Incidents of physical restraint 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

Right to search a child

The Principal and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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 child)

The Principal and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the child but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item.

A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the child has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

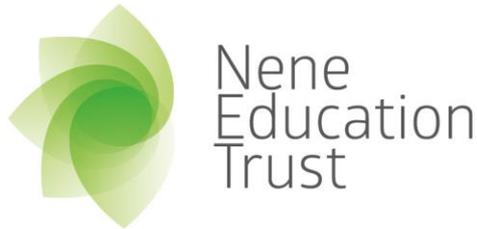
- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

For further detail, please refer to Searching, screening and confiscation at school (DfE, September 2022).

Exclusion

Internal exclusion



It may be necessary for a child to be separate from their class for a period of time as a sanction. The Principal will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration.

All internal exclusions are recorded, including the date, duration and reason.

Fixed term exclusion

Exclusion from school for a fixed time period is a formal step taken when the Principal considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Principal.

We will use the latest guidance 'Exclusion from mainstream Schools, Academies and Child Referral Units in England, including child movement' (September 2022).

The decision to exclude a child must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against children on the basis of protected characteristics, such as disability or race.

Schools should consider the fair treatment of children from groups who are vulnerable to exclusion.

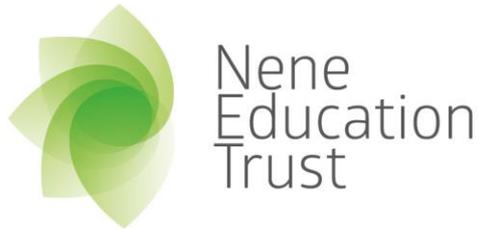
Principal and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice. Good discipline in schools is essential to ensure that all children can benefit from the opportunities provided by education. The Government supports Principals in using exclusion as a sanction where it is warranted. The purpose of exclusion may be to allow:

- a cooling off period
- time for thought and discussion
- the school to function satisfactorily for the remainder of the children

A child may be excluded for a maximum of 45 days in a school year. Parents / carers / governors need to know the length of the exclusion and their rights to have their views considered. They will receive a letter containing all the information they need when a child is excluded. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the exclusion lasts for more than 5 days. An early meeting with the Principal may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

Permanent exclusion

Permanent exclusion should only be used as a last resort. A decision to exclude a child permanently should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.



Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Principal, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Principal's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done

Notifying appropriate bodies regarding exclusions The Principal must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent)
- exclusions which would result in the child being excluded for more than five school days (or more than ten lunchtimes) in a term

Exclusions which would result in the child missing a public examination or national curriculum test. The governing body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors. The governing body must consider the reinstatement of an excluded child within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent
- it is a fixed period exclusion which would bring the child's total number of school days of exclusion to more than 15 in a term
- it would result in a child missing a public examination or national curriculum test

Appendix A:

Script 1 Do you remember (yesterday/last week) when you (give example of previously seen positive behaviour)? That is the (name) I know and that is the (name) I need to see today. Be ready / be respectful / be responsible. Thank you for listening.

Appendix B:

Script 2 Tell me about what happened. Tell me about what you were thinking at the time. Tell me about what you think about it now. Tell me about how what you did might have made others feel. Tell me about your ideas to put things right. Tell me about what you will do differently in the future. Tell me our rules.

Appendix C:

Script 3 Where it is necessary for the class teacher to meet a parent about behaviour, class teachers lead meetings with the support of a senior leader.

Explain the reason for the meeting (To the parent) Thank you for meeting me. Unfortunately, (name) chose to be rude to an adult / walk out of class today. This is unacceptable. Refer back to the rules and give a sanction (to the child)

(Name), what are the rules? What rule did you break? I am very disappointed. The consequence of being rude to an adult / walking out of class is X.

(To the parent) Working together on issues like this is for the best. Can you think of a sanction at home too please?

Reset expectations (To the child) I expect you to be respectful at all times / stay in the classroom where I can keep you safe. Do you understand? (Insist on a 'Yes, Miss / Mrs / Mr X.')

Appendix D:



Appendix E

